



# परिप्रेक्ष्य शैक्षिक योजना PERSPECTIVE ACADEMIC PLAN 2025-26



**नवोदय विद्यालय समिति**  
**Navodaya Vidyalaya Samiti**

शिक्षा मंत्रालय, भारत सरकार  
Ministry of Education, Government of India

स्कूल शिक्षा और साक्षरता विभाग  
Deptt. of School Education & Literacy

# भारत का संविधान

## उद्देशिका

हम भारत के लोग, भारत को एक [ संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य ] बनाने के लिए तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म और उपासना की स्वतंत्रता

प्रतिष्ठा और अवसर की समता प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा और

[ राष्ट्र की एकता और अखंडता ] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवंबर, 1949 ई. (मिति मार्गशीर्ष शुक्ल सप्तमी, संवत् दो हजार छह विक्रमी) को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (ब्यालौसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3-1-1977 से) "प्रभुत्व संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।

2. संविधान (ब्यालौसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3-1-1977 से) "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

## [भाग-4 क ]

## मूल कर्तव्य

**51क.** मूल कर्तव्य-भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह :

- क. संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;
  - ख. स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
  - ग. भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
  - घ. देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
  - ङ. भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हो, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
  - च. हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे;
  - छ. प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, की रक्षा करे और उनका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
  - ज. वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
  - झ. सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
  - ञ. व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कृष्टता की ओर बढ़ने का सतत प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू ले;
- [ट. यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करें।]

1. संविधान (ब्यालौसवां संशोधन) अधिनियम, 1976 की धारा 11 द्वारा (3-1-1977 से) अंतःस्थापित।

2. संविधान (स्त्रियसौवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (अधिसूचना की तारीख से) अंतःस्थापित किया जाएगा।

राजेश लखानी, भा.प्र.से.  
आयुक्त  
Rajesh Lakhani, IAS  
Commissioner



नवोदय विद्यालय समिति  
Navodaya Vidyalaya Samiti  
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(Deptt. of School Education & Literacy)

F.No.7-2/2016-NVS(Acad.)  
Date: 24.03.2025

## MESSAGE

“Education is not just about securing marks; it is about learning, growing, and evolving to contribute meaningfully to society.” – Prime Minister Narendra Modi

Education is the foundation of a strong and prosperous nation. At Navodaya Vidyalaya Samiti (NVS), we believe that planning with purpose is the key to excellence in education. Academic planning enables us to set ambitious goals, create innovative strategies, and implement best practices that empower our students and educators alike.

A significant step forward in this journey is the Perspective Academic Plan (PAP) 2025-26, a comprehensive blueprint designed not only to implement scholastic and co-scholastic activities, but also to ensure continuous monitoring and innovation at all levels. This plan is a testament to unwavering commitment to excellence in education and holistic development of students. By embracing modern pedagogical approaches while upholding our core values and traditions, NVS prepare our students to be leaders of tomorrow.

As Prime Minister Narendra Modi has said:

“Our education must prepare students for the challenges of the 21st century—where knowledge meets creativity, and innovation fuels progress.”

In this spirit, PAP 2025-26 has been developed through meticulous planning, deliberations, and stakeholder discussions, ensuring that we incorporate the latest educational trends and best practices. This handbook is not just a guide—it is a vision for the future of Navodaya Vidyalayas, shaping young minds into confident, responsible, and future-ready individuals.

Let us come together to make 2025-26 a milestone year in quality education and innovation. Let us work towards making Navodaya Vidyalayas a benchmark institution in realizing the goals of NEP 2020, equipping students with 21st-century skills, and nurturing them as pillars of an Atmanirbhar Bharat.

With a firm belief in our collective strength, I extend my heartfelt gratitude to all educators, officers, and stakeholders who have contributed to this visionary plan. Together, let us strive to make this academic year a journey of learning, leadership, and limitless possibilities.

“Dream big, work hard, and achieve greatness!”

Wishing all Navodayans a year full of learning, growth, and success.

(Rajesh Lakhani)  
Commissioner, NVS

ज्ञानेन्द्र कुमार  
संयुक्त आयुक्त (शै.)  
Gyanendra Kumar  
Joint Commissioner (Acad.)



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## FOREWORD

As stated in NEP 2020, the primary goal of every good education institution is to be a place in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experience are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

In order to make our Navodaya Vidyalayas the best Residential System in school education and achieve the above mentioned goals of NEP 2020, a well planned strategy is required. Accordingly, the Perspective Academic Plan (PAP) 2025-26 is a pioneering effort not only to assist JNVs in organizing academic activities in a planned and systematic manner but also to enable the functionaries at different field units in supervision and monitoring of these activities for desired outcomes.

Reflecting the transformative ideals of the National Curriculum Framework for School Education (NCF-SE) 2023, our collective mission is not simply to impart knowledge but to shape well-rounded, compassionate, and critical thinkers. It is about cultivating learners, who are not only prepared for higher education but also equipped for a fulfilling life—those who thrive in a world of continuous learning. The essence of education, therefore, is not just in teaching what to learn, but in teaching how to learn, igniting the spark of lifelong curiosity.

As we turn the pages of the PAP 2025-26, I encourage every stakeholder to go beyond merely reading this document; take time to reflect, adapt, and fully engage with the opportunities it presents. This plan is a guiding document that will allow us to actively shape the future of each child with determination, creativity, and an unwavering commitment, further empowering them to contribute meaningfully to the realization of our country's vision to become a Viksit Bharat by 2047.

(Gyanendra Kumar)  
Joint Commissioner (Acad.)

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## PERSPECTIVE ACADEMIC PLAN 2025-26

### 1) JAWAHAR NAVODAYA VIDYALAYAS AT A GLANCE

Jawahar Navodaya Vidyalaya's are co-educational residential schools being managed by the Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Education, Government of India, to provide quality modern education-including strong component of culture, values, environmental awareness, adventure activities, physical education and National Integration, to the talented children predominantly from rural area, free of cost, without regard to their socio-economic background.

The Navodaya Vidyalaya system is a unique experiment, unparalleled in the annals of school Education in India and elsewhere. While the schools are located in districts the support system and monitoring is carried through its Regional Offices presently located at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong. Further, 05 more Regional Offices at Ahmedabad, Bengaluru, Bhubneshwar, Guwahati and Ranchi have been sanctioned by the Government of India to ensure effective monitoring of JNVs. Training and development activities are carried through 7 training institutes called as Navodaya Leadership Institutes (NLIs). Among these established NLIs, the NLI located in Noida is called National Navodaya Leadership Institute.

#### FEATURES OF JNVs:

Co-educational residential schools called 'Jawahar Navodaya Vidyalaya'

- One in every district of the Country.
- Location – in rural areas.
- Free education including boarding & lodging.
- Medium of Instruction – Mother tongue/ Regional Language from Class-VI to VIII and Hindi / English thereafter.
- Student Exchange Programme –Migration of 30% students at Class-IX for one academic year from Hindi speaking districts to non-Hindi speaking districts and vice-versa.
- Vidyalaya's, being centers of excellence, are to function as Pace setters in the school education system in the respective district.

One of the important features of the Navodaya Vidyalaya Scheme is the Migration Scheme of students from one Navodaya Vidyalaya in a particular linguistic region to another Vidyalaya in a different linguistic region. It aims at promoting understanding of the diversity and plurality of India's culture and people amongst the students. According to the Scheme, 30% of children from one JNV are migrated to another JNV at Class – IX level. Migration takes place generally between Hindi Speaking and Non- Hindi Speaking districts. Three language formula i.e. Regional Language, Hindi and English is adopted in all JNVs from class-VI to IX. In the Hindi-speaking districts, the third language taught is the language of the students migrating to that Vidyalaya from a Non-Hindi speaking region while in non-Hindi regions the third language is Hindi. The medium of instruction is mother tongue / Regional language up to VIII class there after the common medium is Hindi / English in all JNVs.

#### NVS AT A GLANCE AS ON 31-01-2025

Number of districts notified up to 01.01.2025	788
No of JNVs sanctioned	689
No. of JNVs functional	653
No of JNVs functioning from permanent campus	620
No of students	288443
No of employees in position against 27676 sanctioned..	20818
No of candidates Registered for Class VI admission test JNVST-2025	2636561

#### 1.2 NAVODAYA MODEL:

- Presence in the Rural area
- Residential set up and living with teacher
- Low-cost operation

- Committed Teachers and staff
- Intensive interaction between teachers and students
- Exposure in all life skills with emphasis on personal effectiveness and human values
- Maximum possible exposure to all possible areas of contemporary learning requirement.
- Quality performance of students in all exams and contests
- Higher number of participation of Girls and students from weaker socio-economic sections of the society.
- Continuous interaction with practicing professionals, Institutes of higher learning, Industries and research institutes for enhancing skills.
- Alumni identifiable by the personal values they carry from school

## 2) HIGHLIGHTS OF PERFORMANCE AND ACTIVITIES

### 2.1: PERFORMANCE OF STUDENTS IN CBSE EXAMINATIONS 2024:

CLASS XII		CLASS X	
No of JNVs	582	No of JNVs	640
No of students Appeared	34061	No of students Appeared	44581
No of students Passed	33687	No of students Passed	44176
No of students with First Division	31517	No. of student with First Division	38502
Pass Percent	98.90%	Pass Percent	99.09%
First Division	92.53%	First Division	86.36%
No of students getting Centum	441	No of students getting Centum	1344
No of JNVs with 100% pass	426	No of JNVs with 100% pass	488
Average Marks	74.89	Average Marks	76.06
Average PI	65.39	Average PI	67.77

### LIST OF NVS TOPPERS – CBSE 2023-24

#### CLASS XII

Sl.	Name of the Student	Name of the JNV	Total Marks	Percentage	Rank
1.	Vipin Das K S	Palakkad	496	99.20	1st
2.	Dhanush D	Malappuram	494	98.80	2nd
3.	Naitik Joshi	U S Nagar	494	98.80	2nd
4.	Devarag Raj A P	Kannur	493	98.60	3rd
5.	Anandhu O	Kollam	491	98.20	4th
6.	Jagriti Adhikari	Pithoragarh	491	98.20	4th
7.	Payal	Chamba	490	98.00	5th
8.	Praneet Dixit	Banswara II	490	98.00	5th
9.	Shivrav Sanjay	Kannur	490	98.00	5th

#### CLASS X

Sl.	Name of the Student	Name of the JNV	Total Marks	Percentage	Rank
1.	Thejas V M	Palakkad	495	99.00	1st
2.	Ariyan Patel	Jharsuguda	494	98.80	2nd
3.	Rohan Kumar Ghadai	Puri	494	98.80	2nd
4.	Geetai Chandewar	Bhandara	494	98.80	2nd
5.	Alakananda K V	Kasargod	494	98.80	2nd
6.	Aditi Kushwaha	Pauri Garhwal	494	98.80	2nd
7.	Shanvi	Meerut	493	98.60	3rd
8.	Ayush Kumar Naik	Jharsuguda	493	98.60	3rd
9.	Farate Tejas Chandrakant	Nandurbar II	493	98.60	3rd
10.	Guru Ramchandra Dalvi	Solapur	493	98.60	3rd
11.	Manisha	Bareilly	492	98.40	4th
12.	Suprita Nayak	Ganjam	492	98.40	4th
13.	Sanket Subhankar Jena	Puri	492	98.40	4th
14.	Undamati Suhitha Angel	Yanam	492	98.40	4th

15.	Mukkirla Roshni	Srikakulam	492	98.40	4th
16.	Aneena Manoj	Kozhikode	492	98.40	4th
17.	Ujjwal Yadav	Haridwar	492	98.40	4th
18.	Alisha Priyadarshini Sahoo	Jagatsinghpur	491	98.20	5th
19.	Swetapadma Samal	Jharsuguda	491	98.20	5th
20.	Satyabrata Kandi	Koraput	491	98.20	5th
21.	Rudra Narayan Nayak	Nabarangpur	491	98.20	5th
22.	Sachin B M	Mysore	491	98.20	5th
23.	Pasala Surya Manohar	Vizianagaram	491	98.20	5th
24.	Angel Mariya Raju	Ernakulam	491	98.20	5th
25.	Goutham Karthik A B	Kozihode	491	98.20	5th
26.	Sneha	Bijnore	491	98.20	5th

## 2.2: COMPETITIVE EXAMINATIONS 2024:

JEE*		NEET*	
Appearing in JEE Main	12071	Appearing in NEET	24529
Qualified in JEE Main	4352	Qualified in NEET	19813
Qualified in JEE Advanced	1083		

\* As per Data received from NTA which includes passout NVS students.

## 2.3: INTERNATIONAL ADMISSIONS:

2.3.1: 37 NVS students secured admission in universities of UK and Canada up to 2024.

S. No.	University & Country	Number of Students							Total
		2017	2018	2019	2021	2022	2023	2024	
1	Imperial College London, UK	01	-	01	-	-	-	-	02
2	Edinburgh University, UK	01	01	-	02	02	02	-	08
3	Bristol University, UK	01	-	-	-	-	-	-	01
4	University College London, UK	01	-	-	-	01	-	-	02
5	McGill University, Canada	-	01	-	-	01	-	-	02
6	Oxford University, UK	-	-	02	-	-	-	-	02
7	Huron University, Canada	-	-	01	-	02	01	-	04
8	University of Toronto, Canada	-	01	-	-	02	02	-	05
9	Queen's University, Canada	-	-	01	01	04	03	02	11
<b>Total</b>		<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>12</b>	<b>08</b>	<b>02</b>	<b>37</b>

2.3.2: Thirty-three (33) Students secured admission for International Baccalaureate Diploma Programme in UK under PESTALOZZI scholarship between year 2002 to 2017.

## 2.4: ACHIEVMENT IN ACADEMIC CO-CURRICULAR CONTESTS:

- Smt. Sunita Gupta, PGT Mathematics, JNV Dindori (Madhya Pradesh) awarded with National Award to Teachers 2024.
- Master Radheshyam, student of PM SHRI JNV Churu (Raj.) secured a Bronze Medal in Wrestling (Under 14) in SGFI Games 2023-24.
- Master Padmanav Buragohain, student of PM SHRI JNV Dibrugarh, Assam bagged Gold Medal in the SGFI Taekwondo Championship 2024-25 (48 Kg. U-17 Boys Category)
- Ma. Surendra Singh, student of PM SHRI School, JNV Alwar (Raj) won Gold Medal in SGFI Athletics (U-17) Championship-2024-25 with impressive Javelin Throw of 65.25 Mtr.

- In the category Girls- Upper Primary stage, the NVS team secured Bronze Medal in National Yoga Olympiad 2024.
- Yatharth Sainpal Washnik, student of PM SHRI School JNV Bhandara is the winner of Veer Gatha 4.0.
- 03 NVS students participated in International Avicenna Olympiad in Biology from 9th to 14th June, 2024 at Bukhara, Uzbekistan organized by Ministry of Preschool and School Education of Uzbekistan.
- 04 NVS students participated in the 11th National Level Exhibition & Project Competition (NLEPC) under INSPIRE Manak Award Scheme in 2024.
- Girl's team of PM SHRI School JNV Sri Ganganagar II secured first position pipe band in State Level Band Competition of Rajasthan state.
- 41 NVS Students qualified for Indian National Mathematical Olympiad 2025.
- Para Sports:

**At international Level** - NVS Para Sports participants won 02 Gold 02 Silver and 02 Bronze Medals in World Ability Sports Games at Ratchasima, Thailand 2023. In 2024 edition of World Ability Sports Games, Thailand the NVS students won 05 Gold 08 Silver and 03 Bronze Medals.

Apart from this two Bronze medals in 5th Indian Open International Championship, Bangaluru 2023 and one Bronze medal in WSPS World Cup, New Delhi 2024 was secured by NVS student.

**At National Level-** One Gold Medal in 2022; 04 Gold, 03 Silver and 01 Bronze in 2023 And 09 Gold, 03 Silver and 6 Bronze Medals in 2024 were secured in different National Level Competitions.

## 2.5: ACADEMIC ACTIVITIES:

### 2.5.1: SCIENTIFIC TEMPERAMENT AND SCIENCE AS CAREER

- Organization of **Science Exhibition at Cluster, Regional and National level** for JNV students.
- Participation in Science and Mathematics **Olympiads** organized by Homi Bhabha Centre for Science Education, TIFR, both for junior and senior students.
- Participation in **National Children's Science Congress (NCSC)**.
- Participation in **Vidyarthi Vigyan Manthan**.
- Participation in **Inspire Manak contest organised by DST**.
- Science Club/ Circle** in JNVs.
- Interaction with Scientists in the Scientific Laboratories.
- Inviting Scientists to the schools for interaction with the students.
- Participation in **Vigyan Prathibha (HBCSE)**- Direct interaction of scientists with students
- Visit of JNV students to IIT campus for lab visits and interactions with scientists
- With the Collaboration of Department of Science & Technology a project "**Vigyan Jyoti**" has been introduced in 300 JNVs for promotion of STEM education of Girls .
- With the Collaboration of CSIR a Student Scientist Connect programme called "**Jigyasa**" has been initiated. The students of 170 JNVs have access to 37 CSIR labs.
- BARC scientists and engineers visited 111 JNVs in 2022-23, 48 JNVs in 2023-24, and 48 JNVs during 2024-25 under "**Parmanu Jyoti Programme**" of Department of Atomic Energy.

### 2.5.2 PREPARATIONS FOR COMPETITIVE EXAMINATIONS:

- Centres of Excellence to train children for competitive examination with the help of NGOs and Alumni 2024-25.

Supporting Agency	No. of CoE JNVs	JEE Centres	NEET Centres	Centres with JEE & NEET both	No. of Students
Dakshana Foundation	6	5	1	-	830
Avanti Fellows	10	4	-	6	436
Ex Navodayan Foundation	4	1	-	3	319

- b) Online Special Academic support for preparation of IIT-JEE and NEET Examinations for class XI, XII and XII passed students of all JNVs under CSR support.
- c) Online Support to JNV students for different University Entrance/ CLAT examinations.
- d) Support for NDA entrance examinations.
- e) Support to students for wider participation in Olympiads.

#### **2.5.3: ENHANCEMENT OF CREATIVITY AND INNOVATION:**

- a. Establishment of Atal Tinkering Labs in 134 JNVs, being established in 486 JNVs under PM SHRI scheme.
- b. School Innovation Council in all JNVs.
- c. Practice of Reasoning and Logical puzzles to develop reasoning ability.
- d. Robotics training is implemented for JNV Students.
- e. Training in Designing.

#### **2.5.4: ENVIRONMENT ACTIVITIES:**

- a. Tree plantation in JNV campus under “Ek Ped Maa ke Naam” programme.
- b. Green Audit of school.
- c. Swachhata campaign in the nearby area apart from programs in JNV
- d. Participation in Environmental contests organized by Ministry of Petroleum/ MoCulture/ MoEnv
- e. Campaign for wastage disposal through “waste to wealth” initiative
- f. Awareness of Solar Energy/Renewable energy is taken up as a major focus area
- g. Development of Kitchen Garden in each JNV
- h. Converting kitchen waste into compost.

#### **2.5.5: SUPPORT FOR GLOBAL OUTLOOK:**

- a. 19 students (09 from NVS and 10 from PRERNA) along with one teacher visited Japan under Sakura Exchange programme in October 2024.
- b. 09 NVS teachers have attended Japanese Government MEXT Teacher Training Scholarship Program for 18 months in Japan from 2017 to 2023
- c. Up to 2023-2024, 12 teachers have attended Fulbright Program in USA.
- d. Programs of curricular focus and 21st century skills in association with British Council.

#### **2.5.6: ICT IN EDUCATION:**

- a. Under the “Pradhan Mantri Jan Vikas Karyakram” (PMJVK) of Ministry of Minority Affairs, all classrooms (total 1173) have been converted into Smart Classrooms in 99 JNVs (including one virtual class in each JNV) in Minority Concentrated Areas.
- b. In 75 JNVs one additional Smart classroom have been setup with support from CBSE.
- c. In each JNV under PM SHRI 03 classrooms are being converted into Smart classrooms.
- d. NVS has converted 2 classrooms into Smart Classrooms in 550 JNVs and all remaining classrooms in all JNVs are being converted into Smart classrooms.
- e. Total 68940 Tablet devices have been provided for all class XI and XII students in JNVs.
- f. All schools on permanent site have computer labs equipped with 30-40 computers and other peripherals.
- g. Teachers are trained for using various ICT tools.
- h. All 07 Navodaya Leadership Institutes have been equipped with Smart classes and Virtual Classrooms.

#### **2.5.7: GUIDANCE AND COUNSELING:**

- a. Engagement of one male and one female Counsellor in JNVs.
- b. Teachers are deputed for 1 year NCERT Diploma Course in Guidance and Counselling (531 teachers deputed till December 2024).
- c. 5374 Teachers enrolled for 6 months IGNOU certificate course in professional development (Guidance and Counseling) from July 2022 to Dec 2024.

- d. 8908 teachers attended Social and Emotional Learning Course organized by UNSECO-MGIEP

Workshops in offline as well as online mode for counsellors and teachers on Modular Handbook on Early identification and intervention for Mental Health Problems in School going Children and Adolescents.

#### **2.5.8: IDENTIFICATION AND NURTURING GIFTED STUDENTS:**

NVS has initially started the programme for identification and Nurturing of highly talented children in collaboration with Cluster Innovation Centre, Delhi University in 2017 and 30 gifted students in Maths & Science were shortlisted on the basis of Science & Mathematics ability test (SMAT) and Intensive Skill test. Apart from that Exceptionally talented students from JNVs have been participating in special programs with institutions like IISER, IISST, IITs etc. During 2024-25, 30 students of NVS from class XI attended Science Enrichment Program at IISc Bangalore and 17 NVS students from class VII-VIII attended LodeSTonE 2024 program at IIIT Hyderabad in collaboration with Agastya & Pravaah Foundation. 13 Students attended Lodha Genius Program 2024 of Ashoka University.

#### **2.5.9: CITIZENSHIP PROGRAMS:**

- a) NCC- 401 JNVs with 27449 cadets
- b) Scouts and Guides- All JNVs with 37978 scouts and guides
- c) NSS- 113 JNVs with 9876 volunteers
- d) Youth Parliament- 88 JNVs participated in the competitions. Bal Sansad Organised in all PM SHRI JNVs.
- e) Student Police Cadet (SPC) in 125 JNVs.

#### **2.5.10: ENTREPRENEURIAL SKILLS:**

- a) Skill education at three levels i.e. VI to VIII, IX & X and XI & XII
- b) Automotive skill courses and Lab in 28 JNVs
- c) Skill labs in 35 JNVs by NVS in collaboration with CBSE.
- d) 16 skill labs in collaboration with CBSE under World Bank project
- e) Manufacturing units of sanitary napkins in 17 JNVs.
- f) Soil Testing Labs in 299 JNVs.
- g) Multi Skill Labs being established in all JNVs under PM SHRI.
- h) 800 Skill Labs being setup in 400 JNVs under SANKALP Project of MoSD&E.

#### **2.5.11: ART EDUCATION:**

- a) Participation of Students in Kala Utsav organised by NCERT.
- b) Theme based workshops organized in all PM SHRI JNVs with the support of specialists in the field of Performing Art, Theatre, Visual Art, Seminar/ Creative Writing & Youth Choir. Every year theme for workshops is decided through consultations.
- c) Painting competition under various programmes of CBSE/NCERT/MoE/Other ministries.
- d) Under EBSB monthly activities are organized in JNVs.
- e) Participation of Non-Art teachers in “**Samridhhi**” a National Level Competition by NCERT to encourage and popularize art-integrated pedagogy at the Secondary stage.

#### **2.5.12: NATIONAL INTEGRATION:**

- a) Migration of students at class IX level. Third language teachers work as Ambassadors of cultural integration.
- b) Organization of Cultural Integration Meets at Regional and National level
- c) National Integration Meet displaying the talent of children.

#### **2.5.13: INCLUSIVE EDUCATION:**

- a) To promote Inclusive Education, each JNV is equipped with CWSN friendly infrastructure to create an atmosphere where CWSN students learn together with other students
- b) Assistive devices are provided by JNVs as per requirement of CWSN students

- c) Sports training programme for CWSN students along with the PETs for participation in district/ state/national level competitions
- d) NVS Centre of Excellence for Para Sports established in JNV Rangareddy.

#### **2.5.14: GAMES AND SPORTS:**

- a) Compulsory sports and games- 1hr 45 minutes per day for students
- b) Record of performances through battery tests
- c) Sports competitions at various levels in 19 disciplines.
- d) Introduction of KHELO INDIA SCHOOL ASSESSOR App for recording fitness level of students
- e) Introduction of FIT INDIA Mobile App for fitness assessment of teachers
- f) Khelo India Sports Centers functionalized in 13 JNVs.
- g) Development of Sports infrastructure in all JNVs under PM SHRI scheme.

#### **2.5.15: ADVENTURE PROGRAM:**

- a) Adventure programs under **Scouts and Guides**: Students participate in the Adventure activities at National Adventure Institute at various locations.
- b) Adventure programs under **NCC**: NCC cadets participate in various adventure programs organized by NCC.
- c) Programmes for Mountaineering and allied activities are organized for students and teachers.

#### **2.5.16: VALUE ORIENTATION:**

- a) Foundation of Citizenship Program for class VII in 60 JNVs and Awakened Citizen Program for class VII to IX in 50 JNVs, in collaboration with Ramakrishna Mission.
- b) International Value Olympiad Quiz was organized in all JNVs in November 2024
- c) Participation in digital citizenship and cyber wellness Quiz.
- d) Value orientation for teachers and officers of NVS through RIMSE.

#### **2.5.17: HEALTH, HYGIENE & SAFETY:**

- a) Yoga and Fitness program- compulsory during morning on rotation.
- b) Teachers are trained in Yoga through specialized training centres.
- c) All JNVs have installed CCTV camera systems for enhanced safety and security for students and assets of JNVs.
- d) Security Guards, housekeeping staff, Matrons, caretakers and other casual labours are engaged through outsourcing as per requirement of JNVs.
- e) Availability of MI room with basic medical facilities, with regular staff nurse and engagement of visiting Doctors (Physician).
- f) Counselling to students through experts to ensure mental health and well-being.
- g) Regular health check-up of the students.
- h) Implementation of School Safety Policy 2016.
- i) Mock Drill in association with NDRF/SDRF.

#### **2.5.18: JNV AND COMMUNITY:**

- a) Participation of the students of the neighboring schools in the co-curricular activities in the JNV.
- b) Programs in the neighboring schools for awareness of issues like conservation of nature, roadsafety, first aid, cleanliness, civic sense and democratic values and scientific temperament.
- c) Participation and organization of academic and co-curricular contests with the neighborhood schools.
- d) Orientation of rural children for JNVST.
- e) Organizing immunization camps, health check-up camps, first aid training camps, pollution control and cleanliness drive, literacy campaign etc.
- f) Organizing awareness campaigns on health and hygiene, safe drinking water, balanced diet, population education etc.



### 3) BRAND EQUITY

Navodaya Vidyalayas are well recognized as focal points of exemplary learning and all-round development of students. Navodaya system is emulated by new initiatives in residential schooling system started by central/ state governments. The uniqueness of Navodaya Vidyalaya's has assured that they have been enjoying this strong brand equity over a period of time due to the consistent and top performance in CBSE. The currency of the Navodaya Brand, derived from the academic performance, and success of the Alumni, has ensured that NAVODAYA is one of the foremost and successful institutions. Brand equity is nothing but the association made by people when they hear the name 'Navodaya' or 'JNV'. Today the Navodaya Brand enjoys an unprecedented level of acknowledgement from the society in the field of Secondary and Senior Secondary Education. The teachers and students associated with the Navodaya Brand have been successful in creating significant and noticeable changes in the quality of human lives in the Indian Society. However, to ensure continued brand equity, we need to move with the times and keep our skills updated with the modern innovations and latest developments in the field of imparting modern quality education.

The Vision of the Navodaya Vidyalaya Samiti Headquarters, coupled with the efforts of the Officers, Principals, Vice-Principals, Teachers and non-teaching staff has assumed proportions of a healthy coalition, thus enabling Navodaya's to continually churn out young and aspirant students possessing not just the requisite knowledge to succeed in various spheres, but also to develop a responsible, compassionate, dedicated and devoted attitude towards the society. Navodaya citizens definitely will be the ones most suited to lead the country in future since they are mentally alert, physically fit, psychologically balanced, emotionally mature and spiritually sound. They will be multi-tasking, creative, and innovative and nature caring which are the most desirable attributes for the 'Knowledge Society' into which the world is marching.

#### Steps to sustain Brand Equity:

1. Performance speaks – JNV must be much better than the rest, in all areas.
2. Uphold values – Inculcate values through value embedded education.
3. Develop a tradition of excellence in all areas.
4. The top brands always are the best –be the best in own field
5. Pursue high ideals and standards
6. Teamwork and smart work always lead to better productivity.
7. Everyone with similar taste would try to emulate, thus be a pace setter.
8. Reaching the top is easier than staying there. Continue efforts with zeal and vigor to stay at the top.
9. Consistent improvement and innovation at every step. In other words, aspire for the best all the time.
10. Striving for common identity and empowering Navodaya's to be life-long learners and productive members of ever changing global society.

### 4) INSTITUTIONAL PLANNING

Institutional planning is a complex idea and hence to be worked out scientifically. It is a cooperative affair, undertaken by all the staff members of the school, who realize their full responsibilities and duties. Its success depends on the attitude, training, a will to face realities and a cooperative spirit among the planners at each level of the institutional hierarchy. The plans should be drawn in such way that the development is maximum within the resources available. Institutional planning is an organized way of doing things in an institution. It leads to the attainment of objectives through intelligent and optimal utilization of the resources of the institution.

#### 4.1: MAJOR AREAS OF INSTITUTIONAL PLANNING:

As the Institutional plan seeks improvement in all directions it must touch upon the varied

aspects of the functioning of schools. It must take the shape of an over-all scheme for the improvement of the school in respect of following:

**4.1.1: IMPROVEMENT OF LIVING & LEARNING CONDITIONS:**

- Construction, maintenance and repair of Vidyalaya buildings.
- Provision of facilities to the pupils like supply of drinking water, sanitary facilities, nutritious food, medical facilities, assistive devices for CWSN etc.
- Collection of library books, Magazines, journals, Instructional materials and audiovisual aids for the school.

**4.1.2: IMPROVEMENT OF ACADEMIC FACILITIES:**

- Division of the curriculum in each subject into monthly and weekly units and sub units.
- Conducting diagnostic tests
- Organization of remedial teaching for desiring children.
- Organization of extension lectures, conferences, etc. in the institution.
- Support of teacher improvement programs like in-service training, refresher courses, and orientation courses etc. for teachers.
- Planning of Academic ambience in campus like creation of open learning spaces, maintaining learning atmosphere in classroom/ Labs, preparation of bulletin boards, wall magazine etc.

**4.1.3: IMPROVEMENT OF CO-CURRICULAR ACTIVITIES:**

- Organization of physical education and sports activities in the school.
- Organization of Art, Culture and literary activities
- Organization of social service projects.
- Organization of pace setting activities

**4.1.4: SCHOOL IMPROVEMENT PROJECTS:**

- Development of Herbal / Kitchen Garden
- School beautification projects (landscaping, knowledge parks etc)
- Waste management project
- Energy conservation project
- Green School project

**4.1.5: INVESTIGATION AND RESEARCH:**

- Designing Investigative projects for the students according to their interests
- Collaborating with the research institutes and the faculty in the relevant area for support to the students.
- Using Atal Tinkering Laboratories for conducting investigative projects
- Action Research and Evaluation

**4.1.6: SCHOOL SAFETY PROGRAMME:**

- Implementation of School Safety Policy 2016
- Conduct of safety audits (Structural as well as non-structural)
- Conduct of disaster management mock drills
- Health check-up of students

**4.1.7: INCLUSIVE EDUCATION:**

- Adding accessibility features
- Provision of assistive devices to CWSN students as per need
- Use of assistive educational technologies

**4.1.8: PROCUREMENT PLAN:**

- Student's entitlement Items
- Textbooks and Stationery
- Library Books
- Sports/Lab and other Equipment.
- M&R Items

**4.1.9: SCHEDULE OF CONDUCT OF MEETINGS:**

- VMC/ VAC/ DLMC
- PTC General Body and Monthly Meetings
- House Meetings
- Class Prefects Meetings
- Mess Committee
- Maintenance and Repair Committee

**4.1.10: PLAN FOR SCHOOL ACTIVITIES:**

- Educational visits.
- Internship/ Linkage with HEIs or Industry.
- Bagless Days
- Pace Setting Activities

**4.1.11: MANDATORY UPDATION OF INFORMATION ON DIFFERENT PORTALS**

- UDISE
- CBSE Affiliation and Upgradation
- Self Disclosure on website (SSA) as per CBSE norms
- CBSE OASIS / SARAS / SQAAF
- JNV website
- Shaladarpan (SIS/ PIS)

**5) ANNUAL PEDAGOGICAL PLAN**

CBSE has redefined role of Principal as pedagogical leaders of their schools. CBSE's expectation of Principals to transform into pedagogical leaders for improving student learning is relevant in the light of the National Education Policy 2020. Accordingly, it is expected that all Principals must prepare annual pedagogical plan for their respective JNVs.

Therefore, NVS in collaboration with NIEPA has built the capacity of Principals of JNVs as Master Trainer on how to prepare Annual Pedagogical Plan through training in two batches. Further 456 Principals were trained for preparing APP through NLI by utilizing services of Master Trainers and other experts. To assist Principals in preparing Annual Pedagogical Plan, NIEPA has released a Booklet i.e. "Pedagogical Leadership: Handbook for leading learning in schools". The soft copy of this booklet has already been circulated to all JNVs. However, the link of this document is also given in the **Annexure - I**

The Handbook consists of the following four parts:

- Part I: Understanding school leadership for leading learning in schools.
- Part II: Pedagogical leadership framework for leading learning.
- Part III: Annual pedagogical plan for leading learning.
- Part IV: Tutorials for capacity building for leading learning.

This handbook takes a conscious shift to challenge Principals and other educational leaders in question their assumption and reflect on their leadership practice as pedagogical leaders. In this direction, it attempts to:

- Facilitate building and extending the perspective of school leaders for leading learning.
- Deepen the understanding about school leadership.
- Meet the demands of education in the 21<sup>st</sup> century.
- Apply the knowledge of the pedagogical leadership framework for leading learning in the everyday life at school through Annual Pedagogical Plan (APP).

All Principals will prepare Annual Pedagogical Plan (APP) for their respective JNV before the commencement of new session i.e. 2025-26 in the format given in the **Annexure - II**.

## **6) SCHOOL QUALITY ASSESSMENT AND ASSURANCE (SQAA) FRAMEWORK**

### **6.1: INTRODUCTION**

School Quality Assessment and Assurance (SQAA) Framework is a set of standards and best practices as paradigms for attaining individual and institutional excellence. It is a tool for educationists, leaders, management and all those involved in making a difference in the lives of children. It is an attempt to allow all of us to make informed choices, articulate what we want and compare it with a realistic assessment of current reality, collectively aspire for a goal, reflect and initiate dialogues, recognize and manage the complexities at large and thus deal effectively with the forces that shape the consequences of our actions. The SQAA framework is being implemented by CBSE in all its affiliated schools from the session 2023-24.

There are three steps in the journey of self improvement under SQAAF :

- I. Self-Assessment by School on the SQAAF on SARAS Portal of CBSE. (<https://saras.cbse.gov.in/sqaa/login/Login> )
- II. Development of School Improvement Plan
- III. Implementation of School Improvement Plan

### **6.2: OBJECTIVES**

**To enable schools to:**

- a. Reflect and review their processes at periodic intervals.
- b. Use the rich data assimilated to respond proactively to the changing paradigms in the field of education.
- c. Create an enabling environment in the school for the achievement of student learning outcomes.
- d. Prepare students for an increasingly complex and interdependent world.
- e. Establish as inclusive schools with purposeful learning culture and achieve high standards of students' learning and personal development.
- f. Develop individual and collective responsibility and accountability in ensuring the achievement of student learning outcomes.
- g. Assess and endorse themselves as learning organizations that meet established standards.
- h. Devise strategies to become incubators of innovation.

### **6.3: STRUCTURE AND ORGANIZATION OF SQAA FRAMEWORK**

Standards and Performance Indicators are at the centre of any assessment framework. They provide a basis on which assessment is done. Since the concept of quality is complex and has to be seen holistically, therefore, the standards should cover almost all the key performance areas of school and consider the satisfaction of all the stakeholders concerned. In SQAA Framework, the standards have been set in seven different domains of school functioning which are further subdivided into sub-domains detailing out the areas under them. Performance Indicators have been mentioned against each Standard which indicate the observable actions or practices in response to that particular Standard. Each standard has 4 levels of performance indicators.

It is suggested that in order to understand and make sense of the framework, the domains, sub domains, standards, performance indicators, supporting documents and guiding policies/documents should be looked at in totality rather than in isolation. Since all areas of school functioning are seamlessly interwoven, the different components of the framework need to be viewed as a whole rather than in seclusion. The Performance Indicators are self-explanatory and corroborated by list of evidences given at the end of each standard. The schools can assess themselves against these standards and set an aspirational level that is achievable.

**6.4: OVERVIEW OF SQAA FRAMEWORK**

S. No.	Domains	Sub-Domains	Standards / Benchmarking Statements	Weightage
1	Curriculum, Pedagogy and Assessment	7	26	40 %
2	Infrastructure	12	20	10 %
3	Human Resources	05	10	10 %
4	Inclusive Practices	05	07	10 %
5	Management and Governance	10	10	10 %
6	Leadership	03	05	10 %
7	Beneficiary Satisfaction	06	06	10 %
<b>Total Items</b>		<b>49</b>	<b>84</b>	<b>100 %</b>

**6.5 PERFORMANCE LEVEL**

For facilitating assessment of school on each standard, four performance levels ranging on scale of 1 to 4 have been specified. Performance Level-IV would be highest and Performance Level-I would be lowest. Performance Level indicates the developmental stage of the school. Performance levels are ordered incrementally from low to high, it means for getting higher performance level, requirements of previous levels would be met by school. It means for attaining performance level-IV which is the highest level, school would have to meet requirements of preceding performance levels.

Further to determine on which performance level school stands, along with each performance level, observable actions or practices termed as performance indicators are specified.

**6.6 RECORD / EVIDENCE:**

Against each standard, set of records and evidences have been specified which support that observable actions or practices are happening in school as per requirements specified for performance levels of concerned standard. The schools would not be required to upload supporting documents against the standards while undertaking self assessment on SQAA Portal. However, the schools are advised to keep record of the supporting documents for physical verification by CBSE.

**6.7 VALIDITY OF SELF ASSESSMENT ON SQAA PORTAL-** The self assessment submitted by the school on the SQAA Portal would be valid for a period of one year.

**6.8 PHYSICAL QUALITY REVIEW OF SELF ASSESSMENT UNDERTAKEN BY THE SCHOOL-** The Physical Quality Review shall validate the self assessment undertaken by the school which would be conducted by a team of experts appointed by CBSE for a random sample of 5% schools. The schools selected randomly for physical quality review will have to upload the supporting documents as and when directed.

**It is mandatory for all JNVs to submit self assessment along with school improvement plan under SQAA on CBSE SARAS Portal as per the timeline of CBSE. Assistant Commissioner, Cluster Incharge should personally monitor the uploading of SQAAF Self Assessment by all the JNVs under his/her cluster. The link for detailed guidelines at Annexure -I**

**7) NATIONAL EDUCATION POLICY 2020: MAIN FEATURES**

National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this policy.

### 7.1: THE FUNDAMENTAL PRINCIPLES OF THE POLICY:

- **Recognizing, identifying,** and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- **Flexibility,** so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **No hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- **Multidisciplinary and a holistic** education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on **conceptual understanding** rather than rote learning and learning-for-exams.;
- **Creativity and critical thinking** to encourage logical decision-making and innovation;
- **Ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **Promoting multilingualism** and the power of language in teaching and learning;
- **Life skills** such as communication, cooperation, teamwork, and resilience;
- **Focus on regular formative assessment** for learning rather than the summative assessment that encourages today's 'coaching culture'
- **Extensive use of technology** in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- **Respect for diversity** and respect for the **local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **Synergy in curriculum** across all levels of education from early childhood care and education to school education to higher education;
- **Teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- **A 'light but tight' regulatory framework** to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- **Outstanding research** as a co-requisite for outstanding education and development;
- **Continuous review** of progress based on sustained research and regular assessment by educational experts;
- **A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.**
- **Education is a public service;** access to quality education must be considered a basic right of every child;
- **Substantial investment** in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation

### 7.2: FOCUS ON EXPERIENTIAL LEARNING, PHYSICAL HEALTH AND WELL-BEING:

- Multi-disciplinarily and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject.
- Certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing

world. These skills include: health and nutrition; physical education, fitness, wellness, and sports.

- Bag-less days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
- Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs etc.
- Students will be given plenty of opportunities for participation in sports, culture/arts clubs, Eco-club, Activity club, community service projects, etc.

### 7.3: FOCUS ON SKILL DEVELOPMENT:

- Scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills.
- There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams.
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum.
- Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.
- Every child to learn at least one vocation and exposed to several more.
- Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities during Grades 6-8.
- A 10-day bag-less period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects to students throughout Grades 6-12 Including holiday period.
- Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner. Secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up.

### 7.4: ETHICS & VALUES:

- **The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.**
- To instil a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global wellbeing, thereby reflecting a truly global citizen.
- Aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21<sup>st</sup> century skills.
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.
- Certain subjects, skills, and capacities will be emphasized in school: such as, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.
- Students will be given a logical framework for making ethical decisions at a young age.

- Traditional Indian values and all basic human and Constitutional values will be developed in all students.
- Excerpts from the Indian Constitution will also be considered essential reading for all students.
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.
- The school curriculum will include material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity.
- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21<sup>st</sup> century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- A holistic and multidisciplinary education would aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Constitutional values (such as Seva, Ahimsa, Swachhata, Satya, Nishkam karma, Shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.

#### **7.5: ENVIRONMENT EDUCATION:**

- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

#### **7.6: THE VISION OF NEP-2020:**

- An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education
- to all, and thereby making India a global knowledge superpower.
- The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

To instil a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global wellbeing, thereby reflecting a truly global citizen.

The link of NEP-2020 is given in **Annexure-1**



## 8) National Curricular Framework (Secondary Education) 2023

### 8.1: Introduction

The National Education Policy (NEP) 2020 is a transformative initiative to usher India to prepare itself to meet the challenging demands of a 21st century knowledge society. The NCF-Secondary Education is one of the key components of NEP 2020, that enables and energises this transformation, informed by its aims, principles, and approach. Its objective is to realise the highest quality education for all our children, consistent with realising an equitable, inclusive, and plural society as envisaged by our Constitution. This is the first ever integrated Curriculum Framework for children between ages 3-18 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education. The NCF-Secondary Education sets clear learning standards and competencies, enabling teachers to foster critical thinking, creativity, and genuine understanding. The framework empowers educators, encourages engaging pedagogies, and emphasizes the importance of school culture and values.

### 8.2: The NCF-SE is organised into five parts-

- Part A articulates the broad aims of school education, and the desirable values and dispositions, capacities and skills, and knowledge that are required for achieving these aims. It also lays down the principles and approaches for content selection, pedagogy, and assessment and gives the rationale and design principles for the four stages of schooling.
- Part B focuses on some of the important cross-cutting themes of NCF-SE, viz., rootedness in India, education for values, learning and caring about the environment, inclusive education, guidance and counselling, and use of educational technology.
- Part C has separate chapters for each school subject. Each of these chapters have Learning Standards defined for all the relevant stages of schooling along with specific guidelines for content selection, pedagogy, and assessments appropriate for that subject. The part also has a chapter on the Foundational Stage and one on design and range of subjects in Grades 11 and 12.
- Part D handles school culture and processes that enable a positive learning environment and inculcate desirable values and dispositions.
- The last part, Part E, outlines the requirements for an overall ecosystem of schooling that would enable the achievement of the aims of the NCF-SE. This includes aspects of teacher capacities and service conditions, physical infrastructure requirements, and the role of the community and family.

### 8.3: Key Points of NCF- Secondary Education:

- **Comprehensive curriculum framework covering all 4 stages of schooling.** The NCF-SE comprehensively covers all the four stages of schooling. The NCF-SE has articulated the learning standards to be achieved and the principles for selection of content, pedagogy, and assessments for achieving the learning standards.
- **Enable real improvement in practice of education in the country.** The NCF-SE is designed to enable and help actual change in practice on the ground. The NCF-SE has made conscious and deliberate effort to communicate to all stakeholders in school education including Curriculum and Syllabus developers, so that it is useable in practical circumstances. Teachers and parent community can also comprehend the intention of the curricula that is developed on the basis of the NCF-SE.
- **Learning Standards with clear, specific, and rigorous flow-down.** It articulates specific learning standards for all school subjects that gives clear direction for action for all stakeholders in the school system, particularly Teachers. The Learning Standards have defined specific competencies to be achieved at the end of each stage for each school subject. There is a clear, specific, and rigorous flow-down of curricular logic from the broad aims of school education to specific curricular aims of each subject, resulting in curricular goals and competencies for a specific stage in that subject.

- **Development of Knowledge, Capacities, and Values.** The curriculum focuses on development of knowledge with genuine understanding, fundamental capacities such as critical thinking and creativity, and constitutional and human values.
- **Empowering teachers and schools.** The NCF-SE designed to enable and empower teachers and schools for the full flowering of their creativity and enhanced engagement.
- **Engaging and effective pedagogy.** It enables the entire range of age and context appropriate pedagogy, from play-based, activity-based, inquiry-based, dialogue based, and more. This would also use effective, widely available, and highly engaging teaching-learning-material, including textbooks.
- **Transforming assessment including exams.** Assessment and exams at all levels to be transformed, to enable genuine learning and reduce stress, including the Board exams.
- **Importance of School Culture.** School culture and practices are to be developed as an integral and important part of the curriculum.
- **Rooted in India.** The curriculum is rooted in India and is informed by the wealth of Indian knowledge and thought on education. Contributions to the knowledge in various disciplines by Indians from the ancient to contemporary times have been integrated into the curricular goals of all school subjects.
- **Multidisciplinary education.** All children to go through multidisciplinary education to develop an integrated and holistic perspective and learning.
- **Equity and inclusion.** The NCF-SE is informed by principles to ensure equity and inclusion in all its aspects, from content and pedagogy, to, school culture and practices.
- **Renewed emphasis on Art, and, Physical Education & Well-being.** The school subjects of Art Education and Physical Education & Well-being are given a renewed emphasis in the curriculum by defining specific learning standards to be achieved and recommended time allocation in the school timetables. Art Education encompasses both visual arts and performing arts and has equal emphasis on making, thinking about, and appreciating artwork. Physical Education and Well-being gives emphasis to sports, mind-body wellness through practices like Yoga, and ideas on incorporating traditional Indian games and sports into the curriculum.
- **Environmental Education.** Responding to the triple challenge of climate change, biodiversity loss, and pollution, and the criticality of environmental awareness and sustainability in today's world, Environmental Education is given due emphasis across all stages of schooling culminating in a separate area of study in the Secondary Stage.
- **Vocational Education.** The NEP 2020 has made strong recommendations for Vocational Education to be an integral part of school education and the NCF-SE has included specific learning standards, content, pedagogy, and assessments for Vocational Education for all stages of schooling. The curriculum proposes engagement in the three different forms of work – work with life forms (agriculture, animal husbandry), work with materials and machines, and work in human services.
- **Multilingualism and Indian Languages.** The NCF-SE has given the necessary emphasis on multilingualism and on learning languages native to India. Given the rich multilingual heritage of India, it expects all students to be proficient in at least three languages, at least two of which are native to India. It expects students to achieve a “literary level” of linguistic capacity in at least one of these Indian languages.
- **Conceptual understanding and procedural fluency in Mathematics.** The school subject of Mathematics & Computational Thinking has emphasis on conceptual understanding along with procedural fluency - with a goal to appreciate the beauty and universality of mathematics and reduce fear of the subject. Higher order curricular goals such as problem solving, mathematical thinking, coding, and communication are given due importance.
- **Capacities for Scientific Inquiry.** Science Education emphasises the development of capacities for scientific inquiry along with acquiring knowledge of fundamental theories, laws, and conceptual structures of science in disciplines such as Biology, Chemistry, Physics, and Earth Science.
- **Interdisciplinary understanding of Social Science through themes.** The social science curriculum expects students to systematically study human societies and explore the relationships between individuals, society, the natural environment, social institutions, and

organizations. This is to be studied through themes in an interdisciplinary manner in the Middle Stage and developing disciplinary depth in the Secondary Stage.

- **Flexibility and Choice in Secondary Stage.** The Secondary Stage has been significantly redesigned to offer more flexibility and choice for students. There are no hard separations between academic and vocational subjects, or between science, social science, art, and physical education. Students can choose interesting combinations of subjects for receiving their school-leaving certificates.
- **Interdisciplinary Areas of Study.** Interdisciplinary Areas of Study has been introduced as a separate subject of study in the Secondary Stage. In this subject, students develop the ability to reason about contemporary challenges using knowledge from multiple disciplines including moral and ethical concerns. They are expected to use these abilities to understand and respond effectively to the concerns of environmental degradation that include climate change and biodiversity loss.

#### 8.4 Approach to Learning Standards:

This NCF strongly emphasizes the importance of the clear flow-down that must be there from Aims of School Education to Curricular Aims to Curricular Goals to Competencies to Learning Outcomes. This is a process of ‘breaking down and converting’ relatively abstract and consolidated notions to more concrete components, in order to make them useable in the practice of education.

All stakeholders in school education should have clear visibility of the Competencies that are expected to be achieved. Keeping track of progress in the attainment of these Competencies for every child would allow school systems to ensure that all children receive appropriate learning opportunities towards reaching the Curricular Goals of the NCF.

**Curricular Aims:** Curricular Aims have been articulated within each of the Curricular Areas. These aims are to be achieved by the ends of each of the four Stages of schooling. The aims of all the eight Curricular Areas put together should result in the achievement of the broad Aims of School Education.

**Curricular Goals:** Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals.

**Competencies:** Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage.

**Learning Outcomes:** Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

Following is the example of flow down from Aims of School Education to Learning Outcomes.

<b>Aim of Education</b>	Rational Thought and Independent Thinking/Autonomy: Making choices based on rational analysis, creativity, and a grounded understanding of the world, and acting on those choices, is an exercise of autonomy. Developing such independent thinkers who are curious, open to new ideas, think critically and creatively, and thereby form their own opinions and beliefs is thus a very important aim for school education.
<b>Language Education-Curricular Aim</b>	Effective communication skills: Students should develop their Language capacities to think critically, identify real-world problems, analyse them, make rational arguments, and work out solutions. The capacity to use language to think and communicate well in a variety of situations is critical for effective

	democratic, social, and cultural participation.
<b>Curricular Goal:</b>	Uses Language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.
<b>Secondary Stage</b>	
<b>Competency</b>	Argues with proper rationale by carefully evaluating premises.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Evaluates the premises of an argument for its clarity, relevance, and reliability (of evidence)</li> <li>○ Lists premises (reasons and evidences) that are useful for an argument.</li> </ul>

**Annexure VII-** Curriculum Goals & Competencies for different subjects for Middle and Secondary stage.

### 8.5 Pedagogy:

A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students [NEP 2020, Principles]

Pedagogy is the method and practice of teaching used in classrooms by the Teacher to help students learn. Effective pedagogy is based on a good understanding of how children grow and learn and has clear focus on curricular goals, curricular competencies and learning outcomes to be achieved for students across Stages of School Education. The central purpose of schools as formal educational institutions is the achievement of valuable knowledge, capacities, and values/dispositions by students.

#### Key Elements that Enable Effective Pedagogy in the Classroom-

- a. Ensuring respect and care- Our schools are committed to providing an environment where children feel secure, and relationships are governed by care, equity, and respect. Any form of discrimination based on religion, caste, gender, community, beliefs, disability, or any other factor, is unacceptable. Teachers must value and respect all students. Classrooms should be spaces that will offer all students equal access and equal opportunity to achieve learning outcomes. All children will participate in a variety of activities and school processes not just those with the best chances of success. Empathy and respect are at the heart of caring.
- b. Building positive Teacher-student relationships- A safe, positive relationship between Teacher and student is enriching both for cognitive and socio-emotional development. Some important ways to build such a positive relationship are:
  - i. Getting to know each student individually - this helps to understand and plan learning experiences for each of them.
  - ii. Listening carefully to students - this conveys care and respect, builds trust, helps students gain confidence.
  - iii. Observing students - this helps to discover how each student thinks, reasons and responds to different situations, which is critical to planning for teaching and learning.
  - iv. Encouraging student responses - this helps to meaningfully build on children's naturally creative and resourceful selves.
  - v. Encouraging questioning - questions to and from the Teacher helps students think through a particular subject in depth while responding.
  - vi. Recognizing and responding to the emotions and moods of students - this helps them to settle and learn better, learn to regulate their own emotions, and to understand and respond to the emotions of others.
- c. Providing scaffolding- Students can easily learn new knowledge when systematic support from other experienced students or teachers is provided. Scaffolding refers to providing support, structure, and guidance during instruction. One way of scaffolding is through a 'Gradual Release of Responsibility' (GRR) where first, Teachers explain ideas or skills; after which students and

Teachers work together on the same ideas and skills where the Teacher provides guided support; and finally, students practice individually and independently.

d. Using differentiated instruction- Teachers will need to plan classes in a way that engages students with varying interests and capabilities meaningfully and encourages better learning. Content, methods of learning, material, and assessment may be different for different children. The Teacher could identify small groups of children who have similar needs and address them differently as a group e.g., The Teacher could plan to use worksheets of varying levels, starting with simple worksheets and progress to more complex ones according to what different groups of students in the class are able to do.

e. Providing opportunities for independent and collaborative work- Teachers may ensure that children work in pairs, small and large groups as well as independently. Teachers must help students to listen, understand, appreciate, and reflect on their own thought process and other's experiences with empathy and critical understanding. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding. In carefully crafted collaborative learning situations, students require the contribution of each other to successfully complete a learning task because of which they need to learn to take on varied roles.

f. Using varied resources- Using the textbook meaningfully is important for learning. In addition, other resources and materials must be used to engage students beyond the textbook. Classroom processes should incorporate use of resources made by students, teachers as well as those available in the immediate environment. Digital resources must also be incorporated appropriately.

g. Helping students develop appropriate work habits and responsibility- Developing appropriate work habits and taking responsibility are critical to learning. These include aspects like students' organizing space and materials before and after use, organizing time, ensuring time on task, taking responsibility for tasks, persisting with, and completing work, staying on a given task even without a teacher present, and allowing others to work without disturbance.

h. Giving prompt and meaningful feedback- Students need immediate and appropriate feedback to benefit from classroom processes and improve their learning. Waiting too long to give feedback, the student might not connect the feedback with the learning moment. It is vital that we take into consideration each individual when giving student feedback. Some students need to be nudged to achieve at a higher level and other needs to be handled gently so as not to discourage learning and damage self-esteem.

### **Overall Principles of Pedagogy:**

The following principles of pedagogy must inform classroom planning and instruction across all Stages:

- a. Every child is capable of learning. Children are natural learners.
- b. Learning is an active process that involves both understanding and doing.
- c. Children learn best when they are respected, valued, and involved in the learning process.
- d. Children learn in a variety of ways, illustratively, through making something, discussion, listening, speaking, reading, writing, questioning, exploring, discovering, experimenting.
- e. Learning happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students.
- f. Practice is a critical and integral part of the learning process.

The following are **non-negotiable**: a. Punishment and fear are detrimental to learning and must not be used in the classroom b. Inequity in the classroom on the basis of caste, gender, religion, socio-economic conditions, student performance or any other factor is unacceptable c. Rote memorization must not be the primary form of learning or of assessment d. Students must not be treated as passive receivers of information - this makes classroom processes lead to boredom and monotonous routines

Effective pedagogy, therefore, encourages conceptual understanding, active discovery, and independent learning, gives serious consideration to student experiences and student voices, acknowledges and accommodates student diversity, builds on students' previous knowledge, uses a range of teaching techniques, and gives timely feedback on work done.

## **8.6 Role of Teachers, Principals & Supervising Officers**

### **• Role of Teachers**

The NCF School Education is one of the core transformational forces of NEP 2020 & teachers have to play a key role in transforming teaching learning process accordingly. The curricular implementation of this NCF requires several actions around development of content, pedagogy in the classroom and assessment of student learning, all of this within a strong and enabling school culture.

As per NCF for School Education, every subject has curricular aims, curricular goals, competencies and learning outcomes. Teachers have to align their teaching learning process and assessment as per the criteria & provisions given in NCF-SE 2023.

A culture that encourages people to learn and work together and is characterised by trust and respect for all is critical to a good school - this is possible in an environment that is open and caring, and where dialogue, collaboration, enquiry, and reflection are embedded practices. Teachers need resource-rich, motivating environments and continuous opportunities for professional learning and interaction. Teachers must feel a sense of pride in belonging to a well-qualified, close-knit, and vibrant professional group.

### **• Role of Principals**

Principals must create a supportive and empowering culture for Teachers so that they teach well – helping them in planning classes, providing access to appropriate resources, observing classes, and providing constructive feedback, and creating an ethos where conversations center around children's learning. Another critical role that Principals play is that of building relationships with parents and community.

### **• Role of Supervisory Officers**

The Supervisory Officers (ACs/ DCs) have important roles to play with respect to school visits and on-site support, continuous professional development at the cluster-level meetings, in the development of innovative learning materials as well as the development of a pool of academic resource persons to support Teachers. Functionaries at the cluster levels need to support teachers through classroom observation and demonstration of pedagogy.

Regional Offices have a critical role in ensuring appropriate budgetary allocations for all aspects of resourcing, availability of teachers, timely supply of teaching-learning material, with regular monitoring and review of progress. An indicator of the quality will be the attainment of Competencies and learning outcomes.

The link to access NCF-SE 2023 is given at **Annexure- I**.

**NCERT has released the new syllabus for Class VI in line with recommendation of NCF-SE in academic session 2024-25 including Arts, Physical Education, Vocational Education as new areas of study. In continuation new syllabus for Class VII will be released by NCERT for session 2025-26.**

**Alongside, NCERT provided syllabus bridge program for Class VI. This initiative is aimed at facilitating a seamless transition for students to new pedagogical perspective and areas of study for which activity-books are developed with new perspective aligned with NCF-SE 2023.**

## **9) COMPETENCY BASED EDUCATION, PEDAGOGY & LESSON PLAN :**

The fundamental principle of NEP 2020 is to recognize, identify and foster the unique capabilities of each student, by sensitizing teachers to promote each student's holistic development in both academic and co- curricular spheres.

Any change in education system is only possible through classroom transaction and the teacher is the only agent who can make it happen by adopting student centric creative pedagogy through competency based education to achieve the objectives of NEP-2020.

- Competencies and Learning outcomes are integral part of Competency Based Education (CBE). Proper framing of learning outcomes and linking them with pedagogical processes is crucial to the success of CBE.
- The sum total of Learning Outcomes, Pedagogy, Assessment and Criterion Referenced Testing is the Competency Based Education.  
The different aspects of Competency Based Education are illustrated as hereunder:

**a. : LEARNING OUTCOMES (LOs):**

- Learning outcomes is a statement of what a learner should know, understand and be able to demonstrate after learning a given topic/ concept.
- As per CBSE directives, it is mandatory for all schools to follow the learning outcome approach in teaching and learning as it is central to the learning process in CBE.
- Simple rule of verifying a learning outcome is an action verb/ phrase + object of verb + clause/phrase indicating level of achievement + context or condition, if any. Some examples of learning outcomes from different subjects as suggested by CBSE are provided in **Annexure-IV**.

**b. : PEDAGOGICAL STRATEGIES / PROCESS:**

As per NEP-2020, the teaching and learning should be conducted in a more fun and creative way with collaborative and exploratory activities for students.

- Experiential learning should be adopted including hands-on learning, art-integration, sports-integration, story-telling/ toy based pedagogy along with other standard pedagogies during teaching learning process. Focus of each adopted pedagogy should be inquiry-based, discovery-based and analysis-based with explorations of relations among different subjects.
- The teacher should work on pedagogies and assessments most likely to ensure that the competencies of learning are achieved and plan the lesson accordingly, well in advance.
- The teachers should connect all learning to real life practice and relate local and global social issues with curricular contexts by using technology.
- The teacher should make use of resources available at DIKSHA platform Once in a week students should present the topic of the lesson in progress by rearranging the classroom setting suitable for group work.
- The teacher may adopt “ENGAGE” model of activities for classroom transaction as suggested by CBSE at **Annexure – V**

**c. : Assessment Practices to gauge achievement of Learning Outcomes:**

- The assessment must be authentic, reliable, valid and necessary matching with the learning outcomes cited in the beginning.
- Multiple methods of assessment like MCQ, Quiz, Puzzles, short answer and long answer problems, portfolios, presentations, group projects, open ended questions, reflective assignments should be used with minimum stress on the students.
- Teachers should prepare at least two competency based questions from each unit/ lesson which can be included in assessment.
- Criterion Referenced Testing should be done so that the teacher can know at what level of learning the student is.
- The rubrics should be shared with the students prior to any assessment/ test.

**d. : 21<sup>st</sup> Century Skills:**

- NEP-2020 emphasizes integration of 21<sup>st</sup> Century skills in education system which is required for successful adult life in the 21<sup>st</sup> century.
- CBSE has published a handbook on 21<sup>st</sup> Century Skills. While planning the lesson, teacher should think which 21<sup>st</sup> Century skill is expected to develop while delivering the content. The link for the handbook is given in **Annexure – I**
- 21<sup>st</sup> century learning, these include critical thinking, communication, collaboration, and creativity. Life Skills: Flexibility, initiative, social skills, productivity, leadership. Literacy Skills: Information literacy, media literacy, technology literacy.

**e. : Competency Based Lesson Plan:**

- Lesson plan is a teachers' roadmap of what students need to learn and how it will be done effectively during class time.
- Lesson plan makes the teacher aware of learning outcomes to be achieved, pedagogy to be adopted, the activities to be organized and how assessment is to be done to achieve learning outcomes.
- The competency based education can only be implemented through well planned lesson plan by the teacher.
- Based on various components of Competency Based Education, a format of "Lesson Plan" is attached as **Annexure – VI** to be adopted by all teachers including creative teachers.

**10) EFFECTIVE CLASS ROOM MANAGEMENT:**

In JNVs, teachers have to promote learning in their respective classes through effective class room management. Of all the variables, classroom management has the largest effect on students' academic achievement. Both students and teachers benefit from a well-organized class. The quality of their teaching through well planned activities that suit the learning needs of the students will sustain students' attention and capture their interest, thus minimizing opportunities for misconduct. Teachers see that their smart work produce gains in relationships as well as in knowledge. A classroom that is managed well through good preparation, motivation, effective presentation and evaluation, yields excellent results in terms of achieving learning objectives.

The following suggestive tips would help the JNV teachers to achieve effective class room management:

a. Setting clear learning goals and designing lessons in order to meet the needs of as many different learning styles as possible, will help the teacher to engage all students of the class, not just the auditory or visual learners. Having lesson plans that are strategically designed in order to teach effectively does take more time to prepare, but the benefits experienced in the classroom is well worth the effort.

b. Incorporating various activities in the class room will help to keep students engaged, interested and it will also help to sustain the motivation levels. Emphasis should be on child centric learning.

c. Even the best teachers need to discipline their students. If a disruption arises involving disrespectful or noisy students, the teacher should not let their temper rise as it will serve to encourage the negative behavior. Just reaching and standing by the side of the problematic student, instantly serves to stop the misbehavior. If it needs more drastic attention, the students may be called separately and discussion held with them about the reasons behind their action.

d. The most effective classroom management tool comes simply through being a caring teacher. If students know that the teacher cares about them, they not only complete the assigned work in time but will be more likely to give their best behavior. Interaction with the students about their area of interest and motivation & guidance towards strengthening them will improve the Teacher-Student relationship. Recognizing that they have a life outside the class, i.e., at JNV Campus, and exhibiting teacher's care about that life will bring positive results into the classroom also. Students behave well with teachers whom they like and perform better in their subjects.

e. Provide a safe and comfortable environment that is conducive to learning.

f. Use equitable and positive classroom behaviours such as establishing eye contact, moving around the class and increasing proximity to restless students, sending a silent signal, giving a quiet reminder, re-directing student's attention, beginning a new activity, offering a choice, using humour, waiting quietly until everyone completes the task, asking a directed question, providing appropriate time for all students to respond to questions, recognizing and appreciating the students for their responses, avoiding discouragement, creating an atmosphere wherein the students are motivated to pose questions, attributing the ownership of ideas to the students who initiated them, allowing and encouraging all students to participate in class discussions and



interactions, making sure to call on students who do not commonly participate, providing positive reinforcement and feedback, etc.

g. Use an appropriate tone of voice; speak clearly and deliberately in an adequate pitch.

h. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using appropriate strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

i. During the teaching-learning process a teacher must focus to develop 21<sup>st</sup> century skills i.e. 12 skills under the 3 categories: Learning skills, Literacy skills and Life skills.

j. Provide meaningful and appropriate homework activities and giving value to original responses from students rather than tailormade answers.

k. Teacher should keep his/ her mobile phone silent/ switch off during class and use of Mobile phone in classroom apart from as an aid for teaching is to be strictly prohibited.

l. Demonstrate professional behaviour and a positive attitude.

## **11) NPST National Professional Standards for Teachers (NPST)**

### **11.1: Introduction**

The National Professional Standards for Teachers (NPST) seek to fulfil NEP 2020's objectives of ensuring that all students have equitable access to the best possible education. NPST assures that all teachers should be enthusiastic, driven, highly qualified, well prepared, and equipped to teach all learners at all levels of schooling. It aims to enhance the quality of education by ensuring that all teachers possess the necessary competencies and attributes.

The Professional Standards for Teachers outline what is expected of teachers at various career stages and at various levels of expertise, as well as the competencies needed for each.

These standards are to be a set of guiding statements that define the expectations of the role of a teacher at different levels of expertise at different stages of a career. The standards also define what effective teaching looks like and what competencies are required to practice as a teacher in 21st century schools at each stage of the teaching career.

### **11.2 Three Levels of Teaching Competencies:**

NPST put forward following three levels as applicable to all domains and competencies of teaching—across the different stages of schooling and subject teaching area. These levels and their descriptions are to be used as enablers to form a view about what teachers are able to do, and areas in which they could develop further.

1. Proficient Teacher (Praveen Shikshak): At this career stage, a teacher is expected to be professionally independent to demonstrate the skills vital to teaching and learning.

2. Advanced Teacher (Unnat Shikshak): At this career stage, a teacher is expected to embody the utmost standards of teaching grounded in best practices relating to the teaching-learning process. He/she will be professionally capable in the application of skills vital to teaching and learning. Advanced Teachers would be taking on the role of peer leader to teachers at the proficient stage.

3. Expert Teacher (Kushal Shikshak): At this level, teachers are expected to embody the highest standard with exceptional capacity for the role of mentor or peer leader and shall help other teachers improve their competencies as well as lead the school's professional development programme. At this career stage, a teacher will consistently display the best level of performance in 11 their teaching practice, work collaboratively and mentor colleagues to enhance their learning and practice. In addition, an expert teacher will continually seek to develop his/her own professional knowledge and practice by reflecting on one's learning needs and those of their colleagues and students.

The standards have been defined and classified as pre-requisite competencies to reach a particular stage of the teaching profile. A teacher will meet the pre-requisites by acquiring the skills and sharing evidence of the competencies needed to reach the target career stage. After meeting the standards of a stage, a teacher gets certified and formally progresses to that stage and the teacher shall apply the acquired competencies in the teaching practice and start working on competencies for the next career stage.

### **11.3: Assessment Tools Based on NPST Framework**

Standard 1: Core Values & Ethics

Standard 2: Knowledge & Practice

Standard 3: Professional Growth & Development

The domain wise descriptive indicators for different level of teaching are given at **Annexure - XXVII** . All Teachers are expected to self-evaluate their teaching and try to acquire competencies for next teaching stage.

**NPST** has the potential to radically transform education by clearly defining standards for mapping teacher quality and indicating a developmental path for teachers to improve their competencies. The link of document having details of NPST, released by NCTE is given at **Annexure - I** for reference.

## **12) National Mission for Mentoring (NMM)**

### **12.1 Introduction**

Teachers and School Heads need new solutions to today's unprecedented demands and challenges. The education community in itself is rich with experts, who possess the knowledge and skills to contribute towards problem-solving and capacity building of peers. Systems capable of adapting to the rapidly changing environment can empower them with the right mix of skills to allow them to lead satisfying professional and personal lives.

A structure of mentoring, therefore, offers a solution to address the existing gaps in a more decentralised manner. These are the gaps in accessing expertise, continuous professional development, connecting with peers from similar contexts and the absence of a platform to leverage cross-learning. Mentoring offers individuals to engage in the processes of learning under an experienced professional. The different ways of engaging in mentor-mentee interactions can enable skill and capacity building for teachers, school leaders and professionals. This comes with an opportunity to network with experts, engage in forums to exchange learnings, best practices and disseminate findings across various domains such as but not limited to school leadership & management, curriculum, pedagogy, educational policies and assessments.

The National Mission for Mentoring (NMM) is a significant initiative in line with the National Education Policy (NEP) 2020. Its purpose is to create a large pool of outstanding professionals willing to provide short- and long-term professional support to school teachers.

The main actors at play for this mentoring mission are mentors and mentees. Mentees are individuals from a cadre of the education sector that are seeking professional development in a field. Mentors are individuals from the same cadre or above, who have been seeking professional development in the same field for a while, and are adept at facilitating discussions and conversations suited to "seeking". The interactions between these will primarily be centred around the exchange of knowledge, skills, and mindsets, and improving the quality and value offered by these exchanges.

## 12.2: Principles of Mentoring:

1. Mentee-directed: Mentees should be involved in planning, implementing, and evaluating their learning. The mentee should drive the relationship and be encouraged to take increasing responsibility for their development. Mentor agenda or coercion should not be the driving force of mentoring interactions. A mentor should guide the mentee to set their own goals, identify challenges, and prioritise per the mentees' needs.
2. Derivative: The discussions and learnings in the mentoring process should evolve from the mentees' life experiences. Mentees should be able to reflect on their experiences.
3. Application-oriented: The mentoring should help implement insights from the process into real-life problems and/or processes
4. Facilitated: The mentors' focus should be to facilitate spaces that promote and support the conditions necessary for a self-directing, derivative, and application-oriented mentoring experience.
5. Safe: While the mentoring experience should be voluntary for all participants, continuous effort should be put in to make the spaces safe. The structure should allow for establishing trust, confidentiality, mutual respect and sensitivity. Mentors should start by agreeing on boundaries and ground rules with the mentee to offset any power differentials between them.
6. Symbiotic: Mentors should focus on continuous growth and development for themselves, apart from that of their mentees'. They may seek advice and/or assistance to further their mentoring interactions, whenever needed. Mentors will benefit from the interaction best by acknowledging that they will gain from the process

NMM was launched in pilot mode for 30 Schools including 10 JNVs, in July 2022 through “**NMM Mentoring App**” to connect Mentees with Mentors to foster a culture of continuous learning and providing assistance in professional development for school educators and educational leaders in various areas such as pedagogy, leadership, socio-emotional learning, inclusive education pedagogies, digital education, action research etc.

27 mentors are onboarded on NMM portal by NCTE amongst the Deputy Commissioner/ Assisstant Commissioner/ Principal and Teachers of NVS. Further, the teachers in category of Expert Teacher (**Kushal Shikshak**) as per NPST should enroll as mentor for NMM.

A “**Bluebook on Mentoring**” prepared by the National Council for Teacher Education (NCTE) as a guiding document for the mentor mentee interactions is given at **Annexure-I**

## 13) BAGLESS DAYS:

The National Education Policy (NEP) 2020 has recommended that bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts. Children will be given periodic exposure to activities outside school through visit to places/monuments of historical, cultural and tourist importance, meeting local artists and crafts man and visits to higher educational institutions in their Village/Tehsil/District/State (NEP 2020; para 4.26).

### Guidelines for implementation of Bagless days:

Every student will take a fun course, during class 6-8, that give a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as mapped by local skilling needs. All students will participate in a 10-day bagless period during class 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, etc.

Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural

and tourist importance, meeting local artists and craftsmen and visits to the higher educational institutions in their village/Tehsil/District/State.

It also helps in connecting skill-based activities with general academic subjects, like science, language, social science, mathematics, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. Children should be able to integrate work with various academic subjects to learn the various concepts and scientific principles and the basic skills that relate closely to the occupations and career opportunities in the world of work.

The orientation of children, about various tasks involved in different fields or sectors, would help them in making the right career choice. For those students who would continue beyond Class VIII, skill-based activities would enable them to visualize the career path that they might like to tread.

Thus, 10-day bagless education programme for 6- 8 class students will be helpful not only in knowledge acquisition but also in developing values and multiple-skill formation. As the child matures, there is a need for the curriculum to recognise the child's need to be prepared for the 'World of Work', and a work-centred pedagogy can be pursued with increasing complexity while always being enriched with the required flexibility and contextuality

### **OBJECTIVES OF 10 BAGLESS DAYS**

The general objective of the 10 bagless days is to help the children to experience joyful learning with fun. In specific term, the objectives of 10 bagless days are:

- To provide exposure to the world of work outside school classroom.
- To provide exposure of transactions that affect, contribute to day-to-day life.
- To build observation-based learning capacity and scope for practice.
- To develop understanding of connectedness community and interdependence.
- To develop interdependence of classroom with theoretical as well as practical application.
- To promote dignity of labour through hands on activity and existing local vocations like carpentry, electrical work, gardening, pottery etc.
- To interact with local artisans and craftsmen to develop and popularise concept of vocal-with- local.
- To give exposure to possible career especially in higher education avenues.

### **METHODOLOGY**

#### **Part A : Science, Environment and Technology :**

- Visit to a Bird Sanctuary
- Soil Testing
- Water Testing
- Identification of Plants, Trees and Birds around Your School
- Sitting under the Tree
- Visit to Solar Energy Park
- Visit to a Biogas Plant
- Survey and Report Writing on Pet Care
- Expert Lecture on Artificial Intelligence/Data Science/Robotic
- Expert Talk on Cyber Security
- Visit to Nearby Drone Training Centre
- Mission LiFE Activities

#### **Part B : Public Offices, Local Industry and Business**

- Visit to a Village / Panchayat office / Hospital
- Visit to a Post Office / Charitable Institution / Railway station
- Visit to a Defence / Police Training Centre / Bank
- Visit to an Industry/ Dairy Farm/ Milk Processing Centre
- Visit to a Construction Site
- Visit and Survey of Vegetable Market

**Part C : Art, Culture and History**

- Puppetry Making
- Art From Waste “Doll Making”
- Doodling
- Kite Making and Flying
- Organising a Book Fair
- Dance, Drama and Mimes
- Visit to a National Monument
- Visit to a Historical Monument

**Annual work plan:**

Each school will prepare an annual work plan of indoor and outdoor activities to properly implement those activities in the school. While preparing annual work plan of the school, following points will serve as guidelines:

- 10 Bagless Days activities can be accommodated in any number of slots in an annual calendar. But it is advisable to keep 2 or 3 slots.
- While developing an annual work plan, all the subject teachers may be involved.
- If necessary, indoor and outdoor activities may be clubbed in a day.
- As different activities are classified for attainment of a specific objective, it is advisable not to organize two activities with same objective together.
- While implementing a specific activity, specific subject teacher may be involved. One teacher should not be bounded with all the activities or a few activities. For example, social studies teacher may plan and implement a visit to a museum. Likewise, science teacher may plan and implement experiments and field visits.
- The teacher who is implementing the activities will also ensure achievement of learning outcomes in the activities.
- While developing an Annual Work plan, Focus should be given to make changes in the activities as per the needs of the children with the disabilities for their active participation in the activities.

**ASSESSMENT AND EVALUATION OF THE STUDENT:**

Aim of the programme is to provide exposure to the students about various activities in fun mode. Teachers may observe the interest and attitude of the students in learning during the programme.

Although, no marks or grades will be awarded to the student, teachers may undertake internal and informal assessment to help them to achieve desired objectives by providing time to time feedback for improvement in learning. Self- assessment /appraisal will also be encouraged for the learner to promote self-learning. A portfolio of activities under Bagless Days is to be prepared by each student and submitted to class teacher.

During Bagless Days activities, Teachers should invariably involve Children with special needs and guide/ explain all the concepts related to the activities to them beforehand. This will help students to understand all the relevant activities.

The methodology of organizing the activities as well as detailed guidelines on 10 bagless days issued by NCERT is enclosed in **Annexure-I**

**14) INCLUSIVE EDUCATION:**

Inclusive Education for CWSN has been one of the major interventions of the education scenario in the country. The MoE Gol lays emphasis on improving quality of education for all students, including CWSN. Thus, this intervention is an essential component under School Education programmes of MoE. Under this component support for various student oriented activities which include identification and assessment of CWSN, provision of aids, appliances, Braille books, large print books and uniforms, therapeutic services, development of teaching-

learning material (TLM), assistive devices & equipments, environment building and orientation programme to create positive attitude and awareness about nature and needs of CWSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation etc are to be provided.

### **Action Plan for Making Schools Inclusive:**

It is important to note that an inclusive school must adopt changes in its overall structure in such a way that it becomes a part of the school's culture. These changes are at various level i.e. infrastructural, curriculum-based, pedagogical, or in classroom management, sports and cultural events, community-level programmes, and assessment.

#### **A) Creating a Barrier Free Environment:**

Accessible India Campaign (AIC) was launched in 2017 for achieving universal accessibility for all citizens including Persons with Disabilities (PWDs) to all public places. Provisions of Accessible India include Built Environment Accessibility environment, transportation and Information and Communication Eco system. For elimination of obstacles and barriers to indoor and outdoor facilities in schools in every JNV campus following accessible features should be ensured:

- **Ramps:** In Academic Block, Girls Dormitories and Boys Dormitories as per specification of AIC.
- **Accessible Toilets:** In Academic Block(one toilet for Boys and one for Girls), Girls Dormitory, BoysDormitories specification under AIC.
- **Hand Rails:** Stair cases should be provided with the hand rails as per specification under AIC.
- **Signage** – Signage is important for people who are unfamiliar with surroundings. Signage must be clear, concise and consistent, Large enough to be read from a distance, Placed at a location with high visibility. Directional signage should be placed at turns and corners. Should have high colour contrast against the background.
- **Tactile Flooring:** Tactile flooring is a supportive infrastructure with a slip-resistant feature. It helps visually impaired to navigate safely and independently through sidewalks and staircases. It helps prevent accidents and facilitates access.  
(Above features are to be added using the funds provided under regular M&R / special M&R by the JNVs)

#### **B) Accommodation:**

- Campus and various facilities should be made easily accessible, special seating and Bed arrangement may be done according to the student's requirements, lighting levels must be reasonably consistent so that the students do not experience wide variations in light levels when moving their vision from their desks to the teacher.
- In dormitories beds should be allotted on the ground floor near the entrance
- Their classrooms should be shifted on the ground floor of the academic block.
- Familiarize/reinforce the route map of the Academic block, Mess, dormitory, library, medical room, wash room, labs, playgrounds and way back to classroom/dormitory with students. Visual cue/signage can be given.
- Suitably modified furniture should be provided in classroom, lab, library and mess.
- Catering Supervisor should make appropriate arrangement in the mess to ensure that students may take their meals in a barrier free environment. Also the arrangements for washing of their plates by mess cleaning staff should be made.
- Matron/Caretaker should be given responsibility of looking after the students.
- A Buddy should be appointed from the class, keeping in mind the needs and personality of the student to provide academic, emotional and social support.

#### **C) Providing Assistive Devices to CWSN:**

Assistive devices viz. Walking stick, Crutch, Walker (Aluminum, foldable) Manual wheelchair (folding, chrome plated) Tricycle (hand Propelled), Special Eye glasses, Magnifier, white

cane, Digital Behind the Ear (BTE) Device may be provided to the CWSN as per their requirement.

#### **D. Academic support:**

##### **1. Adapting Teaching Methodologies:**

- Individual Learning Plan for every special child is need to be developed.
- Using Multiple Strategies to Present Content–Teachers should enrich the teaching through the use of case studies, music, role play, cooperative learning, hands-on activities, web-based communications, and educational software etc. and should provide opportunities for individual, pair and group work.
- Teaching Using a Variety of Learning Styles- Teachers could build learning by giving instructions, both orally and in writing, to engage students through both auditory and visual mediums.
- Materials such as online resources, videos podcasts, Power Point presentations and e-books may be used to present, illustrate and reinforce new content. They may also consider use of large visual aids for slides, graphics and charts.
- Chapter briefs may be prepared in multiple formats such as text, audio (voice recorded), Audio with visual support etc.
- Handouts may be prepared in the form of graphic organisers, mind maps, pictures and keywords with limited information per page.
- For Languages the study material may be designed where there are short sentences and a simple vocabulary.
- Background information for new concepts using pictures, artifacts, videos, and other materials that are not lecture-based may be prepared.

**2. Multimodal Assessment-** Formative Assessments may be planned keeping in view of different learning style of each child. Students should be allowed to demonstrate their learning in multiple ways that include a visual and oral presentations (presentations, maps, diagrams, models, projects etc), rather than only written assessments. Students may also be given additional time to complete quizzes and exams. The assignments and the question papers developed in school may be provided in accessible formats (large fonts, contrast colour scheme) to facilitate the CWSN.

**3. Use of Technology and Assistive Devices-** Assistive Technology offers various tools that are used worldwide to reinforce learning. Students may be provided access to assistive technology (such as a laptop/tablet with specialist software) to help them manage their learning processes. Text to speech/ Read Aloud and speech to text software may be used in these devices. Use of software and mobile applications is also of great help in the learning process for writing down solutions to Maths equations, increasing font- size of the text and adding visuals for better understanding. screen reading software, recorders, keyboards, grippers, thick pencils, Magnifiers, Light filtering lenses (for increased contrast and glare reduction) etc and for Hearing Impaired providing videos with subtitles and Sound amplification tools can also be useful.

**4. Use of Resource Material Available on Open Source Platforms-** Teachers may also use study material from various online resources, Videos, PPTs and other resources on DIKSHA Portal may be utilised. Shiksha Vani Podcast and audio books are available class wise and subject wise. Suganya Pustakalaya and NIOS course material for person with disabilities (including DAISY books- digital Talking books) for secondary and senior secondary classes may also be used.

**5. Purchase of Specialised Textbooks / Study Material By JNV-** If Required in case of high level of Vision/ Hearing impairment in some students, JNV may also purchase specialised Study Material such as Braille text books or Sign Language Video material Etc.

**6. Participation in School activities-** Participation in School activities including Fitness & Sports, Art, Music and other Activities. Use of Visual Arts, Music, and Dramatics etc. can enhance the confidence of children. The children with difficulties in academic subjects might

excel at drawing, painting, acting or dancing and singing. Focus should be on abilities rather than disabilities and training of Life Skills.

**7. Buddy System** - Adopting co-operative learning and positive interdependence- Buddy system is a practice to provide academic, emotional and social support to the child with special needs and help him in achieving the desired goals. Buddy system makes students feel valued and supported, teaches important social skills and creates a caring ethos in the school. A Buddy is appointed from the class, keeping in mind the needs and personality of the student.

**8. Counselling Support for overall wellbeing-** Counsellor needs to ensure access to appropriate support and interventions to improve achievement of Children with Special Needs (CWSN). Counsellor also raises awareness in teachers and staff about the needs of CWSN and the strategies required to deal with them and helping teachers develop more effective support services for the child. This not only involves academic growth but also ensures total wellbeing in terms of social, emotional and behavioural areas. Counsellors need to act like a bridge in providing effective communication lines between CWSN and teachers or their parents.

### **E. Safety and Security of CWSN:**

As children with Special Needs are more vulnerable to child exploitation. Therefore, it is necessary that their safety and security should be given top priority by the JNVs concerned. Additional matron/caretaker may be engaged to take care of the CWSN students, if required by the JNV.

- Resources-
1. CBSE Handbook for Inclusive Education.
  2. NIOS course material for person with disabilities
  3. Sugamya Pustakalaya – Digital Library for CWSN  
(Links at **Annexure-I**)

## **15) PRASHAST APP: Disability Screening Checklist for Schools**

Rights of Persons with Disabilities (RPwD) Act, 2016 recognizes 21 Disability Conditions and recommends various provisions for Persons with Disability. It encourages equity based inclusion in our society and inclusion of Children With Special Needs (CWSN) in regular schools while taking care of their special needs. It implies that all children with disability should be properly identified and certified at the earliest to address their special needs and support them.

### **15.1 PRASHAST (Pre-Assessment Holistic Screening Tool):**

- PRASHAST is a Disability Screening Checklist for Schools which shall help regular teachers and special educators to screen children at preliminary levels and refer them for further identification at assessment camps.
- The objective of PRASHAST is to screen and tentatively categorize existing disability conditions into the 21 disabilities recognized by RPwD Act, 2016 to facilitate further identification and certification
- Early recognition of disability conditions helps direct the attention of regular teachers towards children with special needs and prevent unnecessary unscientific labeling of children.

### **15.2 How to use the PRASHAST:**

- The PRASHAST is designed for use by the regular school teacher as they spend maximum time with students.
- PRASHAST is divided into two parts, Part-1 and Part-2 for the preliminary screening of students in schools.
- PRASHAST Part-1 is for the use by regular teachers for first level screening. It contains objective type items that need to be tick marked, and the resulting data of all the students is to be handed over to the school head.



- PRASHAST Part-2 is for the use by special educators/counselors/school heads for second level screening and tentative listing of disabilities in accordance with the 21 categories of disability conditions recognized by RPwD Act 2016.
- The results of the second level screening is for facilitating further identification and certification of disabilities.
- Principal of JNVs shall arrange for one day orientation/ workshop in online mode for teachers.
- Class teachers are to be provided a copy of Part-1 of PRASHAST per student. The Principal should collect all the PRASHAST Part-1 filled by the class teachers.
- PRASHAST Part-1 is to be used for screening all the students in a class.
- PRASHAST Part-1 to be administered by the class teachers with the help of subject teachers where required.
- Class teacher should tick (✓)/ “YES” according to the behaviour of the student described in the PRASHAST Part-1.
- Teachers with the help of School Heads to share their observations with parents / guardians of the screened students based on the PRASHAST Part-1.
- Information related to the screened students is confidential and is to be shared with concerned parents/guardians and authorized personnel only.
- The records of filled Part-1 PRASHAST forms should be maintained in the school.
- PRASHAST Part-2 is for use by special teachers and /or experts identified by the Principal.
- The Principal should refer all the filled PRASHAST Part-1 to Special Educator/Resource Teachers/Counselors for further screening using Part-2 of PRASHAST.
- In case there are no Special Educators/Resource Teachers/Counselor available, the Principal should do the screening using PRASHAST Part-2 with the help of nearby Primary Health Centres (PHC).
- After filling PRASHAST Part-2, Parent’s consent is necessary for further referral.

(Reference: F.No. 10-1/2019-NVS(SA)/234 dated August 20, 2024 and November 18, 2024)

## **16) EFFECTIVE USE OF CLASSROOMS, LABORATORIES & OPEN SPACE FOR LEARNING:**

To give joyful learning experiences to the students, the ambience of the classrooms is to be improved along with the appropriate use of IT infra and activity- based resource materials. In order to make effective use of class rooms, laboratories and open space for learning following actionable points are to be implemented:

- The overall look of a classroom should emanate the feeling of a learning space with prominent displays related to a particular subject.
- The décor of a classroom should be complemented with good quality paint preferably with light colour.
- Two-seater dual desks should be arranged in the classrooms. All desks should be of similar(design/size) and properly maintained. The furniture may be painted if required.
- All wiring should be concealed and electrical switch boards and switches should be of good quality and maintained properly.
- There should be proper lighting arrangement in the classrooms.
- A lightweight big size soft board should be arranged at the backside wall of the class to exhibit creative of students and other subject related display material. The pasting of charts on the walls of classrooms should be discouraged.
- The classrooms should have a covered lockable shelf/ almirah having subject-wise partition to store moveable items and teaching aids of all main subjects. The digital devices if provided to the students may also be stored in the almirah.
- Wi-Fi network connectivity should be made available for each classroom.

- Provision of one mounted projector and CPU (placed in lockable cabinet) in the classroom to be made to convert it into a smart class. One moveable screen for projector may also be fixed for projection.
- The front wall (towards students) of classrooms should have two parts i.e. white board/green board and soft board, so that teacher can display any chart/ creative on soft board while white board / green board can be used for writing.
- If any classroom is occupied as smart class, the same is to be used as general classroom.

### 16.1: Use of Laboratories:

There is a provision of three labs i.e. Physics, Chemistry and Biology apart from Computer Lab. To utilize the infrastructure of lab fully, following points are suggested:

- Every lab should have good photographs of scientists, good quality charts of scientific concepts. The classwise schedule of experiments should also be displayed in Lab.
- Lab should also be used for activity based teaching-learning process in addition to experiments prescribed for practical.
- Junior science lab, Astronomy lab, maths lab may function with existing laboratories with provision of dedicated one wall to display subject concept for junior students.
- The laboratories should invariably be accessible to TGTs also so that the students of class VI to VII may also do experiments, get exposure of specimen/ equipment/ models in the lab.
- To utilize infrastructure of existing lab, junior science lab can function with Biology lab/ chemistry lab, Maths and astronomy lab can function with physics Lab. Language (Hindi/ English/ regional) lab can function with computer lab. They should be provided sufficient space for storage / provision of separate almirahs.

### 16.2: Learning Space Outside the Classroom:

JNVs are having large space outside the classroom which should be utilized for learning. Suggestive points are given below:

- The corridors i.e. outside the classrooms should be used to display subject-wise current news, discoveries, new developments, interesting facts, personalities/ concepts etc as well as creative works of students'. For this purpose, good quality soft boards of equal sizes may be fixed in the corridors with subject titled as Science, Social Science, IT, Art & Music, Games & Sports, Language etc.
- Main entrance corridors should also display aims, objectives and vision of JNV, notice board to be used as information bulletin for students and parents as well as to display name & photograph of high achievers/ award winner students and teachers.

All efforts should be done to establish science/ maths/ language/ social science Park in the open area to give opportunity of learning outside the classroom. Such parks may have toys, equipment, globe, working models etc. of bigger size to show the subject concepts in easy & interesting ways.

## 17) ENSURING STANDARDIZATION OF VARIOUS FACILITIES IN JNVs:

NVS has issued guidelines on Ensuring standardization of various facilities in JNVs vide letter No. F.No.17-6/2023-NVS-(SA)/34 dated February 15, 2023. In all M&R activities/procurement, the minimum standards as directed should be ensured.

Sl. No.	Area	Minimum standard to be achieved
1.	Classrooms	a) The front wall (towards students) of classroom should have two parts, in one part (centre) a big size white board/green board for writing and in other part amoveable screen for projector/ interactive panel should be fixed. The previous/existing blackboard should be completely removed and wall be properlyplastered with putty and painted with white/light colour (matching with the existing colour) before fixing the green/whiteboard. The projector should be mounted on the ceiling.
		b) Electrical wiring should be either concealed or done with casing & capping.

		<p>c) LED tube lights should be mounted over the white/green board with a provision of reflectors so that the light should illuminate the board.</p> <p>d) Classrooms should have LED tube-lights in sufficient numbers to ensure that the class is well lit.</p> <p>e) A light weight big size soft board preferably of size about 8ft x 4ft should be mounted on the rear wall to exhibit creatives and other subject related display material.</p>
		<p>f) Existing open shelf in classroom should be covered &amp; made lockable.</p> <p>g) Furniture in classrooms should be of same shape &amp; size. Existing classroom furniture if required can be repaired without compromising on safety and aesthetic aspects. Table/desk should have good quality board and colorful sunmica layer, if required same may be changed.</p> <p>h) There should be a framed display board (Soft board, Preferably A-3 size) mounted on the wall outside every class room (besides the entrance) to display seating plan during test/ exam and other such important information.</p> <p>i) No paper should be pasted on the walls either inside or outside the classrooms.</p> <p>j) The décor of the classroom should be complemented with good quality paint preferably with light colour.</p> <p>k) Door/ windowpanes should not be broken; damages if any should be repaired immediately,</p> <p>l) Different Garbage bins (well marked for compost, all plastic and recycle waste) should be kept at appropriate place in the academic block for easy and speedy disposal of waste.</p>
<b>2</b>	<b>Library</b>	<p>a) Books should be well categorized (Subject-wise &amp; Theme-wise) and kept in open wooden racks/ shelf (without door/sliding lid) so that students can select the books easily.</p> <p>b) Customized open racks may be made along the walls of the Library in phased manner.</p> <p>c) There should be a display board (soft, preferably of size 8' x 4') mounted on the front wall of the library to display the information on contemporary issues and new arrivals.</p> <p>d) Library should have LED tube-lights in sufficient numbers to ensure that the class is well lit.</p> <p>e) Electrical wiring should be either concealed or done with casing &amp; capping.</p> <p>f) Two portable wireless electronic reading devices (e-readers) like "Kindle" may be procured for library for providing access to e-books to the students.</p> <p>g) At least one computer system (out of existing computer systems available in the computer lab) should be installed in the Library for exclusive use of students.</p> <p>h) Suitable stands should be used to display Newspaper / periodicals and new arrivals.</p> <p>i) Framed portraits of famous Indian/International personalities should be displayed on the wall.</p> <p>j) Inspiring/motivational quotations on education, reading habits etc written on ply board/ vinyl strip (with frame) should be displayed on the walls of corridors</p> <p>k) A career corner should be maintained where information about higher studies after class XII in reputed colleges/universities/ engineering &amp; medical courses etc. are available.</p> <p>l) Door/ windowpanes should not be broken; damages if any should be repaired immediately.</p> <p>m) The décor of the library should be complemented with good quality paint preferably with light colour.</p>
<b>3</b>	<b>Laboratories</b>	<p>a) Laboratory should have display boards (soft) where details of practical completed by students of different classes and time table (Class-wise practical) should be displayed.</p>

		<p>b) The front wall (towards students) of labs should have two parts, in one part (centre) a white board/green board preferably of size 8ft x 4ft for writing and in other part a moveable screen for projector/ interactive panel should be fixed. The previous/existing blackboard should be completely removed and wall be properly plastering with putty and painted with white/light colour (matching with the existing colour) before fixing the green/whiteboard. The projector should be mounted on the ceiling.</p> <p>c) LED tube lights should be mounted over the white/green board with a provision of reflectors so that the light should illuminate the board.</p> <p>d) Labs should have LED tube-lights in sufficient numbers to ensure that the class is well lit.</p> <p>e) Electrical wiring should be either concealed or done with casing &amp; capping</p> <p>f) Framed portraits of scientists related with the subject along with their achievements should be displayed on the walls of the laboratory. No chart paper/ poster should be pasted on the walls of the laboratories.</p> <p>g) Lab tables and stools should be of good quality and same shape and size. The table and stools should have good quality board and colorful sunmica layer/ paint.</p> <p>h) Door/ windowpanes should not be broken; damages if any should be repaired immediately.</p>
4	<b>Entrance &amp; Corridors of Academic Block</b>	<p>a) Brief profile along with photographs of high achiever alumnus should be displayed as "Hall of Fame" in the academic/ administrative block of the JNV.</p> <p>b) Honour board (separate for class X and XII) having year wise as well as stream wise toppers in CBSE Board examination, should be mounted in the entrance of the Academic block.</p> <p>c) Proper arrangements for seating of visitors should be made in the Academic block (near the office of the Principal).</p> <p>d) Notice boards should be mounted on the walls of entrance to display important notices for staff/ parents/ general public.</p> <p>e) Aims, Objectives &amp; Vision of NVS, Preamble of the Constitution, Fundamental Duties for citizens of the country should be displayed at the entrance of the Academic block.</p> <p>f) Inspiring/motivational quotations on education, patriotism etc written on ply board/ vinyl strip (with frame) should be displayed on the walls of corridors.</p> <p>g) Big size display boards (soft) should be mounted on the walls in the corridors with subject titles as Science, Social Science, IT, Art &amp; Music, games &amp; sports, languages etc. to display subject wise latest events &amp; developments.</p>
5	<b>Dining Hall</b>	<p>a) Existing dining tables having wooden top should be fixed with SS steel top so that cleanliness &amp; hygiene can be ensured.</p> <p>b) The walls of the dining hall should be well-decorated with display of framed portraits and quotations related with Indian cuisine, culture etc.</p> <p>c) House wise Stands for keeping the dining plate should be made available for students in the mess.</p> <p>d) House-wise sign boards should be displayed to facilitate house-wise seating of the students in the mess.</p> <p>e) Insect killer/catcher machine should be installed in dining hall as well as in kitchen.</p> <p>f) Door/ window panes should not be broken; damages if any should be repaired immediately</p> <p>g) LED tube lights in sufficient numbers should be used in the dining hall.</p> <p>h) Electrical wiring should be either concealed or done with casing &amp; capping</p> <p>i) There should be safe drinking water facility in the mess.</p> <p>j) Quotations on healthy food habits, nutrition, hand washing etc written on ply board/ vinyl strip (with frame) should be displayed.</p> <p>k) Framed pictures of Millets along with their health benefits, information on harvesting/ cultivation etc should be displayed</p>

		<p>l) Samples of various millets should be displayed on a display board (by pinning see-through sachets containing millets) along with the recipes to familiarize the students about millets.</p> <p>m) Door/ windowpanes should not be broken; damages if any should be repaired immediately.</p> <p>n) Kitchen waste should be used for composting. The composting site may be made at a distance from mess so that the smell from the compost may not cause discomfort.</p> <p>o) Different Garbage bins (well marked for compost, all plastic and recycle waste) should be kept at appropriate places for easy and speedy disposal of waste.</p>
6	<b>Dormitories</b>	<p>a) There should be display board at the entrance of each House to display the schedule of daily routine, coming events/celebration/House activity.</p> <p>b) Door/ windowpanes should not be broken; damages if any should be repaired immediately. Steel mosquito mesh should be fixed in window panes.</p> <p>c) Dormitories should be well lit using LED tube-lights on every bed, all ceiling fans should be functional.</p> <p>d) Electrical wiring should be either concealed or done with casing &amp; capping.</p> <p>e) There should be safe drinking water facility in the dormitories.</p> <p>f) Toilets/washrooms should be fixed with doors, lights (switches of the lights to be outside the toilet/washroom) all fixtures and fittings should be well in place and functioning properly.</p> <p>g) In every toilet hand rails should be fixed at appropriate height to help the students in sitting and getting up.</p> <p>h) One toilet on every floor should be fixed with Western Commode (without cistern). The provision of flushing may be made through a separate pipe.</p> <p>i) Inspiring/motivational quotations written on ply-board/ vinyl strip (with frame) should be displayed on the walls of the dormitories.</p> <p>j) Different Garbage bins (well marked for compost, all plastic and recycle waste) should be kept at appropriate places for easy and speedy disposal of waste.</p>
7	<b>Playground</b>	<p>a) Entire playground should be levelled, free from stone pebbles, long grass/weeds.</p> <p>b) The playground should be covered with grass. There should be permanent provision for watering the ground to maintain the grass cover in the playground.</p> <p>c) The periphery of the playground should be distinctively marked and protected using fencing/ hedge etc.</p> <p>d) The playground should have iron frame goalposts for football, handball etc with proper netting.</p> <p>e) The basketball court should be marked with colour paint.</p> <p>f) Every JNV should have well marked ground for Kabbaddi, Kho-Kho, throwing events (shot-put, discus etc) 200m/400m athletics track.</p> <p>g) The playground should have an iron display board showing the timings as well as general safety precautions to be observed in the playground.</p>
8	<b>Vidyalya Main Gate</b>	<p>a) The side pillars of the main gate should have granite (locally available) surface and the Name of the JNV (bilingual –Hindi &amp; English/ regional language) should be written across the span of the gate using metallic letters on concrete slab or iron board.</p> <p>b) There should be a covered notice board to display the information for visitors like admission and other such programmes for general public</p> <p>c) The area around the entrance should be well maintained by developing flowerbeds, landscaping etc.</p> <p>d) The roads/ pathways in the JNV campus should be lined with hedge and ornamental plants/ trees.</p>

### 18). PM SHRI SCHOOLS:

Pradhan Mantri Schools for Rising India (PM SHRI) are envisioned to be schools of excellence that meet the demands of the 21<sup>st</sup> century. These Schools will be qualitatively strengthened to

showcase the various aspects of the National Education Policy, 2020 and to emerge as an exemplar Schools in their regions, which will further mentor surrounding schools to uphold the quality standards of the PM SHRI Schools. This guiding frame work has been developed to assist school authorities to transform and enhance their schools to the quality standards that are assured by the PM SHRI Schools.

Ministry of Education continue to build an education system for the future, it is critical that the school eco system is resilient in the face of increasingly unpredictable, dynamic and non-linear world. The PM SHRI Schools are being designed to achieve that. These schools will help showcase the implementation of the National Education Policy 2020 and emerge as Schools of Excellence. They will provide leadership in their respective regions in providing high quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multi lingual needs, and different academic abilities of children and makes them active participants in their learning process. Schools are incentivized to yield results and perform better through a funding mechanism that is tracked through quality parameters. A decentralized administration strategy will be followed to ensure that effective implementation of the scheme. The system of transparency and accountability will be created for the effective delivery of performance at school level.

These schools will focus on not only enhancing cognitive development but also creating holistic and well rounded individuals equipped with key 21<sup>st</sup> century skills. The pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy based (particularly in the foundational years), inquiry- driven, discovery-oriented, learner-centered, discussion based, flexible and enjoyable. The focus will be on the learning outcomes of every child in every grid. Assessment at all levels will be based on conceptual understanding and application of knowledge to real life situations and will be competency based.

The dignity of the school as an institution would be restored, and important dates, such as the school's foundation day, will be celebrated along with the community and the list of important alumni may be displayed and honored. Furthermore, the un-utilized capacity of school infrastructure would be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesions during nonteaching/schooling hours. Suitable facilitating systems shall be put in place to achieve universal participation in school by carefully tracking students, as well as their learning levels, to ensure that they are enrolled in an attending school and have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.

The PM SHRI School should act as a network of model schools that will demonstrate excellence and act as belief, practices and knowledge centres for the entire learning eco system. PM SHRI Schools may invite other schools in the same cluster or block to visit these schools of excellence to facilitate knowledge sharing and school improvement conversations.

S.No.	State/UT	Total JNVs	PM SHRI JNVs (1st Phase)	PM SHRI JNVs (2 <sup>nd</sup> Phase)	PM SHRI JNVs (3 <sup>rd</sup> Phase)
1	Chhattisgarh	28	20	7	0
2	Madhya Pradesh	54	2	48	3
3	Odisha	31	26	5	0
4	Chandigarh	1	1	0	0
5	Himachal Pradesh	12	12	0	0
6	Jammu & Kashmir	20	10	4	1
7	Ladakh	2	2	0	0
8	Punjab	23	16	7	0
9	Andhra Pradesh	15	13	2	0
10	A & N Island	3	1	1	0

11	Karnataka	31	15	15	0
12	Kerala	14	0	14	0
13	Lakshadweep	1	0	1	0
14	Puducherry	4	2	2	0
15	Telangana	9	1	8	0
16	Delhi	5	0	2	0
17	Haryana	21	16	5	0
18	Rajasthan	35	35	0	0
19	Uttar Pradesh	76	1	71	3
20	Uttarakhand	13	13	0	0
21	Bihar	39	28	9	1
22	Jharkhand	26	20	1	4
23	West Bengal	18	0	14	0
24	DD & N Haveli	3	2	1	0
25	Goa	2	1	1	0
26	Gujarat	34	24	4	5
27	Maharashtra	34	32	2	0
28	Arunachal Pradesh	17	6	6	2
29	Assam	28	1	26	0
30	Manipur	11	0	8	2
31	Meghalaya	12	1	6	0
32	Mizoram	8	2	4	2
33	Nagaland	11	3	7	0
34	Sikkim	4	3	1	0
35	Tripura	8	3	3	0
TOTAL		650	312	285	23

The specific fund for PM Shri Schools is being sanctioned for 4 years to develop required infrastructure as well as to conduct activities as per PM Shri School scheme to make JNVs as an exemplar schools for implementation of NEP 2020. The detailed list of JNVs under PM SHRI is enclosed at **Annexure-III**

Note:- Activities approved for the session must be conducted timely with utilisation of the fund under the PM SHRI head as per the guidelines circulated by NVS HQ. AC Cluster I/C should monitor the JNV wise activities and expenditure on fortnightly basis.

### 19) SCHOOL ASSEMBLY:

Morning Assembly is the time when the entire school community assembles at an appropriate place to affirm the school's identity and aspirations. The school assembly is the best forum to inspire and motivate students. It serves as a platform to develop self-confidence, creativity and aesthetic sense among students and helps in acquiring knowledge and information. We must ensure that monotony does not set in. School assembly is to be conducted in all three languages.

**It is mandatory on the part of the Principals, Vice Principals, all the teachers and students to attend the morning assembly on time. HMs/AHMs are to ensure the participation of all their house students in the morning assembly activities by turn.**

The Vidyalaya prayer should be recited with dedication and emotion. Navodaya Prayer should be sung in its original form without associating or linking with any other prayers. Music teacher should

ensure proper pronunciation, timing, rhythm and melody in prayer. Other songs and community songs can be added depending upon the time available and the demand of occasion. Other activities are to be properly worded and modulated with variety. As far as possible the content of the speech to be specific to the day and edited properly. Principal /MOD should invariably address the morning assembly. The PETs, Music Teacher and Duty Master will ensure that all activities are performed within the time limit and students leave the assembly to their respective classrooms in an orderly manner. The school band may be used at the time of conduct of the prayer and during the dispersal of the students.

### **ASSEMBLY ACTIVITIES**

Sl. No.	ACTIVITIES	TIME IN MINUTES
1	Roll call House wise/Class Wise	2
2	Navodaya Prayer (Repetition of the lines could be avoided to save time)	3
3	Meditation	1
4	Pledge	1
5	Thought for the Day	1
6	News Reading (International, National, Regional, Local & Sports News to be incorporated)	2
7	Students Talk/Vocabulary Enrichment/Quiz/Book Review/ Recitation/Conversation	3
8	Community Song/ Celebration of day of national importance falling on the day	3
9	Address by the MOD/ Principal (on importance of the day / inspirational talk/ national pride)	3
10	National Anthem	1
	<b>Total duration</b>	20

**Note:** All the staff concerned has to ensure that there is effectiveness in planning, preparation and presentation of assembly activities to achieve its intended and specified goals. On every Wednesday and Saturday, Morning Assembly should be conducted in the Third Language.

## **20) SCHOOL CALENDAR:**

School calendar is a schedule of all the activities and events that are conducted in an academic session. The events may include Examination schedule, vacation schedule, schedule for games & sports activities, Educational visits, celebration of important days, schedule of pace setting activities, EBSB activities, Art in education activities, School Innovation Council activities, flagship programme (youth parliament, FIT India, etc.). Such a schedule enables the Vidyalaya to conduct all curricular and co-curricular activities in more productive and defined structure so that all the activities may be guided towards attainment of educational goals. The yearlong activities in an effective manner with advanced preparations. Hence each JNV has to prepare an effective working calendar for the year 2025-26, well before the beginning of the academic session by incorporating the areas such as Scholastic, Co-Scholastic, along with important days / functions / activities etc.

## **21) VIDYALAYA TIME TABLE AND ALLOTMENT OF PERIODS:**

**The following points are to be taken care while preparing the time table:**

- Preferably the services of Art Teacher, SUPW Teacher, Music Teacher, Librarian, and teachers of Third Language are to be taken for running supervised study periods in the afternoon.
- Concerned subject teachers are to be put on duty for remedial teaching.



- All staff members including PETs will be put on duty during supervised study as per the requirement on rotation basis. The daily routine details of total no. of periods to be given to the teachers & no. of periods to be allotted to each subject/ class wise is given as under:

**SUBJECT WISE CLASS WISE ALLOTMENT OF PERIODS: (40 Minutes During summer and 35 minutes during winter)**

Class VI & VII	Periods	Class-VIII	Periods	Class IX	Periods	Class-X	Periods	Class-XI&XII	Periods
Eng.	6	Eng.	8	English	7	English	7	English	7
Hindi.	6	Hindi.	8	Hindi/R.L.	6	R.L./ Hindi	6	Hindi	7
Maths	6	Maths	5+1*	Maths	7	Maths	7	Elective-1	9
Science	6	Science	5+1*	Science (B-3, P-2, C-2)	7	Science (B- 3, P-3, C-3)	9	Elective-2	9
Social Sci.	5	Social Sci.	5	Social Sci.	8	Social Sci.	8	Elective-3	9
Library	2	Library	2	Library	1	Library	2	Library	2
Computer Science	2	Computer Science	2	Computer Science	1	Computer Science	1	ICT (Comp. Lab)	2
Art Education	2	Art	2	Art	1	Art	1	G.S. / G.F.C.	1
Music Education	2	Music	2	Music	1	Music	1	SEWA / WE	1
Phy. Ed	3	Phy. Ed	1	Phy. Ed	1	Phy. Ed	1	Phy. Ed	1
3rd /R.L Lang.	4	3rd /R.L Lang.	5	3 <sup>rd</sup> Lang.	3	*** Skill / Add. Lang.	4	*****Skill / Add. Sub.	4
Vocational (Skill) Education	4**	SUPW/ Skill Course Module	1	*** Skill / Add. Lang.	4	SEWA / WE	1		
Sanskrit/ Foreign lang.	3****	Sanskrit/ Foreign language	3****	SEWA / WE	1				

\* This period should be allotted for laboratory activities only

\*\* Vocational Education Periods may be allotted as given below-

SUPW teacher- 03 Periods, 01 Period TGT Computer Science.

if SUPW teacher is not available - 02 Period TGT Computer Science and 02 period Art & Music Teacher

\*\*\* Skill subjects in IX and X will be as an additional subject.

\*\*\*\* Only for JNVs introducing Sanskrit/ Foreign language in class VI-VIII may deduct 1 period each from R/L, Hindi & English.

\*\*\*\*\* Four period allotted for skill /Additional subject in class XI & XII by reducing one period from each elective subject & one period from computer education.

**Note:**

- Maximum of 36 periods per week may be allotted to each teacher depending upon the availability of teachers in the concerned subjects.
- In respect of classes XI & XII, two periods per week are earmarked for practical in the concerned subjects like Physics, Chemistry, Biology, Computer Science/Informative Practices/Skill subjects etc.
- For music and arts in class VI- VIII, students of a class should be divided in two batches. Each batch should include half of the students of the class in order of their roll numbers in the class attendance register. The periods for music and arts for a class should be held simultaneously, one batch of a section will attend music and other batch of the same section will attend arts class.

- Computer Science Period for class VI to X should be conducted in computer Lab with focus on Hands on Learning.
- For classes, IX and X, the practical / other laboratory activities are to be conducted on regular basis as per CBSE curriculum.
- For classes VI to VIII, at least one period per week should be earmarked for lab activities in Mathematics and Science.
- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the class as well teachers' time table.
- Class-wise & teacher wise time –table should be displayed in each class room/ lab/ Smart Class room.
- GS/GFC period taken by PGT(History/ Geography) and SEWA/WE taken by PETs /SUPW teacher.
- If four elective subjects are opted by students at Senior Secondary level the period for that will be arranged by reducing one period from Library and one period from Computer Education.

## 22) DAILY ROUTINE – SUMMER BOUND AND WINTER BOUND JNVs:

Daily Routine		Summer season	Winter Season
S.NO.	NAME OF ACTIVITY	TIME	TIME
1.	Rouse	05.00 a.m.	05.45 a.m.
2.	Morning Roll Call/PT/Yoga	05.30 to 06.15 a.m.	06.15 to 07.00 a.m.
3.	Bath & Change	06.15 to 07.00 a.m.	07.00 to 07.45 a.m.
4.	Milk/Alternative Items	07.00 to 07.15 a.m.	07.45 to 08.00 a.m.
5.	Assembly	07.15 to 07.35 a.m.	08.00 to 08.20 a.m.
6.	I Period	07.35 to 08.15 a.m.	08.20 to 08.55 a.m.
7.	II Period	08.15 to 08.55 a.m.	08.55 to 09.30 a.m.
8.	*Breakfast	08.55 to 09.30 a.m.	09.30 to 10.00 a.m.
9.	III Period	09.30 to 10.10 a.m.	10.00 to 10.35 a.m.
10.	IV Period	10.10 to 10.50 a.m.	10.35 to 11.10 a.m.
11.	V Period	10.50 to 11.30 a.m.	11.10 to 11.45 a.m.
12.	Recess	11.30 to 11.40 a.m.	11.45 to 11.55 a.m.
13.	VI Period	11.40 to 12.20 p.m.	11.55 to 12.30 p.m.
14.	VII Period	12.20 to 01.00 p.m.	12.30 to 01.05 p.m.
15.	VIII Period	01.00 to 01.40 p.m.	01.05 to 01.40 p.m.
16.	Lunch & Rest	01.40 to 03.00 p.m.	01.40 to 03.00 p.m.
17.*	Remedial/Supervised Study & Club/ CCA activities	03.00 to 04.30 p.m.	03.00 to 04.15 p.m.
18.	Reporting on Ground	04.30 to 04.40 p.m.	04.15 to 04.30 p.m.
19.	Games & Sports	04.40 to 05.40 p.m.	04.30 to 05.30 p.m.
20.	Roll Call & Tea/Snacks	05.40 to 06.00 p.m.	05.30 to 05.50 p.m.
21.	Bath & Change	06.00 to 06.30 p.m.	05.50 to 06.15 p.m.
22.	Evening Supervised Study in Academic block /Dining	06.30 to 08.00 p.m.	06.15 to 07.45 p.m.
23.	Dinner	08.00 to 08.45 p.m.	07.45 to 08.30 p.m.
24.	Counselling by H.M./A.H.M. , Roll Call & conduct of Happy Hours	08.45 to 09.15 p.m.	08.30 to 09.00 p.m.
25.	Self Study	09.15 to 10.00 p.m.	09.00 to 10.00 p.m.
26.	Light Off	10.00 p.m.	10.00 p.m.

1. Breakfast may be shifted as per suitability of JNV.
2. \* Remedial/Supervised (afternoon) study on Monday, Tuesday, Thursday & Friday and Club activities & CCA Inter house competition will be conducted for all classes on each alternate Wednesday.
3. Evening Supervised study will be conducted from Monday to Saturday.
4. On Saturday afternoon, facility of computer lab/ Smart Class-may be provided to the selected children for preparation of professional competitions/ online academic sport

under supervision of the teacher deputed on rotation basis. However other students may utilize this duration for washing of cloths, own time etc

**Note:** Flexibility is given in scheduling the activities to the Regional Offices for any change, however, duration of activities should remain the same.

### SUNDAY/ HOLIDAY ROUTINE:

S.No.	ACTIVITY	TIME
1.	Rouse	05.30 a.m.
2.	Milk/Alternative Items	06.15 to 06.30 a.m.
3.	Roll Call, Cleaning of House surrounding /Dormitories /Beautification of Campus& Kitchen Garden activities on rotation basis. HMs /AHMs on rotation and MOD to attend it	06.30 to 08.00 a.m.
4.	Cleaning of Clothes, Bath & Change	08.00 to 09.00 a.m.
5.	Breakfast	09.00 to 09.30 a.m.
6.	Own Time	09.30 to 10.00 a.m.
7.	Organized Study / Special Class-for Olympiads / preparation for professional competition/ career counselling/ Special Assembly or function on the Holiday	10.00 to 12.00 Noon
8.	Library and Computer Lab hrs.	10.00 to 01.00 p.m. 03.00 to 04.30 p.m.
9.	Own time	12.00 to 01.15 p.m. 02.00 to 04.30 p.m.
10.	Lunch & Rest	01.15 to 02.00 p.m.
11.	Roll Call & Tea/Snacks	04.30 to 05.00 p.m.
12.	TV/Optional Games/Own Time/ Self-Study	05.00 to 08.00 p.m.
13.	Dinner	08.00 to 08.45 p.m.
14.	Counselling by H.M./A.H.M. , Roll Call& conduct of Happy Hours	08.45 to 09.15 p.m.
15.	Self-Study	09.15 to 10.15 p.m.
16.	Light Off	10.15 p.m.

### Note :

1. Library and Computer Lab will be opened for students on Sunday from 10.00 AM to 01.00 PM and 03.00 to 04.30 PM. Boys/ Girls of Classes IX to XII (Non CS/IP students) may be allotted time on rotation basis for Library and computer lab.
2. Flexibility is given in scheduling the activities to the Regional Offices for any change, however, duration of activities should remain the same.

### 23) WEEKLY OFF TO TEACHERS IN JNVs:

Considering the safety & security and academic progress of the students, following directions are issued by NVS Hqrs for granting weekly off to teachers:-

1. All teachers are to be given one day weekly off.
2. On Sundays at least 06 teachers preferably Art teacher, Music teacher, one PET, Librarian, 3rd Language Teachers, TGT Comp. Science, SUPW teacher should be deployed on duty. Availability of lady teachers for duty should also be ensured.
3. Teachers engaged for Sunday duty will perform duties and responsibilities including the dining hall duties so that the "Daily Routine for Sunday" as given in PAP is followed.
4. Teachers engaged on Sunday duty shall be given weekly off on Saturday only of the following week and all other teachers shall avail weekly off on Sunday.

5. Teaching periods of teachers who are allowed to avail weekly off on Saturday, should be distributed from Monday to Friday in the time-table to avoid any learning loss to the students.
  6. The PET available on duty on Sunday should ensure that games and sports activities for boys as well girls are held as per schedule/ directions.
  7. To ensure safety and security of students, HM and AHM (of a house) both should not be given station leave simultaneously during their weekly off.
  8. Weekly off does not include the HQrs leave, teachers requiring HQrs leave, should get it sanctioned from the competent authority. However the competent authority may restrict the HQrs leave in cases of exigencies/ administrative requirement.
  9. Principal/ Vice Principal should ensure their presence in the JNV campus on Sunday when most of the teachers are on weekly off, so that safety & security of the students can be ensured.
  10. Weekly off shall not be carried forward and clubbed, it will lapse if not availed when it becomes due. Weekly off falling on holidays will not be compensated.
  11. Presence of care takers and matrons should be ensured on Sunday to assist the teachers on duty.
  12. One JSA/ SSA shall be available in office on Sunday/Holiday (on rotation basis) who may be given weekly off on Saturday of the following week.
  13. Keeping in view of specific need of JNVs, Principals may replace/add teacher(s) mentioned at S.No. 2 for Sunday duty provided the teaching periods of such teacher(s) should be distributed from Monday to Friday in the time-table and weekly off is given on Saturday only, however JNV wise proposals of such arrangement should be approved by DC RO concerned.
  14. The National festivals (Republic Day, Independence Day & Gandhi Jayanti) should be celebrated in JNVs by involving all staff and students. Activities should be conducted as per directions issued from time to time. The duties assigned on National festivals will not be compensated.
  15. All other festivals should be celebrated in JNVs by involving students and staff.
  16. Gazetted holidays as per DoPT norms should be allowed to staff of JNVs.
  17. The daily routine for Sundays should be implemented on the day of Gazetted holidays/ festivals. At least 06 teachers should be put on duty on rotational basis. The plan of duties for whole year should be finalized in advance and implemented with the approval of Regional Offices.
  18. Compensatory leave to staff in lieu of duties on festivals/ Gazetted Holidays should be availed within a week of performing the duty.
  19. Safety and security of students during celebration of festivals should be ensured.
- (Reference: Letter F.No 10-1/weekly off/2016- NVS(SA) dated July 12, 2024 and August 07, 2024)

## 24) REMEDIAL/ ENRICHMENT TEACHING:

Remedial teaching period is the time during which the low achievers identified based on their performance in assessments in a particular subject will be looked after by the teachers for corrective instructions so that they can also achieve the mastery level in the subject. **Low achievers** are those students who are unable to cope up with the work normally expected of their age groups. It may be due to their distraction and lack of concentration, lack of conceptual understating, inability to express ideas and also lack of motivation. At the beginning of the academic year the teacher should identify the students whose performance is not up to a desired level and their individual difficulties should be noted. Proper diagnostic measures should be taken to identify the learning difficulties with causes before implementing any

remedial measure. Remedial instruction should be arranged in a systematic manner according to the nature of the pupils' difficulties. Special steps must be taken to improve their knowledge level and drill / practice is necessary for every student.

The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students. In the gradation of teaching materials, the principles of proceeding from easy to difficult and simple to complex must be scrupulously followed. Remedial work should be given in small doses and it should be so organized as to give a sense of achievement to the student. The remedial programme for supportive learners includes motivation, individual attention, restoration and development of self-confidence and special methods of teaching. The teacher should adapt a friendly, helpful and sympathetic attitude towards the student and always try to win their confidence. Every teacher must maintain all the record of remedial and enrichment programme.

### **REMEDIAL / SUPERVISED STUDY**

The following is the framework of remedial and supervisory study schedule in JNVs. It is decided to have remedial classes only for needy students by allotting duties to the concerned subject teachers. Each class will have remedial for one subject per day. Overall 09 teachers will be engaged for seven classes (VI to XII), provided two streams are available at the senior secondary level in the JNV. For non-remedial students, duties may be allotted as given below for supervision. Further the remedial teaching and supervision should go simultaneously in an effective manner as per the following schedule:

### **REMEDIAL / SUPERVISED STUDY SCHEDULE**

<b>CLASS CLASSES</b>	<b>NUMBER OF TEACHERS FOR REMEDIAL DUTY PER DAY</b>	<b>NUMBER OF TEACHERS FOR SUPERVISED STUDY DUTY PER DAY</b>
VI (A&B)	01	01
VII (A&B)	01	
VIII (A&B)	01	01
IX (A&B)	01	
X (A&B)	01	01
XI A	01	01
XI B	01	
XII A	01	01
XII B	01	

**Note:** Only the needy students of both the sections of a class for remediation should sit in one classroom and the remaining students should sit in another classroom for supervised studies. If number of students is more for supervised studies, students can sit in dining hall/ Labs or other available spaces.

### **EVENING SUPERVISED STUDY**

Duties are to be allotted to teachers for evening supervised study by involving all the teachers. Creative teachers are also to be involved for supervision both for non-remedial supervision and evening supervision as well. It should be ensured that every teacher gets almost the same work load by combining both duties.

## **25). ASSESSMENT STRUCTURE FOR THE ACADEMIC SESSION 2025-26:**

### **A) FOR CLASSES XI & XII:**

#### **Scholastic Area:**

The Assessment scheme will have theory, internal assessment/practical components as per syllabus given for each subject by CBSE. Annual Examination for class XII is conducted by

CBSE Board whereas Internal Examinations are conducted by JNVs as per CBSE guidelines. NVS conducts all examinations/ tests for Class XI. Syllabus of half-yearly examination will be as per split-up syllabus of NVS whereas annual examination will be based on full syllabus.

### Assessment scheme with weightage for Class XI:

Category 3 (Theory 60 Marks + Practical 40Mark)	Category 2 (Theory 70 Marks + Practical 30Marks)	Category 1 (Theory 80 Marks + Project/Assignment 20 Marks)	A	Subjects	
Marks of Best one of the Two UTs.			B	Unit Tests (UT)	TERM 1
MM 60	MM 70	MM 80	C	Half Yearly Exam (HYE)	
MM40	MM30	MM20	D	Practical / Project & Assignment	
40% of (Best UT + Marks obtained in HYE, reduced to 100 marks)			E	Weightage 40% of (Theory Term -1 + UT)	
Marks of Best one of the Two UTs			F	Unit Tests (UT)	TERM 2
MM 60	MM 70	MM 80	G	Annual Exam (AE)	
M M 40	MM 30	MM 20	H	Practical / Project & Assignment	
60% of (Best UT + Marks obtained in AE, reduced to 100 marks)			I	Weightage 60% of (Theory Term -2 + UT)	
<b>100 (E + I)</b>			J	Sum of Weightage term- 1 and term-2	
Marks in J converted to 60as per MM of theorypaper	Marks in J converted to 70as perMM of theory paper	Marks in J converted to 80asper MM of theory paper	K	Over all theory marks converted to MM 80/ 70/60	
40 (Average of D & H)	30 (Average of D & H)	20 (Average of D & H)	L	Average marks of Practical/ Internal assessment MM20/30/40	
<b>100 (K + L)</b>			L	Over all Result MM 100	
(i)A student must appear and pass in Annual examination. (ii) A student must pass in theory and Practical examinations separately.			M	Remark	

### Assessment of compulsory Areas (Class XI & XII):

General Studies, Health and Physical Education should be done continuously by collecting information, reflecting on and using the information to review children's progress and to plan future leaning experiences. The documented data, after interpretation should be reflected in the Report Card in the form of Grades. The concerned teacher should make an objective assessment of the level of performance/participation demonstrated by student throughout the academic year and finally assigned grades.

### Grading for Internal Assessment Subjects :

- A1 - Top 1/8th of the passed candidates
- A2- Next 1/8th of the passed candidates
- B1- Next 1/8th of the passed candidates
- B2- Next 1/8th of the passed candidates
- C1- Next 1/8th of the passed candidates
- C2- Next 1/8th of the passed candidates
- D1- Next 1/8th of the passed candidates
- D2- Next 1/8th of the passed candidates
- E - Essential Repeat

### GRADES FOR INTERNAL ASSESSMENT: HEALTH, SEWA AND PHYSICAL EDUCATION (With work experience subsumed in it)

S.No.	Area	Grades
1.	Games, Health and fitness	While filling online data, following grades may be filled against HPE: (A1, A2, B1, B2, C1, C2, D1, D2, E)

2.	SEWA	While filling online data, following grades of SEWA shall be filled against work education / work experience: (A1, A2, B1, B2, C1, C2, D1, D2, E)
3.	General Studies	While filling online data, following grades may be filled against GS: (A1, A2, B1, B2, C1, C2, D1, D2, E)
3.	Discipline*	The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, neat and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be assessed term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair).

(\* The grades should be reflected in the progress card of class XI students and provided to CBSE for Class XII if desired by the Board)

### B). FOR CLASSES IX & X

As per the CBSE circular No.-Acad-05/2017 dated 31.01.2017, CIRCULAR No.14/2017 dated 21.03.2017 on uniform system of assessment, revised vide CBSE circular No. Acad-11/2019 dated 6.3.2019 will continue for the session 2025-26 till any revision made by CBSE. The concerned subject teachers and the principals of JNVs will remain in touch with the latest development in the evaluation system of CBSE, if any, from time to time, during the academic year 2025-26.

The assessment scheme will have an 80 marks component for Board examination (Class X) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment.

#### 1. Scholastic Area : Classes IX & X (As per CBSE guidelines)

Subjects	80 marks (Board Exam) Student has to secure 33% marks out of 80 marks in each subject	Periodic Assessment (20 Marks)			
		Student has to secure 33% marks out of overall 20 marks earmarked in each subject.			
		Pen Paper Test (05 marks)	Multiple Assessment (05 Marks)	Portfolio (5 Marks)	Subject Enrichment (5 Marks)
Language 1	Board will conduct Class X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class X only.  Marks and Grades both will be awarded for individual subjects.	(i)	(iii)	(ii)	(iii)
Language 2		Periodic Written Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission.	Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.	This will cover: Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.	Speaking & Listening Skills in Lang- 1
Science					Speaking & Listening Skills in Lang-2
Maths					Practical Lab Work in Science.
Social Science					Maths Lab Practical
6 <sup>th</sup> Skill/ Additional Subject)	Board will conduct class X examination of 50 marks in theory and 50 marks practical in each skill subject covering 100% syllabus as prescribed by CBSE.				

Weightage of periodic Assessments for Class X will be as per CBSE directions. Final result of class IX will be prepared by assigning 40% Weightage to Term-I and 60% to Term- 2. However, the annual examination will be based on full syllabus for the session.

### Composition, Weightage and No. of Questions for PWT/UT & Term Exams/Pre-boards for Class-IX to XII:

Sl. No.	Composition	PWT (40 Marks)			Term I & II (Half Yearly, Pre-Board & Annual Exams)
		Weightage	No. of question	Marks	Weightage on Type of Questions
1.	Competency Based Question (CCT): This can be case /source/ situation/ figure/ data interpretation based MCQs.	50 %	04 (Each CBQ will have 05 questions)	20 (4X5X1) Mark	50 %
2.	MCQs on assertion – reasoning type from concerned subjects.	10%	04	04 (4X1 mark)	20 %
3.	Short Answer Questions	30%	06	12 (6x2 Marks)	30 %
4.	Long Answer	10%	01	04 (1X4 Marks)	
Total		100%	15	40	100 %

**Note:** At-least 10% of the questions on the pattern of competitive exams questions pertaining to the subjects should be the part of the question paper in Internal Assessment (20 Marks) (Class IX & X)

- (i) **Pen Paper Test (05 Marks):** The school should conduct periodic written tests in the entire academic year and the average of the best two for class X and the best in each term for class IX will be taken. The schools have the autonomy to make their schedule. However, for gradient learning, three tests may be conducted, one being the mid-term test and the other two being pre-mid-term and post-mid-term with the portion of the syllabus cumulatively covered. The gradually increasing portion of content would prepare students to acquire confidence for appearing in the Board examination with 100% syllabus. For class X the school will take the average of the best two tests for final marks submission.
- (i) **Multiple Assessment (05 Marks):** Strategies to be used include; quizzes, oral tests, concept maps, exit cards, visual expression, self and peer assessment, collaborative projects, experiments, and Classroom demonstration, etc.
- (ii) **Portfolio (05 marks):** It includes Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.
- (iii) **Subject Enrichment Activities (05 Marks):** These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

**For Languages:** Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

**For Mathematics:** The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

**For Science:** The practical works/ activities may be carried out as prescribed in CBSE curriculum.

**For Social Science:** Project work may be undertaken as prescribed by the CBSE in the curriculum.

## 2. Co-Scholastic Activities:

Assessment of Art education and health & Physical Education may be continuously done by collecting information, reflecting on, review children's progress and to plan future learning



experiences. The documented data after interpretation should be reflected in the report card of the children in the form of grades. In the scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e. Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done. While the students are engaged in the core areas like: Health & Physical Education and Art Education, the process is as important as the product. Hence the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process	Grading Scale
Health & Physical Education including work Experience	Overall fitness	Participation, team-sprit, commitment and honest efforts.	A to E
Art Education	Expression, creativity and aesthetic appeal	Participation, creative process, material used, appreciation, reflection, efforts, craftsmanship and completion	A to E
SEWA	Helping and caring nature	Community service, participation in pace setting activities, Sharing of articles, participation in Shramdaan, participation in Swachhata Abhiyaan, participation in Poshan Abhiyaan etc.	A to E
Discipline	Respect for others, Punctuality, obedience	Self-Awareness, participation in school programmes, respect for others, responsible behaviour, values etc.	Discipline will be assessed term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair).

#### Details of five points grading:

Grade	Connotation
A	EXEMPLARY
B	PROFICIENT
C	DEVELOPING
D	EMERGING
E	BEGINNER

#### Documentation:

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any or those involving RTI/Grievances/ Disciplinary Enquiry may however be retained beyond three months.

#### C). CLASSES-VI to VIII

Scholastic Area: The assessment structure and examination for classes-VI to VIII have been prepared in view of the recommendation of NEP 2020 by inclusion of Competency Based Questions. It comprises of Term-1 and Term- 2 as explained below-

Subject	Term-1 (100 marks) (1st half of the session) 50 marks Periodic Assessment + 80 marks for Half Yearly Exam to be reduced to 50 marks.	Term-2 (100 marks) (2nd half of the session) 50 marks Periodic Assessment + 80 marks for Half Yearly Exam to be reduced to 50 marks
Language-1 Language -2 Language -3 Mathematics Science Social Science	Periodic Assessment: <ul style="list-style-type: none"> <li>Two Periodic Written Tests, each of 40 marks (to be reduced to 20 marks) with syllabus covered till announcement of test dates by school</li> <li>Multiple Assessment (10 Marks) Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.</li> <li>Portfolio -(10 Marks) It covers Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.</li> <li>Subject Enrichment Activities-(10 marks) at term end</li> </ul>	Half Yearly Exam <ul style="list-style-type: none"> <li>Written exam for 80 marks with syllabus covered till Mid-Term exam</li> </ul>
Art Education/ Physical Education/ Vocational Education (as per new textbooks of NCERT)	Activity Note book – 10 marks Portfolio – 10 marks Project– 10 marks Demonstration/ Teachers observation of Skills- 10 marks Oral Presentation/Viva Voce- 10 marks	Written exam for 50 marks with syllabus covered till Mid-Term exam
		Periodic Assessment: <ul style="list-style-type: none"> <li>Two Periodic Written Tests, each of 40 marks (to be reduced to 20 marks) with syllabus covered till announcement of test dates by school</li> <li>Multiple Assessment (10 Marks) Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.</li> <li>Portfolio -(10 Marks) It covers Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.</li> <li>Subject Enrichment Activities-(10 marks) at term End</li> </ul>
		Yearly Exam  Written exam for 80 marks with syllabus coverage as entire syllabus of 2nd term.
		Activity Note book – 10 marks Portfolio – 10 marks Project– 10 marks Demonstration/ Teachers observation of Skills- 10 marks Oral Presentation/ Viva Voce- 10 marks
		Written exam for 50 marks for syllabus of second Term exam

### Composition, Weightage and No. of Questions for PWT & Term Exams (Class-VI to VIII):

S.No.	Composition	PWT (40 Marks)			Half yearly / yearly (80 Marks)		
		Weight Age	No. of questions	Marks	Weight Age	No. of Questions	Marks
1	Competency Based Question (CBQ) on CCT: This can be case /source /situation/figure/ data interpretation based MCQs.	50 %	04 (Each CBQ will have 05 questions)	20 (4X5X 1 Mark)	50%	08 (Each CBQ will have 5 questions)	40 (8x5x1 marks)
2	Reasoning questions from concerned subjects (Mental ability & logical reasoning)	10%	04	04 (4X1 mark)	10 %	08	08 (8x1 marks)

3	Short Answer Questions	30%	06	12 (6x2 Marks)	30 %	12	24 (12x2 marks)
4	Long Answer Questions	10%	01	04 (1X4 Marks)	10%	02	08 (2x 4 marks)
<b>Total</b>							<b>80</b>

### Weightage of periodic Assessment and Term exams (in %):

Term	Half Yearly / yearly exam	Periodic assessment*				Total	Overall weightage in final score of 100
		PWT	Multiple Assessment	Portfolio	Student enrichment activities		
I	50	20	10	10	10	100	40%
II	50	20	10	10	10	100	60%

\* For Art Education/ Physical Education/ Vocational Education in class VI & VII as per the table on 26 (C) above.

- There will be two periodic tests of 40 marks in each term. The average of two will be reduced to 20 marks.
- As the weightage of periodic assessment has been increased, hence teachers must plan and conduct multiple assessment, subject enrichment activities and portfolios to identify and promote uniqueness of each learner in the cognitive, affective and psychomotor domains.
- At least two activities each in all three periodic assessments i.e. Multiple Assessment, Portfolio and subject enrichment are to be evaluated in each term and records of the same should be maintained by the concerned teacher.

**Subject Enrichment Activities:** These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term as per details given below:

- **Languages:** Aimed at equipping the learner to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of languages.
- **Mathematics:** For the activities in mathematics, refer to activity books of NCERT and Handbook on Teacher Energized Resource material released by CBSE for different classes.
- **Science:** Practical work and activities in Science may be undertaken as suggested by the NCERT as well as Handbook on Teacher Energized Resource material released by CBSE for different classes.
- **Social Science:** Map or the Project work may be undertaken as suggested by NCERT.
- **Art Education:** Practical work and activities may be undertaken as suggested in NCERT textbook.
- **Physical Education:** Practical work and activities may be undertaken as suggested in NCERT textbook.
- **Vocational Education:** Practical work and activities may be undertaken as suggested in NCERT textbook.
- **Co-Scholastic Activities (Class VIII):** For the holistic development of the student, co-curricular activities in the following areas should be carried out by the teachers and will be graded term-wise on a 3- point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading.
  - Community Service including participation in Pace setting Activities- Work Education refers to skill-based activities resulting in goods or services useful to the community.
  - Art Education (Visual & Performing Art).
  - Health and Physical Education (Sports/Martial Arts/Yoga etc.)

**Grading Scale for Scholastic Areas: (Class VI-VIII)**

(Schools will award grades as per the following grading scale)

Marks Range	Grade	Marks Range	Grade
91-100	A1	51-60	C1
81-90	A2	41-50	C2
71-80	B1	33-40	D
61-70	B2	32 & below	E (Needs improvement)

**Discipline (Classes VI-VIII):** The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behavior, values, neat and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale (**A=Outstanding, B=Very Good and C=Fair**).

**Record Keeping:** The CBSE affiliated schools will follow the simple documentation procedure and collate the same at the time of preparing the report card. Unnecessary, lengthy and repetitive documentation by teachers must be avoided.

**Report Card:** Based on the above scheme, report cards for classes VI to VIII will follow the annexed formats and the report card will prominently display the logo of CBSE on left side and school's logo on right side:

Refer to: **Annexure-VIII : Format for the report card for class XI**

**Annexure-IX: Format for the report card for class IX**

**Annexure-X: Format for the report card classes VI to VIII**

**26) COVERAGE OF SYLLABUS & CONDUCT OF VARIOUS EXAMINATIONS:**

- For board classes i.e. X & XII, 100% syllabus has to be completed by **15<sup>th</sup> November, 2025**.
- For non-board classes, i.e. VI to IX & XI, Term -I syllabus should be completed by **10<sup>th</sup> September, 2025**, and 100% syllabus for Term - II has to be completed by **28<sup>th</sup> February, 2026**.
- Every JNV has to strictly follow the guidelines given by NVS Hqrs. & RO. for conducting various tests/ exams.
- Conduct of various tests should be on the same dates in all JNVs as per schedule.
- The Vidyalaya has to send the result analysis of all tests/ exams to RO within 72 hours of completion of the examination.
- The Practicals for Board Classes should be completed by the end of **November, 2025** and record work should also be completed by **December, 2025**. Further, practicals in Science for classes IX & X should be conducted simultaneously with theory classes. All the activities/experiments in Science, Mathematics and Social Science of Classes VI to VIII are also to be carried out as per the guidelines given by CBSE/ NCERT.
- A complete record of various practicals conducted, as per syllabus should be maintained at Vidyalaya Level and displayed in the concerned lab.
- There should be correlation between the marks allotted in internal examinations, practicals and marks obtained by the students in external examinations. A large deviation in the board results reveals the poor quality of evaluation at the Vidyalaya level.

**COMMON EXAMINATION:**

Question papers for all Periodic Assessments for classes VI - X and Unit Tests of XI & XII will be prepared at Vidyalaya level as per composition of question papers issued by NVS.

1. The Vidyalayas have to analyse the results and result analysis is to be submitted to RO within 72 hours of the last paper. 10% of the evaluated answer books in all subjects should be verified by Principal and Vice Principal.
2. Identification of supportive learners (low achievers) will be done on the basis of performance of students in tests.
3. Remedial teaching is to be taken up immediately after the diagnosis of supportive learners strictly under the supervision of the Principal/Vice-Principal. Monthly review of the performance of supportive learners will be done in all subjects and in case no improvement is observed, the strategies will be modified to achieve improvement.

## 27) RESULT ANALYSIS BASED ON PERFORMANCE INDEX BY NVS

### A. Calculation of Grades by CBSE in Board Exams:

Grading of Marks obtained by the student in any specific subject in Board Exams is done by CBSE based on 'Relative Grading' i.e. based on the relative scores of all the candidates, who passed the exam. That is why the grades vary from subject to subject based on the number of candidates passing the subject.

For awarding grades, all the passed students are put in a rank order and divided into equal groups and grades are awarded as follows-

A1	Top 1/8 of the passed candidates
A2	Next 1/8 of the passed candidates
B1	Next 1/8 of the passed candidates
B2	Next 1/8 of the passed candidates
C1	Next 1/8 of the passed candidates
C2	Next 1/8 of the passed candidates
D1	Next 1/8 of the passed candidates
D2	Next 1/8 of the passed candidates
E	Essential Repeat

Grading of Marks is based on the concept that the quality of a 'specific range of marks is considered at a similar level. For example, a child obtaining 99 marks in any specific subject may not be considered less intelligent in comparison to a child who is getting 100 marks in that particular subject.

On the similar line, a student obtaining the same marks in two different subjects doesn't reflect his/her competency in both subjects at a similar level. For example, it is difficult to obtain 90 above marks in Mathematics than in any language subject. Differences in the difficulty level of the subject of Question Paper in any particular subject gave birth to the concept of grading.

### B. Calculation of Performance Index (PI) by NVS :

NVS uses the concept of Performance Index (PI) to calculate the Quality of the Result subjectwise and JNV wise. The concept of subject average cannot determine the quality of output of the teacher, as average marks may be the same but the quality of output may be different due to the difficulty level of the subject/ question paper.

To calculate the PI of Board classes, NVS uses Grades awarded by CBSE based on criteria as explained above. The weightage from 8 to 0 is assigned to each grade (A1- 8 to E-0) as given in the example below and PI is calculated as weighted average of the number of students in each grade.

Formula to calculate Performance Index:  $\frac{\sum NW \times 100}{N \times 8}$

Where,

$\sum NW$  = Product of Weightage of Grades and Number of Students

N = Number of Students in the class

Example: Let us suppose, 80 students appeared in the Board Exams in any particular academic year. The details of the Grades obtained by the students are as follows:

Grades	No. of Students (N)	Weightage (W)	Product (NW)
A1	13	8	104
A2	17	7	119
B1	22	6	132
B2	20	5	100
C1	4	4	16
C2	2	3	6
D1	2	2	4
D2	0	1	0
E	0	0	0
	80		481

Performance Index in the above case:  $\frac{481 \times 100}{80 \times 8} = 75.16$

### Explanation of the above calculation and abstract behind the formula:

In the above example,

- 13 students have obtained A1 grades, which means these students are among 1/8<sup>th</sup> Top Rankers of the CBSE Board Exam in that particular subject. 17 students have obtained A2 grades, which means these students are among the next 1/8<sup>th</sup> Top Rankers of the CBSE Board Exam in that particular subject. The same sequence follows up to Grade E.
- As we have divided the range of passed students in 8 grades and the highest value A1 represents weightage 8 or 100 percentage points, A2 represent weightage 7 or 87.5 percentage points and so on..
- If all students have scored grade A1 i.e. among 1/8<sup>th</sup> Top Rankers, the  $\sum NW = 640$  and P.I is 100. In the example  $\sum NW = 481$  is the sum of weightage awarded to all students as per their grades and the weighted average for the class is 75.16.

### Why we use Performance Index instead of average Marks?

We cannot use average marks to calculate the Quality of Marks in any particular subject due to the variation in the difficulty level of the subject and QP of that particular year. The quality of the Result may be compared with the help of Average Marks among the teachers of the same subject, but to compare the Quality of output among teachers of all subjects, only PI will serve the purpose.

## 28) BENCH MARK FOR ACADEMIC RESULT FOR SESSION 2025-26:

(A) *The Benchmark for class X and XII is 100% pass percentage with 75 Performance Index.*

(B) **Classes-VI to IX & XI:** In respect of classes VI to IX & XI, apart from ensuring 100% pass, the bench mark for subject average for session 2025-26 is fixed as under:

Class VI to IX		Class XI	
Subject	Target (in %)	Subject	Target (in %)
For Language	85	For Language	80
Maths, Science & Skill Subjects	80	Maths, Physics & Economics	75
Social Science	75	Other Subjects	80

## 29) SCHEDULE OF TESTS / EXAMINATIONS FOR 2025-26:

### A) Schedule for Periodic Written Test (PWTs)/ Unit Test, Mid-Term (Term-I) and Term-End (Term-II) for classes-VI-IX & XI

S. No.	Assessment	Date
1	Periodic Written Test –I/ UT-I	24-26 April (All ROs except RO Hyd) 23-25 June (For RO Hyderabad)
2	Periodic Written Test –II/ UT-II	11-13 Aug 2025
3	MID-TERM	12-25 Sep 2025
4	PWT 3 / UT 3	11-13 Dec 2025
5	PWT 4 / UT 4	05-07 Feb 2026 (except JNV Leh, Kargil, Shimla, Kullu, Lahul-spiti -RO Chandigarh may decide for these JNVs)
6	TERM-END	16-28 March 2026

### B) Schedule for Periodic Written Test (PWT)/ Unit Test, Mid-Term and Pre Board for classes -X & XII:

S. No.	Assessment	Date
1	Periodic Written Test –I/ UT-I	24-26 April (For All ROs except RO Hyd) 23-25 June (For RO Hyderabad)
2	Periodic Written Test –II/ UT-II	11-13 Aug 2025
3	MID-TERM	12-25 Sep 2025
4	Pre-Board I	19-29 Nov 2025
5	*Pre-Board II	Regional Office may decide the dates
6	Annual Exam	15 Feb 2026 onwards (as per CBSE schedule)

\*Pre Board II may be completed before JEE Main (Session 1) 2026

**Note:** The question papers of all subjects of Term – I (for all the classes) and for Term – II (Non- Board Classes) as well as question paper of all subjects of Pre- Board - II of Board classes are to be arranged at Regional Office Level with the help of concern NLI. The RO will share the encrypted question paper and password on the same day of examination to the JNVs. For maintaining the sanctity of examination and confidentiality of question paper following arrangements will be made at JNVs:

- Principal should have separate e-mail for question papers and he/she only should have access of password.
- Taking printout from email and photocopy of all question papers should be done either in the Principal's office or in Vice-Principal's office under close supervision of Principal / Vice-Principal.
- Photocopy of the question papers should be under the surveillance of CCTV cameras
- During Exam days staff should be strictly instructed to report without mobile.
- ROs must have the JNV-wise list of staff engaged for downloading the question paper for examination, printing of question papers and examination in-charge.
- Strict action may be taken against the person who is directly or indirectly engaged in leakage of question paper.

**The question paper for 1<sup>st</sup> Pre-Board will be provided by NVS Hqrs.**

### 30) ASSESSMENT OF SPEAKING AND LISTENING SKILLS:

It is an undeniable fact that national and international boundaries have become seamless. English as a medium of communication has acquired an important role in bringing world together. It is essential that students acquire proficiency in it, by the time they leave the school. A good communication skill raises the self-esteem of a student. CBSE has envisaged that all language skills need to be integrated into English language curriculum at schools. Speaking and listening should be fostered in children to equip them with better communication skills. Hence it has been introduced in formal testing of speaking and listening skills at the school level in the summative assessments in English at class- IX, X & XI as per CBSE norms and in formative assessment for languages being taught, in all classes.

The listening comprehensive section tests the students' ability to listen for basic interpersonal, instructional and academic purposes. A number of sub- skills such as listening for specific information, general understanding, predictive, inferential, intensive and exhaustive listening and listening for pleasure are developed.

Some of the sub-skills that are developed through speaking skills are speaking intelligibly using appropriate word stress, sentence stress and intonation patterns, narrating incidents and events, real or imaginary in a logical sequence, presenting oral reports or summaries; making announcements clearly and confidently, expressing and arguing a point of view clearly and effectively, taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of other, presenting own ideas, expressing and responding to personal feelings, opinions and attitudes, participating to spontaneous spoken discourse in familiar social situations.

Students who stammer may be given extra time during the assessment process as per the need of the child. However, CBSE has provided an option to the students who have "speech impediment" or who are "hard of hearing" or who have both disabilities partially or wholly by replacing ASL in to two assignments (story writing and review of the novel) of equal weightage, each based on the novel/long reading text prescribed for the class. (Link of CBSE ASL Guidelines for teachers at **Annexure -I**)

### 31) DEVELOPING COMMUNICATION SKILLS:

#### 31.1 Language Teaching strategies at Middle Stage (Class VI – VIII)

Developing good communication skills in the students of JNV has always been a challenge. The new entrants at class VI generally have very low language competence apart from their mother tongue. The learners have different levels of competence depending on the schooling background and the individual capacity of the learners. They face specific challenge in learning the third language and English. In teaching of 3rd language the goal should be to enable the students to have working competency in the language and integration of Culture of the state of the language along with teaching of third language. At the initial stages, in classes VI to VIII the schools have young learners who are at the stage of language acquisition, when skills of oral communication in a language is believed to be spontaneously acquired by the learner if sufficient exposure is provided. At the higher level, from classes IX to XII the learners become comparatively mature in terms of language competence and mental age. They have to make conscious effort for learning higher levels of written and oral communication skills. In order to overcome the difficulties of this typical language learning situation, different strategies/ approaches should be adopted for developing communication skills at these two different levels.

The requirement at this stage is to create an "acquisition-like situation". It is a situation, in which the learner regularly listens to the target language being used in a real life situation for a considerable period of time, and he/she is compelled to speak the target language since he/ she gets response from the other members in the target language only. In order to create the acquisition-like situation the Vidyalyaya may take up the following measures:



- In order that students get the facility to listen to a Standard speech (including word stress and intonation) the teacher in particular have to cultivate good spoken language competency.
- Teaching in classrooms, particularly in the language class room must be interactive. If the teaching is lecture based (as it generally is) one-way traffic, the learners will get least chance of speaking and the language competence acquired through listening, speaking and writing will remain dormant at the competence level and will not surface at the performance level.
- Language games involving simple basic skills of oral communication, like picture description, pick and speak; role play in a given situation (customer at a shop, passenger at a railway station, man at a post office etc) should be played in the class room. The teacher should not insist on correctness but should encourage uninhibited, stress free oral communication.
- Basic reading and writing skills are also to be introduced and practiced at this stage. Words in isolation and short sentences should be read out by the teacher and the students should be asked to repeat the model reading.
- The learners should also be made to listen to recorded model speech in way of news reading, storytelling or other recorded material in the language laboratory; although live models (teachers) are always better, provided the teacher herself/ himself regularly practices model reading/ speech.
- The teacher has to make a conscious effort to cautiously bring herself/ himself down to the level of the child. He/ she should consciously use a warm and inviting body language; should be playful and indulgent with the children (without compromising with discipline, of course) in order to help them overcome inhibitions, hesitation and poor level of language competence and open up and communicate (listen and speak) in the target language.
- The course material, i. e. the text books and workbooks should be used as a pretext for practicing oral communication, and the teaching method has to be interactive.

### **31.2 Language teaching strategy at the secondary level class IX - XII:**

Class room teaching has to be interactive (the point is deliberately repeated) with a view to providing the learners the opportunity to participate in discussion and communicate ideas effectively.

The language laboratory may be used to further exercise listening skill with the help of recorded speech. Teachers may diagnose and rectify the mother tongue influence in the speech of the students.

Maximum possible opportunity is to be provided to the learners to speak in the target language in various contexts and situations. For these activities like group discussion, seminar, declamation, debate and extempore speech etc have to be organized. The morning assembly activities give good practice in news reading, conducting quiz and delivering short lectures.

Language course material may be properly used for developing both silent and loud reading skills. The Reader should be used for loud reading. The teacher himself should face the class after rehearsing loud reading with correct pronunciation of words, word stress, pause and intonation. The supplementary reader should be used for practicing the skill of silent and fast reading with comprehension.

Students should be encouraged to read simplified, abridged story books/ classics and comics graded for each class. Such reading materials are available in the market, published by various publishers. The language teachers, the librarian and the Principal have to ensure that such reading materials are available in the library and the learners are guided to read books of the grade suitable for him/her. Vocabulary is the building block of a language. But vocabulary should not be taught indiscriminately by rote learning. The teacher should identify words which will be in the active vocabulary (know and use the word actively), passive vocabulary (know the meaning of the word when it is used, but may not be actively used by the learner himself) and ad-hoc vocabulary (know the meaning of the word for one time passive use only) of the student and need not insist on the student's mugging up the meaning of all words. Besides, vocabulary should not be taught in isolation; it must be taught in context.

While teaching the Reader (for detailed study), it is expected that all important components like vocabulary, structures, idioms etc. are explained and drilled and the content is analysed thread bare. The learner has to master local, global and inferential comprehension. While reading the supplementary reader, the students are to be assisted to read by themselves, fast and silently. The aim is not mastering the language components but to comprehend the passage globally and enjoy independent reading.

Writing is the highest of all the four language skills. While training/developing communication skill of students, writing skill has to be integrated with all the other four skills. Written composition may be strengthened by practicing exercises in transformation of sentences, narration, use of modal auxiliaries, voice etc. through which the learners get ample opportunity to compose sentences creatively and correctly. In longer compositions, together with correctness attention has to be paid to coherence and lucidity. Students should be guided to use familiar words and sentence structures.

And finally, a word for Language Teachers- If language teaching techniques are cultivated and applied creatively to develop communication skills in the young learners, language teaching can be a great fun and rewarding experience.

### **31.3) HINDI / ENGLISH LANGUAGE LAB:**

NVS with support from CBSE has taken initiative to establish Hindi/ English Language Labs in 200 JNVs with an aim to improve Language teaching- learning by making it more experiential and to focus on the ability to converse and interact in the language and not just on the literature and grammar. The four skills of reading, writing, listening and speaking have to be practiced. In Language lab solution thrust has been put on tech driven and experiential language learning. The teacher can follow the progress of each student, which makes it possible to deliver timely feedback and individualized instruction.

#### **Components of Language Lab:**

- (1) Software with Course Content
- (2) Training manuals for the teachers on the usage of language lab software
- (3) Headphone Sets

List of 200 JNVs having Language lab **Annexure –III**

### **32) ANUVADINI:**

Anuvadini is an online platform providing Voice & Document AI Translation Tools, consist of a multitude of features and functionalities which are targeted at closing the gap arising due to language barriers in the country and the world. The tool has support for 22 Indian regional languages & foreign languages helping break language barriers & unifying India and the World under the principles of Ek Bharat Shrestha Bharat and One Earth, One Family, One Future. The initiative adheres to the principles of Make in India and Aatmanirbhar Bharat; with the entire software development, hardware infrastructure and hosting having been undertaken in-house as a Ministry of Education, Government of India Initiative.

#### **Features of the Anuvadini Translation Services:-**

- Multilingual Video Translation
- CHUTKI: Real Time Document Translation
- Deep Learning Document Translation
- Image Translation
- Dictation Tool
- Voice App & Digital Audio Editing Suite
- Multilingual Voice Form
- Govt. Schemes Bulletin Board

- Bhasha Daan
- Speech Messenger Domain Specific Dictionary - Legal
- Multilingual Virtual Keyboard
- Anuvadini Digital Audio Workstation

These tools can provide significant value and benefit students in Indian School Education system by expanding their horizons of learning by unlocking the potential of multilingualism in the following ways:

**Deep Learning Document Translation, CHUTKI Real Time Document Translation & Image23 Image Translation** Tools shall allow school teachers and students from across the country, irrespective of their socioeconomic status to have the opportunity to access quality educational content, material and textbooks in the regional language of their preference. This will make knowledge more accessible and thereby students shall be able to internalize concepts and higher order thinking skills more comfortably. OCR enabled Image23 Module can allow students to quickly translate an image with text to better comprehend its meaning in their preferred regional language.

**Multilingual Video Translation** shall further make accessible publicly available online educational video content to students in underserved regions who shall be able to learn by hearing translated audio in the language of their preference. This will help uplift and make quality learning material available to all students in the country.

**Multilingual Voice Form** can be used for ascertaining feedback from students and teachers as well as for conducting VIVA exam or help as an assisted tool in teaching languages in Schools as a way for students to practice speaking in formal/professional conversations etc. Multilingual Virtual Keyboard shall allow users to type in their own native language of preference using a Standard English based keyboard thereby helping promote content in regional languages.

**Domain Specific Dictionaries - Legal/Chemistry/Mathematics** can help students who are not proficient in English to understand core concepts in the domains of Law, Science and Mathematics. This shall therefore allow for improved learning outcomes and better educational delivery experiences.

**Speech Messenger** can help students have dedicated communication channels on various topics of study with participants from all across the country speaking different languages. Such teacher moderated discussion forums shall help promote national unity and an innate sense of teamwork and collaboration and research & innovation mind set; skills that are deemed essential for success in the 21st century.

**Dictation Tool** allows users to collaborate in real time in translation activity involving transcriber and dictationer with the ability to have online comment and suggestions. This feature can be used for ensuring students are capturing notes during classes and are able to flag queries at different points that can be resolved later by the teacher.

**Digital Audio Workstation** with a multitude of audio manipulation features, can help school teachers innovate in pedagogy, record classroom lectures and produce online educational content for supplementing the classroom teaching practices for improved teaching learning outcomes.

Anuvadini Translation Services presents a tremendous opportunity for strengthening language teaching in JNVs and provide educational resources to the students in their own regional language. The tool is particularly useful for making the teaching of Third Language interesting to non-native students by translating verbal resources known to the students in their own language into third language being taught and vice versa. The Subject teachers working in different

linguistic regions can also use the tool to effectively transect learning to the students in their own language.

**Link of Anuvadini Translation tool:** <https://anuvadini.aicte-india.org/>

### 33) SAFAL: Structured Assessment for Analyzing Learning

#### 33.1 Introduction

NEP 2020 recommends transforming the assessment system to promote the development of students and a shift from testing rote memorization to competency-based learning. To map progress throughout school years, the NEP 2020 proposes an annual school assessment for all students in Grades 3, 5, and 8. This assessment will focus on testing core concepts, application of knowledge and higher order thinking skills. SAFAL will ensure progress throughout school years by providing diagnostic information about students' learning to schools and thus, support school education to move towards competency-based education. The results of this assessment will largely be used to provide development feedback to schools and not for promotion of students to the next grade.

Para 4.40 of the National Education Policy 2020 recommends that for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes, all students will take school examinations in Grades 3, 5, and 8 which would test achievement of basic learning outcomes, through assessment of core concepts along with relevant higher order skills and application of knowledge in real-life situations, rather than rote memorization.

In this context, CBSE launched Structured Assessment for Analyzing Learning (SAFAL), a competency based assessment for Grades 3, 5 and 8 to assess the progress of foundational skills and basic learning outcomes/competencies among students. SAFAL, as a diagnostic assessment, will provide developmental feedback to schools and teachers to improve teaching-learning without additional examination pressure on students. It has been designed to help students, parents, and teachers to track learning progress throughout the school years and not just in Grades 10 and 12.

#### Key Features of Assessment:

Formulated in the footsteps of NEP 2020, SAFAL will strengthen the assessment system to promote critical thinking, inquiry-based and analysis-based learning. SAFAL is a stepping stone to enable competency-based education in all schools.

- Test core concepts and move away from rote learning
- Assessments applicable for all Government and Private Schools
- School level data will be shared for development of learning outcomes
- Data to be used for continuous handholding and improvement

#### 33.2 Purpose of SAFAL:

- **Motivate education system towards competency-based learning** - Establish a formal protocol to collect valid and reliable data to chart performance on competencies at and below the grade level and measure progress
- **Measure school performance on key competencies** - School level performance on key competencies learning and proficiency levels can be used to measure effectiveness of a system.
- **Identify areas of academic intervention for support/management** - School managements and school systems can use this data for targeting academic support and data-based management.

#### 33.3 How can Schools use SAFAL-

The SAFAL report of school can be used to :

- **Identify Learning Gaps:** Recognize specific areas where students may be struggling, allowing for targeted intervention.
- **Curriculum Adjustments:** Modify teaching methods or materials based on areas identified as needing improvement.
- **Professional Development:** Train teachers based on the findings to address specific learning challenges.
- **Resource Allocation:** Direct resources, both material and human, to areas where they're most needed to boost learning outcomes.
- **Stakeholder Engagement:** Share results with parents and the wider school community to rally support for improvement initiatives.
- **Long-term Planning:** Incorporate findings into the school's strategic plans, ensuring a consistent focus on enhancing student learning.

### 33.4 Role of Teachers and School Principals:

Familiarize parents and students with key features of SAFAL

- Use SAFAL progress card to identify areas of improvement and for classroom support
- Use SAFAL progress card for constructive engagement with parents

The key features of the assessment are outlined in the SAFAL video and the details of SAFAL assessment are illustrated in the SAFAL handbook. The link for the same is given at **Annexure-I**.

To enhance the quality of education and foster competency-focused learning, SAFAL will be conducted by CBSE for students of grades 5 and 8 of schools affiliated to the CBSE. SAFAL will be conducted in all CBSE affiliated schools in digital mode for schools that have Digital Infrastructure. All JNVs are required to register for SAFAL at the CBSE SAFAL portal and conduct the assessment for Grade 8 students. The SAFAL pilot was successfully conducted by CBSE in March, 2024 for Grades 5 and 8 in 02 JNVs and class IX students of 257 JNVs participated in SAFAL in July 2024.

## 34) ACADEMIC MONITORING AND SUPERVISION BY PRINCIPAL AND VICE – PRINCIPAL:

Name of the Area	Vice Principal	Principal	
1. Teaching Periods	12	08	
2. Classes to handle	One of the classes to be Handled on regular basis preferably a board class	One of the classes to be handled on regular basis preferably a board class	
3. Classroom Observation (in Four phases i.e. from 15 to 17 April/ 19 to 21 June 2025, 18 to 20 August 2025, 13 to 15 Nov. 2025 & 20 to 22 Jan, 2026 covering all teachers in each phase)	Classes VI, VIII & IX Observation & suggestions are to be reported as per <b>Annexure – XI</b>	VII, X-XII Observation & suggestions are to be reported as per <b>Annexure - XI</b>	
4. Monthly monitoring of correction by teachers of Home Work, Class work, Assignments and Project Works	VI to X (Format for supervision of checking of Note Book Assignments as per <b>Annexure-XII</b> )	XI and XII (Format for supervision of checking of Note Book Assignments as per <b>Annexure-XII</b> )	
5. Preparation of various activities	Academic Calendar, Time-Table, Institutional plan, Exam time table as per Hqrs instructions	Preparation	Annual
6. Maintenance of records	Academic Records	Monitoring and guidance	
7. Monitoring	All academic and CCA activities of all classes		

8. Monthly meetings to be conducted in the first week of every month afterclass hours	Subject Committee meetings, Academic Performance Review committee meetings, tests and exams	1. House Prefects Meeting in presence of House Masters 2. Class Prefects Meeting in presence of Class teachers 3. Staff meeting 4. Maintenance & Repair (M&R) meeting 5. Mess Committee meeting (Minutes are to be recorded in the format as given in <b>Annexure XIII - XVII</b> )
9. Visit to <i>dormitories</i>	At-least thrice a week	At-least twice a week
10. Verification of Records	Timely submission of Academic Records, Question papers and Results	Monitoring and guidance & follow-up
11. Coverage of Syllabus	Monitoring of monthly coverage of syllabus in all classes as per <b>Annexure – XV/III</b>	Guidance & Compliance
12. Time table and arrangements	In charge	Monitoring and compliance
13. Ensuring Attendance	Students attendance including supervision/ remedial/ class attendance. (Format of Class Absentee Diary as per <b>Annexure –XIX</b> )	Staff attendance
14. Conduct of practical and maintaining records	To monitor	To follow-up
15. Assembly Activities	Performance is to be monitored	Monitoring and guidance

**Note:**

1. If Principal/ Vice Principal is on leave/ duty during the schedule of classroom observation, he/she will complete classroom observation within one week after resuming duty.

The above mentioned duties are to be performed by the Vice-Principals in addition to the duties mentioned in Letter No:F.No.1-15/98-NVS (Estt.) Dated Dec.10,1998, F.No.5-4/2001/NVS(SA) Dated:Oct,19,2001, Letter No. F.7-42/2013-NVS (Pers.) Dated November 27, 2013, and other letters issued from time to time. Also refer to **Annexure-XX** pertaining the formats for the visit to dormitories by Principal and Vice-Principal.

**35) ADMISSION IN JNVs: (Session 2025-26)**

**35.1)** Selection test is being conducted in two phases separately for summer bound JNVs on 18.01.2025 & winter bound JNVs on 12.04.2025, respectively. Efforts are already made to receive the list of selected candidates up to 15th June 2025.

Once the selection list is received from CBSE, details of the selected students are to be checked thoroughly with the application forms.

The parents of the candidates who are provisionally selected for admission will have to submit the following documents at the time of admission for verification:-

- I. Proof for date of birth -The copy of Birth Certificate issued by competent Government Authority concerned.
- II. Proofs for eligibility as per the conditions of NVS.
  - a) For candidates seeking admission under rural quota, the parents will also have to submit a certificate from the competent authority to the effect that the child had studied class III, IV and V in an Institution/School located in a rural area.

- b)Residence Certificate: The valid residential proof (as notified Govt. of India) of the parent of the same District where the JNV is located & candidate has studied class V shall be furnished.
- c)Category/community certificate (SC/ST), if applicable
- d)Category/community certificate /OBC as per central list, if applicable.
- e)Disability certificate (if applicable)
- f) Aadhaar Card of the candidate: As per section 7 of Aadhaar act, 2016, the provisionally selected candidate has to submit the copy of Aadhaar Card to get the benefits such as boarding & lodging, assistance for stationeries and other benefits under the Navodaya Vidyalaya Scheme.
- III. Certificate by the Head Master of the school regarding study details.
- IV. Medical fitness certificate.
- V. Undertaking for Migration
- VI. The TC from parent school after the verification of documents and confirmation of admission by the respective JNV is submitted after getting counter signature of District Education Authorities (DEO/BEO etc.)

On the day of verification, proper scrutiny of the documents is to be done by involving the staff of JNV. If clarification is to be sought, the same is to be officially communicated. If any student /parent does not report for certificate verification, at least twice registered/speed posts are to be sent in the form of final notice in addition to contacting the parent through other mode.

Before the students of Class-VI report for classes, all the arrangements including items to be provided are to be made for their comfortable stay in dormitories. Other items and textbooks are to be made available on the same day.

If any vacancy exists due to non-reporting of candidates even after two reminders or Non Submission of required documents, wait list of the candidates would be provided for admission.

Admission process to be completed within 20 days from the date of declaration of result.

**The entire admission process to Class-VI including wait list I and II is to be completed latest by 31 August, 2025.**

### 35.2 : JNVST (Class-VI): Activities to improve the registration:

- Once the online registration portal is launched, the arrangement are made for publicity.
- District administration is to be informed regarding JNVST and the cooperation for facilitating the candidates in filling the forms through online registration is requested.
- DEO/ DDPI/ IS/ BEO/DPC are requested for providing wide publicity.
- Pamphlets are distributed throughout the district for publicity.
- Help of PTC, parents and Alumni is sought for distribution of prospectus.
- Arrangements are made for publicity through AIR, DD, local cable operators, Headman of village etc.
- A help desk is established in every JNV to guide/assist the applicants.

### 35.3 Activities for provisional admission of candidates during 2025-26 through class VI JNVST 2025:

S.No.	Activity	Agency Involved	Timeline
1	Conduct of Examination	Agency /NVS HQ / RO/JNVs	18.01.25 in Summer Bound JNVs & 12.04.25 in Winter Bound JNVs
2	Tentative date for release of result	Agency / NVS HQ /RO/JNV	Summer Bound-March/April,2025 Winter Bound – May/June, 2025

3	Completion of Admission Process through select list	Agency / NVS HQ /RO/JNV	Will be intimated in due course of time
4	Completion of admission process including wait list-I and II	Agency / NVS HQ /RO/JNV	

### 35.4: ADMISSION OF STUDENTS TO CLASS-IX DURING THE ACADEMIC YEAR 2025-26:

S.N	Activity	Agency Involved	Time line
4	Tentative date for release of result	Agency/NVSHQ/RO/ JNVs	March/April, 2025
5	Completion of admission process including wait-lists	JNVs	31.07.2025

### 35.5 Activities of provisional selection of candidates for admission during 2025-26 through class XI LEST 2025:

S. No.	Activity	Agency Involved	Timeline
1	Finalization of admission of own students	JNV/RO	Immediately after 05 days of release of select list
2	Finalization of admission of mini-migration	JNV/RO	Immediately after 10 days of release of result
3	Intimation of vacancies to RO	JNV/RO	Immediately after 15 days of release of result
4	Intimation of vacancies to NVS HQ	NVS HQ/RO	Immediately after 15 days of release of result
5	Release of select list	Agency/NVS HQ/RO/JNV	Within 10 days from the date of submission of vacancy to agency
6	Completion of admission	JNVs	31.07.2025

### 36) ALLOTMENT OF STREAMS:

Criteria for allocation of streams in Class-XI for the session 2025-26 will be the same as was in session 2024-25. The details are given below:

S.No	Subject Combination	Criteria for Stream Allotment (2025-26)	Relaxation for own JNVs students if seats in stream remain vacant as per criteria of column No. 3
1	2	3	4
1.	<b>Science With Mathematics</b>		
	Science	60%	<b>Relaxation</b> Maximum 5 marks either in Science or Mathematics or distributed between science and Mathematics.
	Mathematics (041)	60%	
	Average of all subjects	60%	
1I	<b>Science Without Mathematics</b>		
	Science	60%	<b>Relaxation</b> Maximum 5 marks either in Science or Mathematics or distributed between Science and Mathematics.
	Mathematics (041)/(241)	50%	
	Average of all subjects	60%	
1II	<b>Science (PCB)* with Applied Mathematics (241)</b>		
	Science	60%	<b>Relaxation</b> Maximum 5 marks either in Science or Mathematics or distributed between Science and Mathematics.
	Mathematics (041)/(241)	55%	
	Average of all subjects	60%	



1V	<b>Commerce/Humanities with Mathematics (041)</b>		
	Mathematics (041)	60%	<b>Relaxation</b> Maximum 5 marks relaxation in Mathematics.
	Average of all subjects	50%	
V	<b>Commerce/Humanities with Applied Mathematics (241)</b>		
	Mathematics (041/ 241)	55%	<b>Relaxation</b> Maximum 5 marks relaxation in Mathematics.
	Average of all subjects	50%	
VI	<b>Commerce without Mathematics</b>		
	Mathematics (041/ 241)	45%	<b>Relaxation</b> Maximum 5 marks relaxation in Mathematics.
	Average of all subjects	50%	
VII	<b>Humanities without Mathematics</b>		
	Humanities	All students declared pass	All students declared pass

\*(Physics, Chemistry & Biology)

**Other modalities regarding allotment of stream are given below:-**

1	It is mandatory to pass Mathematics-standard (code no. 041) of class X for opting Mathematics (041) as a subject in Class XI in any stream. Science with Mathematics students will opt only Mathematics (041) as a subject in Class XI, however Applied Mathematics (241) may be opted by students of Science Stream having subjects Physics, Chemistry and Biology.				
2.	Students having Mathematics Basic (241) in Class X are eligible for opting Applied Mathematics (241) as a subject in Class XI.				
3.	Relaxation of 5 marks either in Science or Mathematics or distributed between Science and Mathematics may be given for the students of own JNV to take admission in same JNV, if the seats are vacant in the concerned stream. (As per column 4 of Table on pre page)				
4.	Relaxation for participation in different Co-Curricular Activities:- <ul style="list-style-type: none"> <li>The relaxation of maximum 3% marks may be allowed for National level participation and 2% marks for State level participation, as per the table given below:-</li> </ul>				
	<b>Games &amp; Sports</b>	<b>NCC</b>	<b>Scouting &amp; Guiding</b>	<b>Other competitions</b>	<b>Additional Marks</b>
	Participating at SGFI / equivalent level	'B' Certificate	Rastrapati Puraskar	Kala Utsav /Rastriya Bal Vigyan Pradarshni / NCSC/ Inspire Manak/ Olympiads (HBCSE) (National level)	3% marks
	Participation at NVS National/ State Level	'A' Certificate	Rajya Puraskar	Kala Utsav /Rastriya Bal Vigyan Pradarshni / NCSC/ Inspire Manak/ Olympiads (HBCSE) (NVS National level/State level)	2% marks
	<ul style="list-style-type: none"> <li>The additional % of marks may be added with average marks of all subjects only.</li> <li>Only one relaxation having maximum 03% marks will be allowed to the student.</li> </ul>				
5	The criteria for the staff ward is same as for other students of JNV.				
6	If there is a tie among students for admission in Science stream preference may be given to the students who scored higher marks in the subjects in the following order:-Science, Mathematics, Science & Mathematics together, Avg. of all subjects, English				
7.	If there is a tie among students for admission in Commerce stream preference may be given to				

the students who scored higher marks in the subjects in the following order: Mathematics, Avg. of all subjects, English.

8. Applied Mathematics (241) may be taken as an additional subject by a student of any stream who has not opted Mathematics (041).
9. All seats in each & every stream in class XI must be filled by class 10th passed out Students of JNV as per the criteria given above. The strength in each section will be 40. However, if more eligible students opt for a stream, the strength may go up to 45 including staff ward.

For more details, the Letter No. 12-49(1)/2018-NVS(Acad.) dated 24.01.2025 may be referred.

### **37) FLEXIBILITY & CHOICE OF THE STREAM AT THE SENIOR SECONDARY LEVEL TO THE STUDENTS IN JNVs:**

As per NEP 2020, flexibility & choice of subject should be given to the students at the senior secondary level. Accordingly, it has been decided to have all three streams i.e. Science, Commerce & Humanities in JNVs subject to the availability of infrastructure and minimum required strength of students.

At present most of the JNVs are having one section of the Science stream and another section of either Commerce or Humanities. In some places, the second section is of Vocational Stream.

#### **In absence of all streams in one JNV, the following issues are observed:**

- Every year, a number of students prefer to leave the Navodaya system when they do not get their desired stream in the JNV, where they are studying. Even when they are offered to study in other JNV, some of them are not willing to go to the other district's JNV.
- Specific accommodation issues affect the availability of the nearest JNV for mini migration due to changing ratio of boys and girls shortlisted for mini migration. The boys or the girls may not get accommodated in the nearest JNV having their desired stream, and sometimes, the distance between parent JNV and mini migration JNV is too far.
- Mini migration to other JNVs during the crucial time studies at the level of Class XI & XII affect the performance of students as well as their overall wellbeing, leading to adjustment and discipline issues also.
- Minimal parental support as the student migrated to another district's JNV where parents rarely visit.
- As students leave JNVs due to the non-availability of choice subjects/streams, the vacant seats are filled through lateral entry examination, and such students faced adjustment problems in the residential system.

#### **Criteria for starting the third stream in a JNV:**

- If JNV is having only one stream in class XI due to lack of infrastructure, the section will be for science streams only.
- If JNV is having both sections of the Science Stream, the same would continue.
- Most of the JNVs are having two sections in class XI where Section-A is of Science Stream and Section B is either Commerce/ Humanities or Vocational stream. In such a situation, the third stream may be opened other than the existing stream for Section B, if a minimum of 10 students of the same JNV opt for the third stream.
- In case any JNV is having the second section of the Vocational (Skill stream) (Three Skill Subject as Elective), a minimum of 15 students are required to continue the Vocational stream. In such a situation, in addition to the existing Vocational stream, the other stream in Section-B may either be Commerce or Humanities subject to the availability of a minimum of 10 students of own JNV.
- When Section-B will have Commerce and Humanity Stream there may be an overlapping of two main subjects i.e., Accountancy and Business study V/s History and Geography. In such a situation separate space for the teaching of overlapping subjects is required for the students of Section B.

- The student of Section-B during the overlapping subjects may sit in Section-A when students of the Science stream are attending practical classes in laboratories as well as during the Physics theory period which can be taken in the Physics lab.
- The library/Physical education/Computer period when students of class-XI(A) are not in the classroom, such period may also be utilized by the students of Section B if required.
- In JNVs having a Commerce stream – one PGT (History/Geography) may be engaged for starting Humanity as a third stream and in JNVs having a humanity stream one PGT (Commerce) may be engaged for starting Commerce as a third stream. The JNVs having existing vocational stream either PGT (Commerce) or PGT (History/Geography) may be engaged for starting the third stream. The engagement of the teacher for the third stream would be made on a contractual basis as per NVS norms.
- Options for opting for the subjects comprising the Science/Commerce/Humanity stream may be provided to all the students in their parent JNV itself as per eligibility criteria prescribed by NVS.

The purpose of opening the third stream is to provide a choice of the stream/subjects to the students as per their eligibility at their own JNV in line with NEP 2020, minimizing the mini migration as well as reducing the number of TC issued due to the non-availability of the choice stream at the parent JNV.

For detailed directions refer letter **F.No. 1-2/2021-NVS (Acad)/ dated 13.05.2022**

### **38) MINI MIGRATION:**

All efforts are to be made to minimize mini migration and ensure that all students are accommodated in own JNV by opening third stream, upgrading the JNVs X to XI and opening of 2<sup>nd</sup> section at class XI level in the JNVs where only one section is functioning.

However, in case it is essential to mini migrate the student following points are to be adhered:

- Within 1 week after the declaration of class X result, stream is to be allotted to each student based on his/ her choice as well as eligibility criteria for the session of 2025- 26.
- Based on the proposal from JNV for mini migration, RO has to decide movements of the students keeping in the view of availability of infrastructure and minimum distance of JNV where students have to be mini migrated.
- To be permitted, only when eligible for the stream opted by the student and consent of parents.
- Mini-migration to other JNV to continue studies is allowed only in class XI when the concerned stream is not available in the parent JNV and after exploring the opening of additional stream in own JNV.
- Mini-migrated students are to be treated at par with own students by the host JNV.
- All the documents including personal file are to be forwarded by the parent JNV to the JNV where admission is confirmed.
- Movement of the student is to be intimated well in advance to arrange for their comfortable accommodation.
- The movement of students from parent JNV to host JNV may preferably be along with their parents. This would ensure a liaison between them & housemasters for the next two years. However, teachers are also to be deputed as escort wherever required.
- Host JNV (JNV where admission is sought) is fully responsible for providing textbooks, uniform & bedding items etc.
- Preferably mini-migration should be done within cluster JNVs.
- Addition/ abolition/ Change of stream should be done with the prior approval of the NVS (Hqrs) well in advance.

### **39) MIGRATION:**

One of the objectives of the Samiti is to promote National Integration through effective implementation of its Migration Policy. The following points are suggested in this regard:

- a. Success of migration depends upon the social and emotional integration, hospitality and personal care of migrated students.

- b. Students of Class VIII are to be encouraged to communicate with their counterparts in the linked JNV for migration by briefing them about the various activities in the Vidyalaya.
- c. A documentary video film related to the important places in the district/state/region may be shared with the linked JNV.
- d. A brief note about the cultural background of the students may be forwarded to the linked JNV to have better understanding of the students.
- e. On any account, comments related to the background/culture/ community/caste/region should not be made by the staff and students. Principals have to ensure the same for the smooth functioning of migration scheme
- f. The migrated students should be provided with all the opportunities for their social and emotional integration, local exchange of culture and traditions by involving them in all the activities of the Vidyalaya like cultural shows, dance, drama, literary and club activities, games and sports, visit to historical places, festival celebrations, based on their potential, aptitude and interest etc.
- g. Other arrangements to be made are-
  - Timely selection of students for migration as per NVS norms in month of April itself.
  - Proper motivation of selected students and their parents.
  - Proper reservation in respect of to and fro journey well in advance to ensure safe and comfortable journey. It should be ensured that the students reach the linked JNV on the re-opening day itself.
  - The details of students should be forwarded well in advance.
  - Intimating the date and time of departure/arrival of the team to the counterpart JNV to make necessary arrangement.
  - Arrangement to be made to receive the students.
  - Providing all the necessary materials like bed, daily use items etc. on the day of arrival and ensuring their comfortable stay.
  - Organizing friendship day.
  - A briefing session by the Principal regarding do's and don'ts and safety measures to be undertaken.
  - Arrangement is also to be made to communicate with the parent JNV/parents regarding welfare of the students.
  - Text books and uniform are to be issued to the migrated students by the parent JNV.
  - After completion of migration period successfully, a certificate to be issued to each migrated student by Principal, JNV where the migrated student studied for one year with Group Photograph.

Report on migration is to be submitted to the Regional Office within 10 days of re-opening of JNV after summer vacation.

#### **40) INTEGRATING CULTURAL COMPONENT WITH TEACHING OF 3<sup>RD</sup> LANGUAGE:**

The three-language formula under the new National Education Policy (NEP) proposes that at least two of the three languages learnt at school should be native to India, one of which is most likely to be the local/regional language. NVS has the three-language formula which is being implemented in a very structured way right from its inception as part of the Migration scheme.

NEP 2020 and spirit of EBSB reiterates that the language is inextricably linked with art & culture. Hence the CULTURAL component of the third language (L-3) is to be essentially made an integral part of the teaching-learning transactions of the third language. One of the major objectives of the migration system in NVS is also the cultural exchange between the states. There arises the need for special emphasis on the development of the cultural component in bilingual (RL and Hindi) to acquaint the children of migration linked JNVs with the culture of the migrated State i.e., if JNV Agra of Uttar Pradesh is linked with JNV Kottayam of Kerala then the cultural component of Kerala state will be developed and taught by Malayalam teacher in JNV Agra and cultural component of Uttar Pradesh will be developed and taught by Hindi teacher in JNV Kottayam. Hence special efforts are to be made for developing the cultural

component through the medium of L-3 (Regional Language/Hindi) by developing suitable content in the areas listed below pertaining to the linked State:

- a) Fair and Festival
- b) Folk songs and Dances
- c) Handicrafts
- d) Literature
- e) Fine Arts and Sculpture
- f) Personalities
- g) Geography and Environment
- h) Important Places
- i) Games and Sports
- j) Agriculture

The above-mentioned areas have to be covered through Class-VI to IX as per the sub areas enlisted in Table-I.

Taking the essentiality of the cultural component into consideration, the content pertaining to the migration linkage state has to be developed in Bilingual form (L-1 and L-3) by the concerned L-3 Teachers in collaboration with L-1 Teacher, social science teachers and Creative Teachers of the linked JNVs in such a manner that it suits the age group. Presenting the knowledge associated with the content in the mother tongue of the child (especially at lower classes) will provide psychological comfort to the learners to develop love for a new language. Hence transacting the activities incorporating joyful and experiential learning is the key to the success of achieving the desired learning outcomes in the **cultural domain of the L-3**. The learning outcomes pertaining to the cultural component is given at **Table-II**.

#### **The Pedagogy:**

The existing practice of adopting the text books prescribed by the State Boards for classes I to IV will be taught for classes-VI to IX. This will be predominantly used for developing desired levels of language competency by adhering to the regular strategies as has been continued from time to time.

In addition to the language component, the L-3 teachers should promote imparting Cultural component through self-generated content (Bilingual) in collaboration with the L-1 Teacher, Social Science teachers and the creative teachers on the identified areas. In order to ensure the achievement of its Learning Outcomes it is decided that a 20% weightage should be given for cultural component in both Periodical as well as Term end assessments from class-VI to IX. The teachers are expected to carry out classroom transactions through child-centered pedagogical practices such as role plays, group discussions, storytelling, toy-based pedagogy, peer mentoring etc. to realize the aspirations laid down in the NEP and the spirit of EBSB through joyful and experiential learning. It is equally important to use appropriate tools and techniques for assessment and evaluation. All out efforts are to be made for the development of communication skills, prioritizing Speaking, and Listening skills over Reading Writing skills of the target language. It is also to be ensured that innovative methods and student friendly activities especially through the play way method are to be adopted in order to promote self-learning skills by the students and to impart 21 Century skills.

#### **The Approach:**

The area wise Cultural components in bilingual text, the L-3 teachers at JNV level have to develop their own content and start using it for pedagogical purposes as detailed above. While developing the content which is culture specific to the migration state reference may be made to the following books published by NCERT & Ministry of Culture- "India – Unity in Cultural

Diversity” and “Parampara: India’s Culture of Climate Friendly Sustainable Practices”. Link of books are given in **Annexure-I**.

In addition to the curricular transaction in the class room the L-3 Language Teachers may also continue with the following activities pertaining to migration linkage state to promote congenial language learningeco-system:

- a) Adopting Language Cultural Calendar (L-3) to observe and celebrate important days, festivals etc.
- b) Dress competition.
- c) Food Carnivals
- d) Morning assembly in L-3 at least once a week.
- e) Virtual visits to the important places in L-3 state.
- f) Reading the literature on folk songs and dances available in the library.
- g) Making them play games of linkage state in collaboration with migration students and the local students returned from migration.
- h) Group Activities on L-3 literature (Poets, Dramatists, Novelists etc with the collaboration of migration students and who have returned from migration)
- i) Workshops on handicrafts by involving local and migration students and year end exhibition of the items prepared.

#### **Assessment:**

In both Periodical & Term End Assessment there should be 20% weightage for cultural component. The question paper should be bi-lingual (L-1 & L-3). As the main objective of teaching cultural component to the students is to enable the internalization of the culture of the L-3 state, if the students find it more comfortable to express their responses to the questions of the cultural component in L-1, the same has to be evaluated at par with the answers given in L-3 language.

The Principals & Vice-Principals have to ensure its compliance and Assistant Commissioner, Cluster I/C, during the visit of JNV / panel inspection has to personally verify the implementation of revised assessment in L-3 with integration of 20% weightage to Cultural domain.

**Resources for teaching:** Teachers have to essentially get themselves acquainted with the subject specific repository of resources available on National Digital Portals like DIKSHA and FLN as well as state specific literature along with NCERT publication – “India – Unity in Cultural Diversity”.

These resources, if can be adopted and tailor made for JNV students, would invariably become significant gateway skills that form the foundation for children. The self-generated content can be drawn from validated resources.

All these activities will make the migration scheme more effective and bring unity among diversity which will enable the children to gain a worldlier view. It will enhance their flexibility, adaptability and confidence which will open the gateway to their personal development, which is the core objective and essential part of the vision of NVS migration scheme.

The L-3 teachers may take the sub areas of the cultural component as enlisted in the Table-I. and start teaching them with self-developed content in bilingual text. It is mandatory that a collaborative JNV level workshop is to be conducted with L-3 and L-1, Social Science and Creative teachers to develop the materials as explained above. Printed hand-outs may be supplied to students on need basis from time to time to carry out the teaching of the cultural component.

#### **Table-I**

Area wise Details of the content to be delivered in each class (VI- IX) during L-3 teaching learning process.

SI No.	Area of learning cultural Component of L-3 state	Sub Areas of Content belonging to L-3 state to be delivered in each class (VI-IX)
1	Fair, Food & Festivals	At least one fair/festival for each class
2	Folk songs, Dance	One folk song and one dance in each class
3	Handicraft	Introduction, Hands on Experience in at least one handicraft in each class
4	Literature	2 Poems, 2 Stories for each class
5	Art & Sculpture	Hands on experience session in collaboration with Art Teacher and migration students.
6	Personalities	2 from any of the areas for each class- Freedom Fighters, Social Reformers, Poets and writers, Scientists, Artists and Spots veterans etc.
7	Geography and Environment	One aspect from Geography and Environment in each class
8	Important Places	One important place (museum/ tourist/ historical monuments etc.) for each class
9	Games and Sports	One game/sport in each class
10	Agriculture	One crop in each class

**Note:-** The content of the cultural component in the areas and sub-areas mentioned above must be drawn from the reliable sources of the L-3 state.

#### Table- II.

##### LEARNING OUTCOMES IN THE CULTURAL COMPONENT:

- Comprehends the geographical diversities
- Understands the significance of festivals in L-3 state and gets motivated by the patriotic spirit.
- Appreciates the food habits of L-3 state in terms of nutritious value and variety
- Respects the outfits and costumes of L-3 state
- Recognises environmental diversity and climatic conditions of L-3 state
- Appreciate the glory of rivers, mountains, forests/wild life of L-3 state
- Identifies the distinctness of L-3 state handicrafts and appreciates their uniqueness
- Understands the Agricultural diversities and connects them with the geography of L-3 state
- Develops the patriotic spirit through the celebrations of L-3 state festivals
- Able to appreciate the oneness between national and patriotic songs in his/her own language and the L-3 state
- Assimilates the difference between L-3 state and his/her own rituals and customs
- Gets ignited by the ideals of the L-3 state historical, popular personalities
- Imbibes the unity in diversity
- Celebrate the L-3 state festivals and events by adopting the L-3 state culture and traditions
- Try to correlate the oneness in customs and traditions in L-3 state culture and his own culture
- Respects the authors, poets and famous personalities of L-3 state and tries to find out the similarities between his/her own language and L-3 language
- Able to foster communal harmony
- Develops agility and expertise to play the games and sports of L-3 state origin
- Begin to act as ambassadors of diversity, national integration, cross cultural exchanges and Ek Bharat Sreshta Bharat (EBSB).

**Note:** The learning outcomes may be mapped with class specific content and the age appropriateness. The assessment tools may also be designed keeping in view the class specific levels of difficulty in terms of the content and instructional objectives.

## 41) CULTURAL EXCHANGE & EXPOSURE TO THE STUDENTS:

I. For Cultural Exchange and Cultural Exposure to the students, migration policy and art in education are to be effectively implemented in all JNVs to realize the objective of promoting / developing value of national integration. In addition to these two, having a practice which ensures exposure of all school students to local environment including culture, economy, flora, fauna etc. These activities will inculcate awareness among students about India's rich cultural heritage and its vibrant diversity. Therefore, the JNVs need to introduce the activity of field visit of students. These activities could include visits to places of historical and educational importance, interaction with and visiting prominent local artists, study the local market in different seasons, studying the supply chains of various products of our industry, Defence establishments, National Park, Zoological Parks etc.

### II. Excursion visits for the Students:

Under aegis of NEP2020 and fostering respect of rich cultural heritage and Indigenous knowledge (Indian knowledge systems) NVS has been focusing on experiential and joyful learning for students. Directions have been issued to organize excursion visits of students in all JNVs, to the sites of historical/ cultural/ educational significance. Under PM SHRI scheme also the provision have been made for Exposure visits/ Heritage walks etc.

To help the students imbibe the values and learning associated with the place of visit (specifically historical places) following directions are issued so that full educational benefits may be derived from the visit.

- 1) Orientation of students before the visit
  - (a) An orientation session should be conducted for students 2 days before the visit about the place of visit, its historical/ cultural significance, specific features, references in Folk culture / literature and key learning outcomes.
  - (b) The student should be divided in groups and each group should be assigned a specific feature about the place of visit such as structural design, geographical features, Material used & its source, Technology used in making, Environmental practices, Aspects of historical/ cultural significance, Role in developmental journey of nation.
  - (c) Each group will be guided by teacher/s in studying about the specific features assigned, before the visit.
- 2) During the visit students will be required to give special focus on the assigned task and prepare notes for the same.
- 3) After visit each group will make a presentation on the assigned topic before the students of school within 2-3 days after visit.

The focus of the orientation before visit and presentation after visit should be on 'Virasat se vikas' i.e. connecting heritage and Indian knowledge systems with ideal of Vikasit Bharat. These steps can help students develop a deeper appreciation for their cultural heritage and understand its importance in shaping their identity and values.

## 42) ACTIVITIES TO BE CONDUCTED DURING THE YEAR 2025-26:

### 42.1 MEETINGS TO BE CONDUCTED:

1. Monthly House Prefects Meeting with Principal in presence of House Masters
2. Monthly Class-Prefects / Monitors meeting with principal in presence of Class-teachers
3. Monthly Staff meeting
4. Monthly Maintenance & Repair (M & R) committee meeting
5. Monthly Mess committee meeting
6. Safety and Security Meeting(Fortnightly)
7. PTC Meeting (2nd Saturday of every month)
8. Subject Committee Meeting(Monthly)
9. HM/AHM Meeting with House students (Fortnightly)



10. VMC meeting 3 times in a year
11. VAC meeting 2 times in a year
12. District level mess committee meetings/ visit once in a quarter
13. School safety audit by School Safety Advisory Committee at least once in each term (As per School Safety Policy 2016, NDMA Guidelines on school safety)

#### 42.2 The following important days may be celebrated in the school:

S. No.	Date	Programmes	Suggested Activity at School level
1.	05.6.2025	World Environment Day	Plantation, Campus Cleaning, Removing of plasticwaste, taking up water conservation projects etc
2.	21.6.2025	International Day of Yoga	Mass yoga session, generating awareness in nearby locality
3.	15.08.2025	Independence Day	Flag hosting and other patriotic programme.
4.	23.08.2025	National Space Day/ Chandrayaan	Exhibition of science models, Working models, innovation, Talk in morning assembly, awareness programme to create scientific temper among students
5.	29.08.2025	National Sports Day	Organizing house wise sports activities.
6.	05.09.2025	Teachers Day	Facilitating teachers, role play by students.
7.	08.09.2025	World Literacy Day	Slogan Writing Competition
8.	01.09.2025 15.09.2025	Hindi Pakhwada/Swachta Pakhwada	Self Composed poem/ Short Story Writing/ Story Telling/ Essay Writing/Elocution, Impromptu/ Extempore/ Pick and Speak/ Debate/ Book Review/ Hindi Manuscript Magazine (House-wise/ Class- wise)/ Poster Designing /Poem Recitation / Quiz/Slogan Writing /Caption Writing/ Mono-act/Cleanese Drive
9.	02.10.2025	Gandhi Jayanti/ Shastri Jayanti	Cultural programme, Special Talk/ Speech on Gandhian thoughts, Observation of the Day
10.	11.10.2025	International Day of the Girl Child	Poster making, Exhibition on related themes, skit etc
11.	31.10.2025	Ekta Diwas	Unity Pledge, Speech competition in English and Hindi for importance of unity in India.
12.	11.11.2025	Shiksha Diwas - National Education Day	Seminar on value and skill based education, awareness activities like Rally, Poem, Essay, Exhibition, etc.
13.	14.11.2025	Bal Diwas	Showing Children Movies, special talks on the life & contributions in the field of getting freedom, political stability and affecting to the young buds of the Nation.
14.	20.11.2025	World Children's Day	Observation, Competitions, Honor the Students who shows extra-ordinary performance (at State, District and National) in academics, Sports&Games and other co-curricular activities.
15.	14.11.2025 21.11.2025	Book week	Book cover Designing/ Book Exhibition/ Book Review/ Comparison of Authors/ Seminar & Symposium involving eminent Librarians/ Essay Writing / Elocution /Extempore on importance of books /Quiz on Authors/ Books/ excerpts
16.	15.11.2025	Birsa Munda Jayanti(Jan- Jatiya Gaurav Diwas)	Observation, Folk Dance Competition, Speech on Tribal Freedom Fighter, Paragraph Writing Unsung Tribal Heroes.
17.	19.11.2025 25.11.2025	Qaumi Ekta Week	Programmes – Rangoli, Slogans, Community Songs and Greeting Making Competition
18.	26.11.2025	Constitution Day	Discussion & Lectures on Constitutional Values
19.	11.12.2025	Bhartiya Bhasha Diwas	Literary Activities, My Language My Signature, Observation on Janm Jayanti of Mahakavi Subramaniya Bharti
20.	22.12.2025	Mathematics day(Birthday Ramanujan)	Maths Quiz / model preparation.
21.	26.12.2025	Veer Bal Diwas	Skit Competition, Display of Movie based on Sahebzada Zuraavar Singh and Fateh Singh.

22.	12.01.2026	Rashtriya Yuva Diwas	Discussion on Vivekanand philosophy –Kal aaj aur kal
23.	23.01.2026	Parakram Diwas	Observation, Rally, Cultural Programmes, Painting Competition
24.	25.01.2026	National Voter's Day	Pledge taking ceremony in morning assembly, Real time activities like, voter registration drive, mock voting booths, quiz on electoral process, poster & slogan competition etc.
25.	26.01.2026	Republic Day	Unfurling of the Tricolour, Cultural Programmes on Patriotic Theme
26.	21.02.2026	Matribhasha Diwas	Group/Folk songs, Essay Competition, Debate, Poster making, GK Competitions.
27.	28.02.2026	Science day	Science quiz/exhibition, Observation of Day through Different Activities
28.	03.03.2026	World Wildlife Day	Screening of videos, Picture Exhibition, Quiz etc
29.	08.03.2026	International Women's Day	Guest lecture, Celebrating women's achievements, Honor the Ladies who performed exceptional work for society.

In addition to above, other activities are to be organized as per the direction of NVS/ MoE.

### 43) PROVISION OF SKILL COURSES IN JNVS:

Integration and mainstreaming of vocational education with general education has been identified as the key reform in the education-skill system of the country for overall gains at the student, community and economy levels. The National Education Policy (NEP) 2020 envisages quality holistic education that including vocational education so that the students can design their own paths of study and life plans. It emphasizes on flexibility in choice of subjects and strongly recommends no hard separations between vocational and academic streams etc. in order to eliminate harmful hierarchies and silos between different areas of learning.

National Education Policy-2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into main stream in all education institutions in a phased manner.

Accordingly beginning with vocational exposure at early ages in middle stage to vocational education is being integrated with secondary and senior secondary stage by introducing skill subjects with main stream subjects in NVS.

**43.1: Introducing Skill Subjects/Skill Courses:** Skill Module/Skill Subjects are introduced at various levels in JNVs:-

#### (i) At Middle Level (Classes-VI to VIII):

As per NCF SE- 2023, Vocational education is taken as a subject at middle and secondary levels. NCERT has released textbook for Vocational Education, along with new textbooks for class VI and class VII & VIII textbooks are expected to follow.

However, CBSE has been offering Skill modules at middle level to upgrade the skill and proficiency of the young generation. One Skill Module of 12 hours duration is offered as an option to the students for single academic session as per convenience of schools.

#### The following 17 Skill courses are introduced in JNVs at Middle level:-

CBSE SKILL SUBJECT STATUS (MIDDLE LEVEL CLASS VI- VIII) 2024-25						
Sl No.	CBSE Skill Modules	No. of JNVs	No. of Students (Grade VI)	No. of Students (Grade VII)	No. of Students (Grade VIII)	Total Students
1	901_Artificial_Intelligence	264	1205	17136	5388	23729
2	902_Beauty_&_Wellness	1	79			79
3	903_Design_Thinking_&Innovation	1		75		75
4	904_Financial_Literacy	1			30	30
5	905_Handicrafts	463	32573	2542	1988	37103
6	906_Information_Technology	218	2491	5312	13239	21042
7	908_Mass_Media-	2		79	66	145

8	909_Tourism	6		358	150	508
9	910_Coding	140	184	8961	1702	10847
10	911_Data_Science	169		407	10411	10818
11	912_Augmented_Reality/Virtual_Reality	4	33	228		261
12	918_Blue_Pottery	1		79		79
13	919_Pottery	4	210	205	52	467
14	920_Block_Printing	2	72	154	70	296
15	924_Herbal_Heritage	1		81		81
16	926_Mask_making	6	82	253	253	588
17	930_Embroidery	1	77			77

**(ii) At Secondary Level (Classes-IX & X):**

At Secondary level, a skill subject may be offered as a sixth optional subject along with the existing five compulsory subjects in JNV as per choice of the students. 14 Skill Courses are introduced in JNVs at Secondary level:

**CBSE SKILL SUBJECT STATUS (SECONDARY LEVEL CLASS IX-X) 2024-25**

SL.No	CBSE Skill Subjects	No. Of JNVs	No. Of Students (Grade IX)	No. Of Students (Grade X)	Total Students
1	402_Information_Technology	331	19228	21060	40288
2	403_Security	1	77		77
3	404_Automotive	25	992	1181	2173
4	405_Introduction_To_Financial_Markets	2	41	34	75
5	406_Introduction_To_Tourism	1	37		37
6	408_Agriculture	5	195	279	474
7	409_Food_Production	3	79	82	161
8	411_Banking_&_Insurance	1	15	16	31
9	413_Health_Care	13	762	542	1304
10	414_Apparel	2	44	56	100
11	417_Artificial_Intelligence_(New)	37	1821	2438	4259
12	418_Physical_Activity_Trainer	252	14744	13899	28643
13	419_Data_Science	6	305	308	613
14	420_Electronics_Hardware_(Field_Technician_Other_Home_Appliances)	1		79	79
<b>Grand Total</b>		<b>571</b>	<b>38340</b>	<b>39974</b>	<b>78314</b>

**(iii) At Senior Secondary Level (XI & XII):**

During the session 2024-25, 22 skill subjects were opted by the students at senior secondary level.

**CBSE SKILL SUBJECT STATUS (SR. SECONDARY CLASS XI-XII) 2024-25**

SL.	CBSE Skill Subjects	No. Of JNVs	No. Of Students (Grade XI)	No. Of Students (Grade XII)	Total Students
1	801_Retail	1	60	72	132
2	802_Information_Technology	86	2522	2669	5191
3	803_Web_Application	7	215	142	357
4	804_Automotive	25	1053	938	1991
5	805_Financial_Markets_Management	9	104	166	270
6	806_Tourism	4	156	139	295
7	807_Beauty_&_Wellness	4	92	102	194
8	808_Agriculture	3	78	56	134
9	809_Food_Production	11	411	369	780

10	810_Front_Office_Operations	6	239	287	526
11	811_Banking	1	16	15	31
12	813_Health_Care	8	247	205	452
13	817_Typography_&_Computer_Application	16	773	629	1402
14	820_Electronic_Technology	1	35		35
15	830_Design	1		22	22
16	833_Business_Administration	1		1	1
17	836_Library_&_Information_Science	34	1192	1074	2266
18	841_Yoga	294	15036	13358	28394
19	843_Artificial_Intelligence	13	367	271	638
20	844_Data_Science	4	58	179	237
21	845_Physical_Activity_Trainer	51	1998	1640	3638
22	847_Electronics_and_Hardware_(Installation Technician Computing and Peripheral)	1	20		20
	<b>Grand Total</b>	<b>467</b>	<b>24672</b>	<b>22334</b>	<b>47006</b>

The JNV will submit the proposal for approval to start any new skill course as well as engagement of contractual teacher through RO to NVS Hqrs, if at-least 15 students are willing to opt any skill subject prescribed by CBSE for classes-XI & XII.

**43.2: The following Skill Courses are offered by JNVs having Skill Stream (session 2025-26):**

S. No.	JNV District	Skill Subject - I	Code	Skill Subject - II	Code
1.	Bhopal	Tourism	806	Front Office Operation	810
2.	Cuttack	Tourism	806	Front Office Operation	810
3.	Dhenkanal	Financial & Markets Management	805	Marketing	812
4.	Agra	Food Production	809	Front Office Operation	810
5.	Varanasi	Food Production	809	Front Office Operation	810

As per the revised Affiliation Bye-Laws of the Board, a school does not have to apply separately for introducing any additional subject(s) including skill subject(s). The school shall fill the details for Skill Courses introduced in the OASIS form and provide the required details.

For Curriculum, Study Materials/Test Books, Sample Question Papers and Previous Years' Question Papers of the various Skill Subjects/Modules being offered by CBSE from classes-VI to XII and other instructions/circulars related to Skill Courses, JNV may visit the 'Skill Education' web page of the CBSE Academic website (<http://cbseacademic.nic.in/skilleducation.html>).

**43.3: Establishment of Skill Labs in JNVs:**

Skill Labs have been established in JNVs under various projects, such as in collaboration with CBSE under Skilling at Schools project with World Bank, NVS CBSE project, under CSR support of TML etc. Apart from these, Multi skill labs are being established in all JNVs under PM SHRI scheme. It is pertinent that for full utilization of these labs CBSE skill course related to the Lab available in JNV should be introduced in JNV.

**The list of JNV wise skill labs is given at Annexure III.**

**44) SANKALP:**

Ministry of Skill Development & Entrepreneurship (MSDE), Government of India (GOI) has launched a World Bank assisted programme viz. Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), which is an outcome-oriented project. SANKALP aims to implement the mandate of the National Skill Development Mission (NSDM).

This project has been designed to establish the vocational skill labs in government schools such as JNVs and Eklayva Model Schools aligning them with contemporary job roles using up-to-date equipment. Further, the project shall also provide support for training of two trainers per school to familiarize the vocational teachers/trainers with the new equipment, enabling them to effectively

use it and subsequently train the students. 400 JNVs have been identified under the project for establishment of vocational skill labs.

**SANKALP - Gist of Jobrole wise skill Labs**

S.No.	Sector	Name of Job Role Skill-1	No. of JNVs	Sector	Name of Job Role Skill-2	No. of JNVs
1	AI (IT-ITeS)	Artificial Intelligence (417)	192	Agriculture	Agriculture Extension Worker (808)	14
2	AR-VR (It-Ites)	AR-VR (It-Ites)	83	AI (IT-ITeS)	Artificial Intelligence (817)	34
3	Hospitality and Tourism	Assisstant Tour Guide (406)	17	AR-VR (It-Ites)	AR-VR (It-Ites)	182
4	Beauty and Wellness	Assistant Beauty Therapist (407)	11	Automotive	Automotive Service Technician (804)	16
5	Automotive	Automotive Service Technician (404)	9	Beauty and Wellness	Beauty Therapist (807)	8
6	Electorincs and HW/ Agri	Field Technician - Other Home Appliances (420)	1	Apparel	Design Assistant (829)	18
7	Healthcare	General Duty Assistance (413)	49	BFSI - Financial Markets Management	Equity Dealer/ Mutual Fund Agent (805)	33
8	Apparel	Hand Embroider (414)	4	Healthcare	General Duty Assistance (813)	61
9	Logistics	Logistics	2	Electorincs and HW/ Agri	Installation Technician - Computing and Peripherals (847)	9
10	Multi Skills Foundation Course	Multiskills Assisstant (416)	8	Logistics	Logistics	2
11	Agriculture	Solanaceous Crop Cultivator (408)	20	Retail	Sales Associate (801)	2
12	Retail	Store Operation (401)	4	Hospitality and Tourism	Tour Guide (806)	21

The equipment of related Skill Lab are being delivered by NSDC (MoSD&E) during Academic Session 2024-25. JNVs will install/set-up these equipment at suitable places/ labs and start CBSE Skill subject accordingly.

(List of 400 JNVs having Sankalp skill Labs is attached at **Annexure – III**)

**44.1: Skill Hub Centres (PMKVY 4.0):**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) implemented by National Skill Development Corporation (NSDC). The objective of this Skill Certification scheme is to enable Indian youth to take up industry relevant skill training that will help them in securing a better livelihood.

Skill Hubs offered courses/job roles from multiple sectors with infrastructure capacity and strength of suitable Trainers for delivery high quality skill development training.

In 2022-23 NVS implemented 5 Job Roles in 85 Selected JNVs with registration of 2515 out-of-education female candidates of nearby community in 05 Jobroles.

During the session 2023-24, under PMKVY 4.0, skill hub centres established in 360 JNVs by enrolling 10108 candidates (own JNV students and out of school female candidates from neighbourhood community) in 45 Job Roles with 488 batches.

From 2024-25 only own JNV Students are registered for Skill India Centre in JNVs.

#### 45) SOIL TESTING LABS IN JNVS:

Soil Testing Labs have been established in JNVs under Ministry of Agriculture and Farmers Welfare. By connecting school labs with real-world application in form of soil testing, students gain practical knowledge and contribute to community awareness. This aligns with the NEP 2020 objectives of experiential learning along with 21st century skills of critical thinking, technology literacy and social responsibility.

10 JNVs – SBS Nagar, Mohali, Yamunanagar, Sonapat, Angul, Dhenkanal, Vaishali, Chickmagalore, Cuttack and Mehsana were part of the pilot project of establishing soil testing lab in schools. Further, the project of soil testing labs in schools was expanded to 299 JNVs functioning from permanent sites and having Science stream.

- All the JNVs have been registered on soil health portal, created batches and registered the students. 25 to 40 students registered by each JNV, preferably from Classes IX & XI are involved in the Soil Testing Lab. The students get aware about the soil health and the nutrients required for good crop through the activities of the soil testing lab.
- PGT(Chemistry), PGT(Biology) and TGT(Science) are engaged with Soil Testing Lab.
- The Ministry of Agriculture and Farmers Welfare provide requisite training to the teachers and students alongwith supply of soil testing kit.
- Total 14253 Soil samples have been collected by JNVs and 13361 Soil samples have been tested and Soil Health Cards generated.

(List of JNVs having soil testing lab- **Annexure III**)

#### 46) EXPOSURE OF STUDENTS TO VARIOUS SKILLS

Students in JNVs spend 07 years of their formative years. This period is a period of growth and acquiring knowledge. There are opportunities in JNV system through which various skills may be developed in students along-with their academic progress JNVs may organize various programme short term as well as long term to develop certain skills amongst the students as well as to make them familiar about various aspects of public life like working of banking systems, saving / investment schemes various functionaries of district administrations, state welfare and health care schemes etc. In this regard following programmes are suggested to be implemented at JNV level:

**46.1: Exposure to Cooking skills:** Students on rotation basis may be involved in observing the cooking process, involving in cutting, peeling, and other processes once in a week, preferably on Sunday / holidays. The number of students may be decided on rotation considering safety issues and to avoid crowding in the kitchen area.

Catering Supervisor may take class (the class may be a demonstrative one, providing scope for students to observe and have practical knowledge) in informal setting in the mess once in a week during non- academic hours for a select group of students on rotation basis providing knowledge on:-

- i. Cooking skill
- ii. Identification of various types of food grains, edible oils, herbs and spices,
- iii. Common adulteration in food items, identification of food adulteration,
- iv. Storage & preservation of food items,
- v. Cuisines of different parts of the country,
- vi. Equipments used in various process of cooking etc.
- vii. Nutrition value of eatables.

**46.2: Exposure to Baking skills:**

JNVs where good kitchen infrastructure including kitchen staff and Catering Supervisor are available may be identified for starting bakery & confectionery related skill exposure program

for students. Initially it may be implemented in 10% of JNVs and may be extended to other JNVs gradually based on the learning experiences of students and staff. The students of a particular class (preferably VIII / IX) may be exposed to baking skills on rotation basis once a week during non-academic hours. Under this initiative following activities may be undertaken at JNV level:

- viii. Catering Supervisor may teach the baking/ confectionary skills for items like biscuits, bun, bread, cakes, pastries etc to the students using knowledge available on various you-tube channels.
- ix. Students may be allowed to make different bakery items on experimental basis.
- x. Initially items should be prepared on very small quantity to avoid wastage. The making of items on large quantity should be avoided.
- xi. The necessary equipments like oven, mixer, blender etc may be procured through funds available under equipments and consumables may be procured through contingencies or funds available for skill lab consumables.

**46.3: Exposure to Gardening skills:** To develop gardening skills in students and love for nature along- with to increase their understanding about flora, following activities may be undertaken at JNV level through activities of Eco Club for Mission LiFE:-

- xii. Students preferably class VI to VIII may be encouraged to develop flower beds around the dormitories.
- xiii. Variety of seeds/ saplings should be procured by the JNV and given to the students to develop the flower beds under the supervision of the HMS/AHMs.
- xiv. Compost to be prepared by JNVs out of the kitchen waste for the use as manures for the plants. TGT (Sci.)/ PGT (Bio) should be provided assistance to develop the compost pits.
- xv. Plant saplings grown in the Vidyalya nursery may be used as a memento for welcoming the invitees/ visiting officials/ VIPs to the JNVs.
- xvi. Students may be encouraged to pick-up the skill in Bonsai, if required experts may invite to impart the skills. Material required may be provided to the interested/identified students.

**46.4: Exposure to building Construction:** In JNVs there are many instances when construction related activities are undertaken, it may be a new construction or M&R of the existing building. During continuing of such projects following activities may be undertaken at the JNV level:-

- xvii. Visit of students in small groups to the construction site under the supervision of teachers, to observe the construction activities from a safe distance. Technicians/Masons may be encouraged to speak to the students to explain the various processes involved in the construction taking place.
- xviii. Visiting Engineers from Construction agency or RO/HQ must expose students on the various aspects of building construction material, construction stages, safety measures, building code etc. Minimum one hour should be spent by visiting Engineers for giving exposure to students.

**46.5: Exposure to Financial instruments:** Officials from nearby nationalized banks may be invited to the JNV to expose the students of senior class to banking systems, financial instruments like mutual funds, SIPs, shares & debentures, insurance schemes, various kinds of loans etc. Students in small groups should visit to nearby Banks and have practical experience to various financial instruments.

**46.6: Exposure to Functioning of District Administration:** Students of senior class should visit to District Hospital, Secretariat, Court etc. in coordination with District Administration to familiarize about various departments, their work areas, different officials and their roles & responsibilities and various schemes on welfare, scholarships, pension etc, also various kinds of medical facilities available through PHC/ district/ civil hospitals.

(Ref. letter: F.No. 10-85/2022-NVS(SA)/5993, dated: 24.11.2022)

## 47) PROMOTION OF INNOVATION AND CREATIVE & CRITICAL THINKING

**“Knowledge is constructed in the mind of the learner”**

National Education Policy 2020 (NEP 2020) lays great emphasis on promoting the ideation, out of box thinking, innovation and entrepreneurship (IIE) and inclusion of 21<sup>st</sup> century skills at the school education level. The following activities can be organised in JNVs for fostering the Innovation and Creative & Critical thinking:

- Games and puzzles have an inherent appeal to most people, especially to children and teenagers. By implementing them in JNVs in our daily teaching-learning arena, teachers can sharpen students’ critical and creative thinking and problem-solving skills.
- Allowing students to take stands on issues that matter to them engages the classroom in a way that fosters critical thinking.
- Emphasis should be on Investigative and Collaborative learning focused on Why? &How? Students can relate the ideas and exercise personal self-reflection for doing the things in a different way under the guidance of teacher being a facilitator.
- All School can dedicate a minimum of 2 hours per week to compulsory tinkering activities. These classes will focus on providing hands on learning of curriculum topics to students by engaging in experiential learning activities.
- To augment student learning with practical insights, profession and real life entrepreneurs may be invited to conduct classes / lectures either in person or through the use of technology – enabled solutions.
- Schools may ensure the availability, accessibility, quality of additional enriching course material and books across languages, levels and genres.
- Students may be provided opportunity for hands on experience of important vocational crafts such as carpentry, electric work, metal work, gardeners, potters, artists etc. Entrepreneurship and Innovation courses can be introduced as student enrichment programmes for students.
- Participation of students in Innovation challenges and Competitions may be facilitated by the school, which mobilize their students to solve various real life problems preferably local issues.
- Provide specific resources to identified gifted children.
- Create network of Mentors.
- Students may be given periodic exposure to world outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions etc.

## 48) SCHOOL INNOVATION COUNCIL

Taking forward the aim of NEP 2020, the Ministry of Education’s Innovation Cell (MIC) envisages the establishment of the School Innovation Council in the schools. This initiative will foster the culture of ideation, innovation, entrepreneurship, creative thinking, design thinking, prototyping, out-of-box thinking, and IP commercialization by facilitating the training (for teachers), field visits, leadership talks, awareness, orientation sessions, boot camps, national-level exhibitions, hackathons, skill modules, new courses for students, linking of school innovation ecosystem with higher educational institutions (HEIs), etc. at schools. The School Innovation Council initiative will bridge the gap in connecting schools with the Innovation & Entrepreneurial enabler ecosystem of the country.



**48.1: Objective**

- The School Innovation Council will foster the culture of Ideation, Innovation and entrepreneurship (IIE) in schools.
- SIC will act as an umbrella program for all the initiatives of the Ministry of Education's Innovation Cell, AICTE, CBSE and other institutions regarding the promotion of Innovation and Entrepreneurship among school teachers and students.
- SIC will enable mindset change, awareness, and training on IIE, design thinking, start-up finance, HR and IPR among teachers and students.
- Systematically measuring and enabling the ranking system for schools on the level of innovation- oriented activities.
- Providing mentoring and utilizing the existing infrastructure of the school to nurture innovation in learners.
- Encouraging, incentivizing and up skilling teachers to enhance their mentoring capabilities.
- Enabling exchange program, collaborations, field visits and ideation activities.
- To implement and initiate the various programs on innovation-related activities through the established school innovation council committee.
- To act as the enabling platform for implementing National Innovation and Entrepreneurship Promotion Policy (NIEPP) for schools.
- The council will create a synergetic bridge between the Innovation and Entrepreneurship ecosystem of higher education and school education through various initiatives of MIC in Higher Education.

**48.2: Establishment of School Innovation Council:**

- The Ministry of Education's Innovation Cell recommends establishment of the School Innovation Council in all the secondary and higher secondary schools of the country and register the same on the SIC website.
- The Principal/Vice Principal of the school shall initiate the process of registration for the School Innovation Council by constituting the SIC committee.
- The schools registered for School Innovation Ambassador Training Program (SIATP) will be automatically upgraded to SICs with existing details and login credentials. Such schools can update the details and furnish additional details after first login on the SIC website.

**48.3: School Innovation Council committee:**

Every JNV will register on SIC website and create the School Innovation Council committee at the school level with the following members. The details of all the committee members shall be provided by the schools during the registration of the School Innovation Council on the SIC website.

**A. Executive representatives:**

1. Chairman of the Council –School Principal
2. Convener/ Activity Coordinator - School Vice Principal/ Senior teacher (with 5+years of relevant experience) from the school.

**B. Teacher representatives:**

1. School Innovation ambassadors (Teacher trained under SIATP).
2. Additional Members (not more than 5) – Teachers nominated by School Principal – to carry our SIC calendar and other Innovation and Entrepreneurship related activities in school.
3. Atal Tinkering Lab in-charge (if ATL exists in the school)

**C. Social Media Coordinator-** Teacher/ non- teaching staff nominated by the principal with experience and interest in social media management.

**D. Student representatives:**

1. School captain/ head boy/head girl from the school
2. Student Members (not more than 5)- nominated by executive members to support the council in carrying out SIC activities.

#### **E. External Expert Representatives:**

1. Successful entrepreneur: Start-up founder/ co-founder or alumni entrepreneur from school or entrepreneur from nearby Higher Educational Institute (HEI).
2. Expert member: MIC will facilitate linking of IIC/ Higher Education Institute with SICs to help schoolsonboard expert representatives.
  - Officer from nearby Incubation/ pre-incubation Centre And/ or
  - Technology/ finance/ sales/ banking expert from nearby industry / bank/ institution. And / or
  - President/ convener/ member of Institution's Innovation Council established by MIC in nearby HEI(IIC website<https://iic.mic.gov.in> ) And/ or
  - IPR Expert. And/ or
  - Senior industry experts having experience in sales/ marketing/ product design/ product manufacturing etc.

**Note**– Executive members will have the login credential for SIC. They can log in with the registered email and password created on the SIC website. The nominated members should have interest and experience in Ideation, Innovation, entrepreneurial ecosystem, or in conducting innovation-related activities/ festivals/ hackathons/ competitions.

#### **F. Expected outcomes from the establishment of School Innovation Council:**

- Establishing and strengthening the Ideation, Innovation and Entrepreneurship (IIE) ecosystem inschools.
- Awareness creation on IIE, design thinking, creative thinking, IPR, finance, and product sales, amongschool teachers and students.
- Aligning School Ideation, Innovation and Entrepreneurial ecosystem with the needs of establishedecosystem at higher education level.
- Extending the existing Innovation and Entrepreneurship ecosystem infrastructure to schools.
- Preparing the schools to handhold the ideation and entrepreneurial initiatives of their students and create the awareness to reach more number of students.
- Guide and handhold the schools to create a sustainable ecosystem of Innovation, Entrepreneurship,IPR creation, Design Thinking etc.

#### **G. Activities for Schools under SIC:**

1. **SIC Calendar Activities:** The SICs have to follow a set of monthly activities defined by MIC in 'SIS Calendar of activities' for the year.
2. **MIC Driven Activities:** Under MIC Driven Activities, the schools will be given periodic activities by MIC in addition to SIC Calendar Activities. (a) Formation of an "Innovation wall" in each school to promote the free flow of ideas, where students can showcase their innovation in a creative way. (b) School Innovation Council committee meeting twice a year at the beginning of the first and second half of the calendar activities for planning and coordination of these activities.
3. **Self-Driven Activities:** The schools are encouraged to do Ideation, Innovation, Entrepreneurship, IPR, and Start-up related activities in addition to SIC Calendar Activities and MIC Driven Activities. Financial Literacy (FL) and Legal Literacy (LL) can be initiated by the SIC through a club / unit / team of qualified teachers

**H. Report Submission:** The schools are required to submit the compliance report for the activities on monthly basis to the MIC through SIC Website (<https://sic.mic.gov.in>). The format of the reporting will be available in the School Login on the SIC website.

#### **I. Credit point system and performance rating:**

The SICs will be given credit points for doing activities given in the SIC calendar and for undertaking additional activities to further the Innovation and Entrepreneurial agenda in the schools. The credit points will drive the performance rating of the SICs. The credit points will lead to star rating on scale of five star system and SICs with higher star rating will be acknowledged as top performers. This credit point system will help MIC to systematically rank the schools on their innovation achievements at the national level.

(Link of **School innovation Council Guidelines of MoE at Annexure-I**)

#### **49) INSPIRE MANAK:**

The Department of Science & Technology (DST) is implementing a national program Innovation in Science Pursuit for Inspired Research (INSPIRE) for attracting talented young students to study Science and pursue career in Research. This Program is being implemented since 2009-10.

INSPIRE aims to identify, sustain and strengthen human capacity for Research and Development base of the country. Inspired research achieved by means of an innovative scientific pursuit is the objective of this flagship scheme of the DST.

INSPIRE AWARD MANAK (Million Minds Augmenting National Aspiration and Knowledge) scheme, previously known as INSPIRE Award Scheme, is being implemented through State and UT governments with objectives (i) to attract young students to study science and pursue research career (ii) to promote creative thinking and foster a culture of innovation among them.

Under INSPIRE Award MANAK scheme, in a financial year, ten (10.0) lacs ideas are being targeted from more than five (05) lacs middle and high schools across the country, out of which one (1.0) lac ideas are to be shortlisted for an initial award of Rs. 10000/- each, for preparation of project/model/showcasing of idea and participation in the District Level Exhibition & Project Competition (DLEPC). The students who are eligible to participate under this scheme should be in the age group of 10-15 years studying in Class- VI to X. The award money under this scheme is being transferred directly into the bank accounts of the students through Direct Benefit Transfer. The selected students in DLEPCs participate at State Level Exhibitions and winners of State Level Exhibitions further participate in the National Level Exhibition organized every year. The participants of the National Level Exhibition are also provided mentorship for prototype development in association with reputed science and technological institutions of the country. All middle and high schools of the country whether Government, private, semi-private, aided, un-aided are eligible to nominate 2-5 students from their schools, during a financial year, along with all the details including a brief write-up of the idea of the student. The short listing of students for INSPIRE award MANAK and mentoring will be provided by National Innovation Foundation (NIF), Ahmadabad, a autonomous organization of DST, based on the idea submitted by the student. The selection criteria will be based on innovation, creativity and novelty of the project that a student proposes to undertake, as submitted in the synopsis. DST/NIF will make conscious effort to represent girls and students belonging to SC/STs.

It is compulsory for all JNVs to participate in 'INSPIRE MANAK' by encourage students to come up with at least ten creative ideas on their own. Parents or teachers can also play an important role in proposing a problem to the child or help in converting his/her idea into a prototype/model but not suggest the idea themselves. Registration date will be announced shortly.

#### **50) VIGYAN PRATIBHA**

Vigyan Pratibha is a novel initiative of Government of India for extended nurture of talent in Science and Mathematics among school students of Class 8th to 10th in the country. The program was formally launched on July 31, 2017 and Homi Bhabha Center for Science Education has been assigned the academic leadership of the program. The program is being implemented in

Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs), and Atomic Energy Central Schools (AECSs) in the country.

HBCSE and several collaborating institutions such as Saha Institute of Nuclear Physics (SINP), Kolkata; National Institute of Science Education and Research (NISER), Bhubaneswar; Institute of Physics (IoP) Bhubaneswar; Institute of Mathematical Sciences (IMSc), Chennai, Indian Institute of Science Education and Research (IISER), Mohali etc. are providing constant academic support in implementing the programme.

The Vigyan Pratibha project envisages working with Classes 8, 9 and 10 students from diverse and non-elite backgrounds to nurture their talent in science and mathematics. The VP project aims towards supporting a high quality and well-rounded science and mathematics education that is based on deep understanding, appreciation and a sense of excitement about the subject. Learning resources, targeted towards students of classes 8 to 10, are developed by science and mathematics educators in partnership with scientists from various institutions and evolve continuously based on feedback from the students and teacher community.

The core of the project is in the form of Learning Units that are implemented by school teachers in these schools as a part of science circles for interested students. These units will be closely related to the school curricula, but would expose students to dimensions of science and mathematics beyond the textbooks. Many of the Learning Units involve active study and data collection by students about their surroundings. These resources also expose students to the processes of observation, analysis, critical thinking and collective learning.

Following are the major activities conducted under Vigyan Pratibha Program:-

**1) In Person Teacher Workshops in Vigyan Pratibha Regional Centres:**

Sessions of two workshops (3-5 days) in five VP regional centers are conducted for the same batch of teachers in a year.

**2) Regular Science Circle (Learning Units) in the School:**

Learning Units comprise exploratory modules of 3-5 sessions of 40 minute each that can be taken up by the science circle students. This activity may require particular settings at different levels in the classrooms, in the labs, some outdoor (playground) work and some survey methodologies. A provision of Rs 1500/- is made by HBCSE for conduct each LUs in school. Learning Units are also accessible on website of Vigyan Pratibha. These activities may be conducted as part of Science/Math club activities in JNVs.

**3) School Visit by VP Team:** Vigyan Pratibha teams visit the schools to provide guidance and handholding for regular science circle activities and to interact with students and teachers.

**4) Cluster Events:** The students who are engaged in VP activities and LUs share their experiences with the students of other schools. HBCSE will reimburse expenses to host school. If not physically possible students can send postcards prepared by HBCSE to share their findings with students of other schools.

**5) Exposure Visits to S&T Institutions:** These visits will be facilitated by the VP team at the Regional Centres of Vigyan Pratibha and collaborating institutes.

**6) Online Vigyan Pratibha Discussion Seminars (VPDS):**

Online Seminars are hosted every alternate week on a specific theme and assignment is given. A Certificate will be given to a teacher for attending two weeks of seminars plus submitting the two assignments.

**51) ATAL TINKERING LABORATORIES:**

The Government of India has setup the Atal Innovation Mission (AIM) at NITI Aayog. Realizing the need to create scientific temper and cultivate the spirit of curiosity and innovation among young minds, AIM proposes to support establishment of a network of Atal Tinkering Laboratories (ATL). Atal Tinkering Labs are dedicated works spaces where students (Class 6th to Class 12th) learn innovation skills and develop ideas that will go on to transform India. The labs are powered

to acquaint students with state-of-the-art equipment such as 3D printers, robotics & electronics development tools, IoT & sensors etc. The lab activities are designed to spur the spark of creativity, and go beyond regular curriculum and text book learning. The labs will let students explore skills of future such as design and computational thinking, adaptive learning and artificial intelligence.

ATLs have been established in 133 JNVs and being established in all remaining JNVs under PM SHRI. All those JNVs where the ATL Labs are functional have to ensure that the lab resources are effectively and judiciously utilized to infuse creativity and innovativeness among children.

### 51.1: Integrating AI and Tinkering across Curriculum:

While the approach to AI and Tinkering is different from the traditional formal approach, there are similarities between them and the curricular concepts. It has the element of scientific method which is used in various subjects. Just like a science or a math's problem, AI and Tinkering also begin by stating a hypothesis and then, through various inputs, suggestions, and permutations and combinations it moves toward forming a model or theory. While articulating the problem statement the students are able to see the alignment of their projects with the social problems covered in Social Science curriculum. Language - Listening, Speaking, Reading and Writing (LSRW) skills are developed along the AI and Tinkering project life cycle and when the students use various medium to present and communicate about their projects. Thus AI and Tinkering integration can be a way to gain knowledge and skills that can lead to enhancing the learning levels of the students.

Following are some activities and skills that can be supported by AI and Tinkering integration:

- xix. **Questioning Skills:** In AI and Tinkering project development, raising questions is the initiating point of each project. Considering from the pedagogical aspect, asking questions is one of the driving factors of formal education. Thus, these projects enable the students to develop skill of questioning and thus instilling the skills of curiosity and interest.
- xx. **Reflection:** Reflection is an essential part of AI and Tinkering cycle as students actively observe and interpret throughout the project. This enables them to understand the application of the curricular concepts in better manner. They are able to understand the world around them and also express themselves better.
- xxi. **Learning by doing:** AI and Tinkering provides impetus to the 'learning by doing' pedagogical approach that is an integral part of teaching and learning pedagogy.
- xxii. **Practical application of concepts:** AI and Tinkering projects enable students to gain practical aspects of the concepts of math, engineering and scientific knowledge such as operational principles of tools, devices or components, knowledge of various materials, construction principles, etc.

### 51.2: Implementation Guidelines:

Atal Innovation Mission has released a Three Level Curriculum (attached) for ATLs designed to provide students with a structured curriculum learning pathway for the development and honing of their innovation skills. This curriculum encompasses a wide spectrum of concepts such as basic electronics, mechanics, data visualisation, design thinking, 3D printing, AI and IoT. Further AIM also release calendar of activities for ATLs.

The following guidelines are issued for JNVs for effective utilization of ATLs:-

#### Utilization of ATL for classes 6<sup>th</sup> to 9<sup>th</sup>

1. JNVs having ATLs should integrate two period per week within the timetable of class VI to IX.
2. The ATL course is to be started with Level 1 and to end with Level 3. Only after completion of one level, the next level may be started. The details of each level is as follows.

**Level 1:** Comprises of 5 modules namely, Basic Electronics, Mechanics, 3 D Design & Printing, Data Visualization and Design & Entrepreneurial Thinking. All the 5 modules are further divided into 14 sessions.

**Level 2:** Comprises of 4 modules namely, Electronics, Mechanics, 3D Design & Printing and Design & Entrepreneurial Thinking. All the 4 modules are further divided into 13 sessions.

**Level 3:** Comprises of 5 modules namely, Electronics, internet of Things, 3 D Design & Printing, Wood Working and Design & Entrepreneurial Thinking. All the 5 modules are further divided into 17 sessions.

3. In classes VI to IX ATL periods should be distributed among TGT (Sc.), TGT (Maths) & TGT (Computer Sc.) One class may be allotted to one teacher and one period in the regular timetable of these teachers may be earmarked for ATL Activities.

#### **Utilization of ATL for Classes 10<sup>th</sup> to 12<sup>th</sup>**

1. The AI and tinkering integrated lesson plans/experiments are to be implemented for all the students of class X and science stream students of class XI & XII.
2. At least one ATL session may be allotted in a fortnight to each class for classes X to XII.
3. The ATL period may be allotted in class X to XII to PGT (Physics/Chemistry /Computer Sci./Biology).
4. One period in regular timetable of the above teachers may be earmarked for ATL Activities.

#### **Common Guidelines for all classes:**

1. It is mandatory for every school to update their monthly ATL activities and submit them on the MyATL Dashboard. (<https://atl.aim.gov.in/>)
2. The Principal should decide the allotment of ATL periods in such a way that ATL periods are distributed throughout the week.
3. AI and tinkering integrated lesson plans are to be implemented with all the students so that every students is introduced and provided exposure to the concept of innovation.
4. All Science and Mathematics teachers in JNVs should be involved in ATL activities.
5. All students would go through the three levels of the curriculum. The students who are more inclined and interested to experiment and explore more can go through the advanced stages of building the projects and prototypes.
6. Students who show keen interest to explore and experience AI and Tinkering integration further should be given extra time in ATL to work on real-time projects and engage in active prototyping.
7. JNVs should also make ATL activities part of regular subjects/ Science and Math club activities by using the resources available in the school, Science Lab & can also purchase required resources for Tinkering.

(Link of AIM ATL Tinkering Curriculum & Calendar of activities **Annexure-I**)

### **52) PROMOTION AND DEVELOPMENT OF SCIENTIFIC TEMPERAMENT:**

Inculcation of the scientific spirit and promotion of scientific temper among the students of JNVs and to nurture their **creativity, innovation, research, critical thinking, creative thinking, scientific aptitude, etc.**, the following suggestive activities to be taken up during the academic year 2025-26

- Organization of Regional Level Science Congress as decided by the Regional Office.
- To conduct Mathematics and Science Olympiad at Regional/National Level through various agencies and by NVS for Junior/Senior classes.
- Organization of exhibitions, seminars, quiz at cluster and regional etc. to motivate the students of JNVs.
- Visit of various laboratories, industries, science museum, etc. for developing scientific spirit.
- To introduce new learning capabilities. This requires identifying and providing environment to the children to develop communication skills, comprehensive skills, understanding abilities, etc.

- Enrichment of laboratories with adequate equipments, apparatus, chemicals, etc. and to conduct the practical regularly.
- Establishment of junior Science and Mathematics labs.
- Establishment of Science and Mathematics clubs and regularly conducting School Innovation Council/ Vigyan Pratibha Science circle/ special enrichment activities under these clubs.
- Establishment of Mathematics and Science park in open spaces.
- Any other activity related to promotion of scientific spirit.

### 53) REGIONAL SCIENCE CONGRESS:

In order to provide a forum for young talented JNV students to arouse and pursue their natural curiosity and to quench their thirst for creativity by watching and doing experiments, every year all 08 Regional Offices of Navodaya Vidyalaya Samiti organize Regional Science Congress involving the talented and creative students from JNVs of their respective Region.

#### 53.1: OBJECTIVES OF THE PROGRAMME:

1. To help students meet eminent scientists' face to face, interact with them and feel the thrill of this unique experience and make them the role models.
2. To nurture and nourish creativity and innovativeness by helping them gain knowledge and solve problems by relating their learning process to physical and social environment around them.
3. To provide an opportunity to bright students to go beyond the limits of the school, to visit labs of national and international standards to further stimulate their temperament and help them observe to collect data, analyse and arrive at certain findings.
4. To prepare the young generation to face challenges by encouraging the development of experimental and investigative skills and help them to become scientists for the future.

#### 53.2: ACTIVITIES:

- Interaction with eminent scientists: National & International Scientists are to be identified and may be requested to address the students.
- Visit to prominent Science institutions and laboratories: Resource available in the State/District is to be identified for field visits.
- Conduct of seminars, quiz and other competitions on innovations and science promotion: Topic of the seminar and details of the competition are to be communicated well in advance.
- Screening of films on science promotion: Films of scientific importance should be decided well in advance, Students are to be briefed about the importance of the topic in advance.
- Preparation and display of Model Projects and exhibitions: Necessary guidance is to be issued regarding the exhibitions at the venue of the Science Congress.
- Paper presentation on great innovations and discoveries and also on life of great scientists: List of students/teachers who will be presenting papers is to be collected in advance for scrutiny and duplication is to be avoided.
- In order to provide maximum opportunity to students to interact with scientists, the names of scientists/professors and the topics he/she is going to deal with may be communicated to all the participants well in advance so that the participants can come with adequate preparation.

**53.3: RESOURCE PERSONS:** Eminent Scientists/Professors from nearby universities, laboratories/ institutes of higher learning are to be invited to interact with participants.

**53.4: SELECTION CRITERIA:** Maximum 100 students will participate in regional Science Congress, however if any RO is having more than 100 JNVs the number of students may exceed 100 to ensure at least one student from each JNV of the Region. One student should be selected from class XI science stream of each JNV who have topped in Science and Mathematics put together in **AISSE-2023-24** (class- X) and remaining students will be selected from class IX & XI based on their earlier performance in Science Exhibitions/ Competitions/

Investigatory innovative projects etc. The concerned Regional Offices will decide the suitable dates in preferably November 2025 and two venues may be decided for the effective conduct of Regional Science Congress 2025-26.

**53.5: ESCORTING OF STUDENTS:** PGTs/TGTs of Science/Mathematics subjects will escort the students so that these teachers will also get the opportunity to participate and guide the students in various activities. This activity provides a good training for the teachers to take up similar activities in their JNVs/Clusters. During all the sessions of Science Congress and visit to various scientific institutions, all the students should be in proper JNV Uniform.

**53.6: DOCUMENTATION:** Arrangement will be made for recording all the sessions. A brief about the salient features about the topic to be dealt by the resource person is to be prepared and forwarded to the same person for verification. Verified documents are to be compiled and a compendium of the lectures given by the scientists is to be prepared with some good photos. This compendium will help other children who could not participate to get an idea of the whole event. The soft copy of the said compendium shall be forwarded to all JNVs in the Region with a copy to the migration counterpart JNVs and all the Regional Officers for record.

**53.7: APPRECIATION:** Participation certificates will be presented to all the students and escort teachers who participate in the programme. Prize winning children in various activities will be awarded books preferably on Science and technology, biographies of scientists, book on nature and environmental protection, wild life etc.

#### **54) RASHTRIYA BAL VAIGYANIK PRADARSHANI (RBVP):**

Science exhibitions are being organized by NVS at Cluster, Regional & National Level every year. The selected entries of NVS National exhibition participate in Jawaharlal Nehru National Science, Mathematics & Environment exhibition for children (JNNSMEE), organized by NCERT. In 2022 to reflect the essence of National Education Policy 2020, the exhibition was renamed "Rashtriya Bal Vaigyanik Pradarshani (RBVP)" by NCERT. In 2024, 51<sup>st</sup> RBVP was organized from 26 to 31 December, 2024 at Sports University of Haryana, Rai (Sonipat) Haryana in which 09 NVS students have participated.

The exhibition (RBVP) provides a unique opportunity to young children from different parts of the country to get an exposure on various facets of Science, Mathematics & Environmental issues, and also get opportunity to share with each other their varied cultures.

##### **54.1: Objectives:**

The main objectives of the exhibition are:

- Provide a forum for children to pursue their natural curiosity & inventiveness to quench their thirst for creativity
- Make children feel that science and mathematics are all around us and can be used not only for the economic progress of our nation but also for solving the prevailing problems in the society
- Lay emphasis on the development of science, mathematics and technology as a major instrument for achieving goals of self-reliance, and socio- economic and socio- ecological development
- Encourage children to visualize future of the nation and help them become sensitive and responsible citizens
- Make children realize about how science and mathematics have developed, and are affected by diverse individuals, cultures, societies and environment
- Develop critical thinking about global issues to maintain healthy and sustainable societies in today's environment
- Appreciate the role of science and mathematics in meeting the challenges of life, such as climate change, opening new avenues in the area of agriculture, fertilizer, food processing,



biotechnology, green energy, disaster management, information and communication technology, astronomy, transport, games and sports, etc

- Create awareness about environment issues and concerns, and inspiring children to devise innovative ideas towards their mitigation

#### 54.2: Theme for RBVP 2025

##### Main theme- Science & Technology for Society

##### Sub- themes

- Food, Health and Hygiene
- Transport and Communication
- Natural Farming
- Disaster Management
- Mathematical Modeling and Computational Thinking
- Waste Management
- Resource Management

For the session 2025-26 NVS will organize the exhibition as per following details:

- Cluster level Exhibition- In the month of July, 2025 in physical mode
- Regional Level Exhibition- In the month of August, 2025 in online mode
- NVS National Level Exhibition- In the month of September 2025 in physical mode

#### 55) NATIONAL CHILDREN'S SCIENCE CONGRESS 2025-26:

Children's Science Congress (CSC) is a unique programme that prompts children to think of some significant societal problem, ponder over its causes and subsequently try and solve the same using scientific process. This involves close and keen observation, raising pertinent questions, building models, predicting solutions on the basis of a model, trying out various possible alternatives and arriving at an optimum solution using experimentation, field work, research and innovative ideas. Participation in Children's Science Congress encourages a sense of discovery. It emboldens the participants to question many aspects of our progress and development and express their findings in vernacular.

The Guidelines for the program will be communicated to JNVs, when received from DST.

#### 56) ASTRONOMY LABORATORY IN JNVs:

In collaboration with office of Principal Scientific Advisor to Govt. of India and Space Foundation, Astronomy Labs (KHAGOLSHALAS) had been set up in 20 JNVs across the country during 2022-23. The KHAGOLSHALAS have been established with the vision to foster the interest of the younger generation into astronomy and space application, exploration, innovation and research while linking the concepts already embedded in the curriculum. As per the vision of NATIONAL EDUCATION POLICY-2020 the objective is to run meaningful academic exercises and fun oriented inter-disciplinary activities for the students and to involve students in hands-on learning of science through experimentation, observation and analysis of the universe around us. JNV students had done preliminary discovery of 384 asteroids under 'Khagolshala Asteroid Search Campaign 2021, Out of which 'Provisional Discovery' of total 9 Asteroids by 8 teams of NVS were confirmed by International Astronomical Search Collaboration (IASC)

##### The Main Equipment of Astronomy Lab:

1.	Space Voyage 200 Dob- 8" inch reflector Dobsonian telescope- 1	9.	Space View Telescope - 76mm reflector telescope with stand – 1
2.	Space View Telescope 50mm refractor telescopes - 4	10.	Ball Projector Material

3.	Constellation viewer Kit	11.	Hydro Rocket launchers
4.	Stomp Rocket Launchers	12.	Pop Rocket- Plastic Body with Launch pad
5.	Project Paridhi Kit	13.	Solar view Goggles & 3 d Goggles
6.	Kaleidoscope material	14.	Solar Filters
7.	Black Astronomy Binocular	15.	Latitude finder
8.	Models, posters & Messier books		

### Region Wise List of JNVs Having Astronomy Lab:

Region	No. of JNVs	Name of JNVs
<b>Bhopal</b>	02	JNV Dhamtari, JNV Annupur
<b>Chandigarh</b>	04	JNV Baramulla, JNV Leh, JNV Jammu, JNV Mandi
<b>Hyderabad</b>	05	JNV Puducherry, JNV South Canara, JNV Prakasam-II, JNV Mahboobnagar, JNV Ernakulum
<b>Jaipur</b>	01	JNV Jaffarpurkalan
<b>Lucknow</b>	01	JNV TehriGarhwal
<b>Patna</b>	01	JNV Gumla
<b>Pune</b>	01	JNV Kutch
<b>Shillong</b>	05	JNV North Sikkim, JNV Kokrajhar, JNV Namsari, JNV Ukhrul, JNV Gomati

In addition to establishing Astronomy lab (Khagolshala) NVS has taken initiative in collaboration with Vigyan Prasar to built Telescope by teachers and students during a workshop i.e. "Make your own Telescope". 240 telescope were developed during such workshop that are being used in JNVs.

## 57) VISIT TO SCIENTIFIC INSTITUTES AND INSTITUTE OF HIGHER LEARNING:

### 57.1: Visit to Scientific Laboratories:

Every Region is organizing Children's Science Congress. Children's Science Congress gives opportunity to the limited children. With a view to provide wider opportunity it is envisaged to arrange for visit of children to more number of scientific institutes. During the Children's Science Congress students have visited some of the CSIR Laboratories also. With a view to continue this effort it is envisaged to collaborate with Department of Scientific and Industrial Research, Ministry of Science and Technology to seek the support of CSIR Laboratories for visit of students of JNVs and interaction with the scientists. Efforts are being made to have a formal coordination mechanism. More than 45 Laboratories are established by CSIR in various parts of the country. It is essential that Regional Office and JNVs make their own effort by contacting the CSIR laboratories for a visit of the students. The purpose of the visit is to interact with the scientists in their own laboratories. Stay in the campus of Laboratory will be a great advantage as the students and teacher will be able to feel the ambiance of the science environment, in addition to getting more time to interact with the scientists and personally seeing the way science is carried in the Laboratories. These visits will have a long lasting impact on the minds of students and teachers. Following activities may be organized under this program:-

- a) Students' Residential Programme.
- b) Scientists as Teachers and Teachers as Scientists.
- c) Lab specific activities and on site experiments
- d) Visit of Scientists to Schools.
- e) Science related Clubs.
- f) Popular Lecture Series and Demonstration Programmes at Schools.
- g) Science Exhibitions.
- h) Teachers' Workshop.

Each JNV shall arrange visit of students and science teachers to institutes of CSIR, DST, DBT, DIT, IITs, Ministry of Health, Department of Space Technology, Atomic Energy etc., This requires careful planning and a good liaison with the institutes. Regional Offices shall support with required contact and connect.

## 58) SCIENCE OLYMPIAD:

The National Science Olympiad starts with an examination held at nearly 1400 schools across the country and culminates with the international Olympiads at different corners of the world. The national level examinations are designed to assess the conceptual understanding, logical reasoning, laboratory skills, and above all, ability to apply problem-solving skills to novel situations, both theoretical and experimental. Training is included from the third stage of the programme and the first two stages do not necessarily require any specialized coaching outside the regular school system. NVS also provides Training to the selected JNV students in Science Olympiad at various stages. The Principals of the concerned JNVs have to ensure that good numbers of students are to be registered for Science Olympiad in the academic session 2025-26 and proper orientation and training is to be given to the participants by concerned PGTs and taking the services of experts in the field. The concerned Regional Offices will make arrangement for special training to the qualified students for stage-2(INOs).

**Stage 1:** The first stage examination, the National Standard Examination (NSE) is the organizational responsibility of the Indian Association of Physics Teachers (IAPT). The academic responsibility for Chemistry and Biology rests with the Association of Chemistry Teachers (ACT) and the Association of Teachers in Biological Sciences (ATBS) respectively, while Physics, Astronomy and Junior Science are handled by IAPT itself. The NSEs are tests with objective type questions and are offered in English and Hindi, with additional languages also available in Physics. The syllabus is broadly equivalent to up to Class- XII (for Astronomy, Biology, Chemistry and Physics) and Class-X (for Junior Science) of the Central Board of Secondary Education (CBSE). However, the questions in all levels of Olympiads (including NSEs) may be expected to be of a higher difficulty level than the board examinations.

**Stage 2:** The best-performing students from the NSEs (approximately 300 in each subject) qualify for the second stage — the Indian National Olympiads (INOs). The responsibility of the programme from this stage onwards lies with HBCSE. The INOs are held in late January at around 18 centres across the country. The syllabus is same as that of the NSEs. The tests consist of objective as well as long questions.

**Stage 3:** The top students from the INOs (approximately 35 in each subject) are invited for the third stage, the Orientation-cum-Selection Camps (OCSCs) held at HBCSE during April to June. At these camps orientation is provided to students for Olympiad level of theoretical, experimental and observational (for astronomy) tasks. Emphasis is laid on developing conceptual foundations and problem-solving skills. Students are exposed to innovative experiments with focus on conceptual and procedural understanding in experimental science. In astronomy, students are trained in basic notions in astrophysics, astronomical data analysis and night sky observations. Several theoretical and experimental/observational tests are held during the camp. On the basis of performance in these tests, few students (numbers specified below) are selected to represent India at the international Olympiads.

**Stage 4:** The selected Indian teams undergo a rigorous training programme at HBCSE in theory and experiment and in case of astronomy, observational astronomy prior to their departure for the international Olympiads. Special laboratories have been developed in HBCSE for this purpose. Resource persons from different institutions across the country are invited to the training camps.

**Stage 5:** The Olympiad programme culminates with the participation of the Indian students (4-6 in each subject) in the International Olympiads. The students are accompanied by 2-4 teachers or mentors. Almost every Indian student who has participated in the Science and Astronomy Olympiads has returned with a medal.

**Web site for registration:** <https://olympiads.hbcse.tifr.res.in/about-olympiads/stages/science-olympiad/>

**59) MATHEMATICS OLYMPIAD:**

The Mathematics Olympiad activity was undertaken by NBHM (**National Board for Higher Mathematics**) from 1986 onwards and is currently run in collaboration with the Homi Bhabha Centre for Science Education (HBCSE), Mumbai. One main purpose of this activity is to support mathematical talent among high school students in the country. NBHM has taken on the responsibility for selecting and training the Indian team for participation in the International Mathematical Olympiad every year. The JNV students, who register for IOQM, should be given proper coaching by the concerned Mathematics Teachers/experts at JNV Level.

**Stage 1:** The first stage examination, Indian Olympiad qualifier in mathematics (IOQM) is a 03:00 hr examination with 24 questions with composition of paper 10 question of 2 marks each, 12 questions of 5 marks is and 2 questions of 10 marks each. The examination held normally in the month of October. The answer to each question is an integer in the range 00-99. No negative marking and OMR based examination. The IOQM question paper will be in English and Hindi.

**Stage 2:** The second stage Examination, the regional mathematical Olympiad (RMO) is a three hours examination with six problems. The RMOs are offered in English, Hindi and other regional languages as deemed appropriate by the respective Regional Coordinators. The problems under each topic involve a high level of difficulty and sophistication.

**Stage 3:** Indian National Mathematical Olympiad (INMO) INMO is held in each region normally in the month of January. Duration of INMO is 04:00 hr, No. of questions 06 and each question requires writing detailed proof. The criteria for qualification from IOQM to INMO is :-

- a). Top 600 in IOQM merit list will qualified for INMO regard less of regional quota. In this pool:
  - i. The no. of class XII students will be 100.
  - ii. The no. of class VIII,IX, X and XI students will be 500 .
- b). From each region, a minimum of
  - i. 25 students (class XI or below category)
  - ii. 5 students (class XII category)
  - iii. 3 girls students from class XI or below category irrespective of the number of girl students qualifying in (b) i) above will qualify for INMO regardless of the scores provided, each qualifying candidate has a score above a minimum cut-off score of 30% of the total marks of the IOQM paper.
- c). No girl student of class XII will be selected under girls' quota. A girl student of class XII can qualify for INMO from IOQM only if, she is selected among the top 100 students in the class XII category mentioned in stage 2, (a) i).

**Stage 4:** The top students from the INMO (approximately 65) are invited for the fourth stage, the International Mathematical Olympiad Training Camp (IMOTC) held at HBCSE (or any other institute in India) from April to May. At this camp, orientation is provided to students for the International Mathematical Olympiad (IMO). Emphasis is laid on developing conceptual foundations and problem-solving skills. Several selection tests are held during this camp. On the basis of performance in these tests, six students are selected to represent India at the IMO. Resource persons from different institutions across the country are invited to the training camps.

**Stage 5:** The selected team undergoes a rigorous training programme for about 8-10 days at HBCSE prior to its departure for the IMO.

**Stage 6:** The Olympiad programme culminates with the participation of the students in the IMO. The students are accompanied by 4 teachers or mentors.

**60) NATIONAL LEVEL STANDARD EXAMINATIONS AND CONTESTS:**

Navodaya students participate in various examinations and contests conducted by different ministries and reputed organisations such as CBSE, NCERT, HBCSE, AIM etc. The objective of contesting in various standard exams at school level is to improve intellectual, logical skills and reasoning capabilities among students. It also supports reorientation of learning in the classrooms, apart from supporting challenges in understanding of the concepts. The students

who perform well in these exams are also likely to be shortlisted for scholarships by various agencies and relaxation in admissions to the institutions of higher learning.

The list of such national level Standard Exams is given as under:

- Mathematics Olympiad conducted by Homi Baba Center for Science Education (HBCSE), TIFR Mumbai under the aegis of National Board for Higher Mathematics
- Science Olympiad (Physics, Chemistry, Biology, Astronomy and Junior Science) organized by Homi Bhabha Center for Science Education.
- ATL Marathon, Atal Innovation Mission
- Heckathon/ Marathon by MoE Innovation Cell, CSIR etc.
- Young Scientist Program (YUVIKA) by ISRO
- International Earth Science Olympiad by Geological Society of India
- Veergatha Competition by MoE with Ministry of Defence
- Rastriya Bal Vaigyanik Pradarshani by NCERT
- Inspire Manak Award, DST
- Cyber Security Olympiad by NCERT and Cyber Peace Foundation
- Test and quizzes by PCRA
- The Aryabhata Ganit Challenge-by CBSE
- Fit India Quiz by Ministry of Sports
- Vidyarthi Vigyan Manthan organized by (NCERT) and NCSM (Ministry of Culture)

NVS has been guiding the JNVs to encourage the children in participating in Standard Examinations conducted through Govt. supported organizations and other agencies.

Each JNV must establish a Motivation Cell headed by VP / SMT and a group of teachers which should provide adequate guidance to all the students about the conduct and utility of various national level examinations. The preparation for these examinations must be properly planned from junior classes as they require sufficient guidance and knowledge and skill.

## **61) VIGYAN JYOTI PROGRAM:**

Vigyan Jyoti Program is a flagship Initiative launched by the Department of Science & Technology (DST). It is intended to create a level-playing field for the meritorious girls in high school to pursue Science, Technology, Engineering, and Mathematics (STEM) in their higher education. It also offers exposure for girl students from the rural background to help to plan their journey from school to a job of their choice in the field of STEM.

### **61.1: AIMS & OBJECTIVES**

Vigyan Jyoti program is aimed to bring gender parity in STEM. The main objectives of this scheme are:

- Motivating girl students towards career in STEM field
- Escalating girls participation in under represented areas of STEM and ensure gender parity
- Giving exposure of various scientific careers
- Inspiring girl students towards career in STEM field through experiential learning
- Imparting Knowledge in association with Knowledge Partners
- Facilitation of conducive environment to girls from School level to College Level to achieve the goal

### **61.2: VIGYAN JYOTI IN JNVs:**

- For implementation of Vigyan Jyoti Program all across the country Jawahar Navodaya Vidyalayas (JNVs) have been chosen by DST which are acting as Knowledge Centres to cater girls from JNVs and other government schools in small cities and rural areas for more diversity in STEM. Countrywide location of JNVs provide a greater exposure to the girl children in the schools including the neighboring schools (KVs, Govt. schools, army schools) towards encouraging them to pursue science.
- The program in its Phase- V is being implemented in 300 Jawahar Navodaya Vidyalayas (JNVs) located across the country. It is supporting around 30,000 girl students from Class-IX

– XII. As part of the Vigyan Jyoti program, several key interventions are being implemented with the objective of inculcating STEM mindset in girl students. These include student-parent counselling, visits to labs and knowledge partners, role model interactions/ special lectures with young innovators, science camps, academic support classes, resource material distribution and tinkering activities.

- The list of JNVs under Vigyan Jyoti programme is given at **Annexure- III**

### 61.3: Activities in Vigyan Jyoti:

S.No.	Activities Class-IX –X Batch	Activities Class-XI-XII Batch
1.	Students Parents Counselling	Students Parents Counselling
2.	Orientation Session	Career Counseling Sessions
3.	Role Model Interactions	Interaction with Role Model
4.	Science Camp (1-2 Day)	Science Camps (2-3 days)
5.	Tinkering Activities/ATL Workshop	Tinkering Activities/ATL Workshop/ Sparkle Series with IIT Gandhinagar
6.	Virtual Activities- Curriculum based- STEM workshop	Lectures/Special Classes for competitive exams like JEE, NEET etc.
7.	Visit To Knowledge Partners	Knowledge Partner Visit/ Industry/R &D Labs /NGO

### 62) PANEL INSPECTION:

The supervision and monitoring of the Vidyalaya activity is of utmost importance for assessment, consolidation and further improvement of the Vidyalaya. The system of the panel inspection of every JNV is aimed to achieve the same.

The panel inspection team should consist of **one Assistant Commissioner, one JNV Principal, one Vice Principal, Junior Engineer<sup>1</sup> and one Educationist preferably principal of nearby residential school /KV /local school.** A Performa for reporting by the panel inspection team has already been provided to all JNVs. One to one meeting with the teachers by the panel members is to be ensured and to be taken in a positive spirit. The principal and staff must complete all the preparations and update the records of various academic and administrative activities for inspection. The inspection team, besides suggesting for improvement in all the areas in their inspection report, should also bring the same to the notice of the staff during the concluding meeting. The panel inspection team members should also interact with newly admitted, board class, migrated and CWSN students and classwise representatives to know the grievances of the students and their possible solutions.

(1: Junior Engineer may be included by RO in the panel inspection team for the JNVs having construction related major issues)

The following key standards of school performance are to be assessed during panel inspection:

- Use of creative pedagogy (Art/sports/story telling/toyed based pedagogy) by the teachers in the classroom.
- Learning environment in the classroom and outside the classroom in the campus.
- Effectiveness of residential components.
- Effectiveness of co-curricular activities including art, music, skill and games & sports.
- Effectiveness of migration scheme including learning of third language.
- Up-keeping of the school campus.
- Entitlement of students.
- Implementation of skill education in Middle, Sec & Sr Sec stages.
- Functioning of all Labs
- Community service & pace setting activities.
- Record keeping.
- Inter personal relations.
- Redressal of grievances of students and staff.
- Best practices adopted by the JNV.

- Conduct of flagship programmes in the JNV.
  - The extent and the manner in which the school protects and supports the children.
- The schedule of panel inspection will be informed by the Asst. Commissioner, well in advance.

**62.1 For conduct of effective panel inspection of JNVs following action points are to be implemented:**

- R.O. will plan cluster-wise panel inspection of each JNV to be circulated well in advance
- Panel inspection of all JNVs must be completed by the month of November-2025 and further follow up visit of cluster in-charge by January-2026 of the academic session.
- JNV principal should send duly filled pre-inspection details of the JNV as per **Annexure – XXI** well in advance to each member of the panel inspection team at least 10 days before the scheduled inspection in the prescribed pro-forma.
- The panel inspection should be completed in 03 days (including the day of arrival & departure) with mandatory stay in the campus for at least two days to observe the various aspects of JNV including its residential components.
- During the inspection, panel inspection team will observe and verify the details submitted by the principal and action taken on suggestions given by the previous panel inspection team.
- After conduct of panel inspection, the team will suggest actions to be taken at Vidyalaya level, Regional Office level and NVS Hqrs level in different areas as given in the report format (**Annexure – XXII**)
- After conducting the panel inspection, the cluster I/C AC will submit the report to the Deputy Commissioner of the Regional office before leaving the inspected JNV by mail.
- The Deputy Commissioner will analyse the actions suggested by panel inspection team and the action suggested may be modified keeping in view of different levels with his/her comments in the Panel Inspection Report.
- After finalization the report at R.O. level the copy of the same should be forwarded to the concerned JNV for implementation of the action suggested at JNV level as well as the internal note should be issued to the concerned section of R.O. for implementation of action suggested at R.O. level.
- The reports of panel inspections conducted in a month must be submitted to NVS Hqrs on or before the 10<sup>th</sup> day of next month by DC, RO in the following format.

**Table for Month-wise Report by the RO to NVS**

REPORT FOR THE MONTH OF \_\_\_\_\_ YEAR \_\_\_\_\_

Sl. No	Name of the AC	Name of Cluster	Total no. of JNVs Allotted (A)	No. of JNVs inspected in the reporting month (B)	Cumulative no. of JNVs inspected during 2025-26 (C)	No. of JNV yet to be inspected (A-C)	Total no. of reports submitted

- DC RO will conduct monthly meeting with cluster I/C ACs to follow-up on implementation on actions suggested during the panel inspection.
- (Panel inspection reports and month-wise report are to be forwarded to NVS Hqrs. by email to: [nvshq.panelinspection@gmail.com](mailto:nvshq.panelinspection@gmail.com). Only completed panel inspection report containing remarks / assessment of Deputy Commissioners should be forwarded to NVS Hqrs.).

**63) ICT IN JNVs:**

The introduction of ICT enabled education into the classroom has the potential to transform education by making it more interactive and interesting for students by using digital resources and multimedia tools.

- All the teachers are to be trained to handle the systems at the school level itself by the computer faculty. If any staff member is not yet trained in effective handling of the computers, the principal of the concerned school should make arrangements for their training without affecting the academic activities of the Vidyalaya.
- At least 40 to 50% of relevant topics in each subject to be integrated with ICT.

- Teachers should be encouraged to develop their own e-lessons instead of using the readymade content.
- E-lessons/contents developed by the teachers are to be arranged topic-wise- class-wise and should be shared with other JNVs through subject wise blogs.
- At least two periods for each subject in each class in a week are to be earmarked for ICT.
- Arrangement is to be made to have IT-Clubs by involving the interested staff and students to encourage creativity.
- Competitions related to ICT are to be regularly conducted and winners are to be suitably rewarded so that the same will motivate others. Further, the students and staff are to be motivated to participate in different competitions which are being conducted at State/National/International levels.
- Facilities available in JNVs are to be used to the optimum level, which includes LCD projectors, Digital Pad & Pen, Computers, Laptops & Tablets.
- Students and staff are to be exposed to online educational website to improve the quality of teaching- learning process.
- Special mention of the contribution of teachers related to ICT is to be mentioned in APAR of the concerned teacher.
- Workshops and seminars are to be organized by inviting renowned resource persons from outside.
- For all the classes, split-up syllabus in computer subject is to be strictly followed and Test /examination is to be conducted as that of subjects.
- Provision has been made to provide “Digital pad with pen” to all teachers of JNV for effective teaching learning process by using technology.
- Provision has been made to provide “Tablet” with preloaded academic content to students of class-XI & XII.

### **63.1: DIGITAL INFRASTRUCTURE IN JNVs:**

The following digital infrastructure is available in JNVs:

- All JNVs have Computer Aided Education.
- All JNVs have Computers / Laptops / Tablets with Printer, Multimedia Projector & other equipment/devices such as power back-up inverters, Wi-Fi Routers etc in order to strengthen ICT enabled classroom transaction.
- In 99 JNVs, total 1173 classrooms have been converted into Smart Classrooms. These Smart Classrooms are equipped with PC, Interactive Board, Projector, Document Visualizer, and White Board & Green Board.
- In addition to 99 JNVs, two classrooms each, in the remaining 550 JNVs have been converted into Smart Classrooms having Interactive Boards, Projector, Desktop, Document Visualizer etc. In 75 JNVs one Additional Smart Classroom has been setup during 2023-24.
- 3 Smart classes are being established in each JNV under PM SHRI.
- For 653 JNVs, total 3284 classrooms have already been converted into Smart class and NVs is in progress of convert remaining 5674 classrooms in Smart class in all JNVs.
- 835 Smart Computer Labs have been established under CSR in 616 JNVs out of which 397 JNVs have One Smart Computer Lab, 209 JNVs have Two Smart Computer Labs and 10 JNVs have Three Smart Computer Labs. Each such Smart Computer Lab has 40 Laptops/Tablets, 01 Desktop, 01 Printer, Wi-Fi Router, Power back-up, Smart/Flip Boards.
- NVS has made provision for OMR Design and Reading Software (Assessment Software for OMR) for all JNVs.
- Provision for providing Digital Pad and Pen (Graphic Tablet) for all JNV teachers to effectively carry out teaching learning process through digital mode during online/offline Sessions.
- Total 68940 Tablets have been provided to the JNVs for dedicated use by the class XI & XII students.



- Personalised learning labs with 40 notebook computers in each established in 75 JNVs. (List at **Annexure III**)
- 100 Hindi and 100 English Language Labs are also established in JNVs across the country. (List at **Annexure III**)
- Server with LAN connection for 40 computers is being established in all PM SHRI JNVs.

**Note:** All above Digital Infrastructure should be judiciously utilized for integrating ICT in Classroom teaching.

### **63.2: COMPUTER EDUCATION:**

The aim of Computer Education is that every student should understand how a computer works, learn how to use a computer and the Internet and know about how computers are used by Government, Educational Institutions, Industries and people at their home.

It can advance higher order thinking skills such as comprehension, reasoning, problem-solving, creative thinking and complex cognitive performances, the ultimate purpose of which is not efficient use of memory but problem solving. These cognitive performances can include critical thinking evaluative skills, problem solving through analysis, synthesis and evaluation, meta-cognition (an awareness of one's own thought processes and the skills used in the thought processes).

Computer Education aims to train students in skills which they will need in further education and ongoing learning throughout the rest of their lives and for their future employment.

As a bare minimum, students should know how to type, how to use a common programs on computer, how to “drive” an operating system, how to navigate the Internet, how to creat and use email and fundamentals of cyber security. In order to equip pupils with the technological skills to make a significant contribution in an ICT rich world, following guidelines may be implemented with regards to Computer Education:

- Appointment of qualified TGT & PGT (Comp.Sci.) is to be ensured as per the guidelines of NVS.
- AMC to be arranged for proper maintenance of computers and their peripherals.
- Proper record of parts required/ replaced is to be maintained to ensure the quality service.
- All relevant software should be made available.
- Any defect in the system should be attended immediately through AMC.
- Anti-virus is to be installed in all the systems.
- All students from class VI onwards should be given exposure of working on the computers at least once a week.
- Whenever the students browse internet, proper watch is needed by using the Firewall System to avoid misuse of the facilities.
- Students should be sensitized about cyber security and responsible use of digital media.
- Computers are to be put for optimum use. Arrangement also to be made to have practical classes inthe afternoon in a planned manner so that the students are benefited more.
- LAN connection is to be ensured to share the resources
- Configuration of the computers may be updated to keep pace with the advancement in the field.
- Equip the computer lab by using charts/ displays related to the Information Technology.
- Notice Board of computer Lab should have the list of useful websites, Lab Time Table, Computer teachers' time table, Rules of Lab and explanation of one latest technical term (weekly).
- Subscribe for monthly Computer magazine.

### **63.3: DEDICATED DIGITAL DEVICES FOR STUDENT:**

In accordance with digitalization of education and emphasis of NEP 2020 on ICT enabled learning, NVS has provided total 68940 Tablet devices for students of Class XI & XII in

Jawahar Navodaya Vidyalayas. The guidelines given below may be followed for effective utilization of tablets provided to JNVs -

- Every Device will be mapped with Name of student and class in starting of the session. At the time of allotting the device to student the in-charge teacher will ensure that “Class... Name of Student..” is recorded as “ User Id” on that particular device. At the end of session reset devices option would be available for the Principal to facilitate reassigning of devices to new batch of students.
- Every tablet should be numbered and while issuing the tablet to students, it should be ensured that a particular student is given the same device every time. If the number of students is more than the number of devices then one device may be allotted to two students.
- Safety of the equipment’s shall lie with each Navodaya Vidyalaya. For safety and security, there should be proper locking system with securing of doors and windows. CCTV cameras may also be installed with an overlook of these classes.
- In classrooms of Class XI & XII lockable storage cabinet with charging ports should be installed for a capacity of 40-48 tablets.
- Separate SD cards are provided with tablets with preloaded content for competitive exams as per the study group of students (Science/ others). The JNV would arrange to insert the SD card and provide tablets to the students with content as per their study group. The JNV may arrange for additional SD cards and load the content in it if number of students study group wise mismatch.
- The class teacher of the concerned class may be assigned with the responsibility for safekeeping of the tablets and a mechanism should be developed for issuing and depositing tablets as per the requirement of use by students during daily routine of JNV.
- TGT/ PGT Comp. Science would also periodically monitor that all devices are in working condition and will resolve any technical issues.
- Adequate internet facility along with Wi-Fi should be ensured in the classroom for full utilization of tablets/devices.
- The students would use the tablets under the guidance of teacher only in their classrooms/lab for the purpose of supporting classroom teaching-learning, bridging the gaps in learning, preparation for competitive examinations and Olympiads, online examinations, participation in online educational programs, career counselling, general awareness and exposure for 21st century skills like critical thinking, problem solving etc.
- All teachers of JNV and particularly teachers of Class XI & XII should be encouraged to implement the ICT adaptation in regular classroom teaching using additional content / explanation videos etc made available through tablets for joyful and experiential learning.
- Teacher can assign short assignment / test/quiz at the end of the each topic for tracking real time progress of students and providing feedback accordingly. Students can also access supporting learning material if they don’t understand the particular topic.
- Teachers can provide additional learning material and graded assignments to the students based on their level of achievement.
- The teachers can also recommend additional online resources to students beyond their regular textbook.
- Additional assistive software/ applications should be installed on the tablets for CWSN students based on their requirement. CWSN may also use online resources like audio books, sign language videos etc.
- In no case, the students should be allowed to carry the tablet to the dormitory or outside the academic block.

All devices are preinstalled with Mobile Device Management software and a dashboard of the same is provided with JNV Principal, Cluster In-charge, Regional Office, Hqrs. Level. The Principals and Assistant Commissioner Cluster in-charge are advised to periodically monitor the use of devices in their JNV/ Cluster to ensure that the tablets are utilized to support the learning of students. Assistant Commissioner Cluster in-charge should also take feedback from teachers/students about the use of the tablets during visit to JNVs.

## 64) DIGITAL EDUCATION INITIATIVE BY GoI:

### 64.1 DIKSHA

DIKSHA (Digital Infrastructure for Knowledge Sharing) is an initiative by NCERT (MoE, GoI), aimed at enhancing the quality of education in India by providing a digital platform for teachers and students. Its purpose is to offer easy access to high-quality, curriculum-aligned educational resources, making learning more engaging, flexible, and accessible for all, especially in underserved regions. The platform offers a wide variety of digital content like energized textbooks, online courses, interactive quizzes, question banks, chatbot, analytics and dashboard.

DIKSHA is useful for students in classes 1 to 12 across various subjects, covering primary, secondary, and higher secondary education. The platform is especially beneficial for school education, as it supports both classroom teaching and self-learning outside school hours. It also provides teacher training modules, helping educators to continuously upgrade their teaching skills.

It can be accessed through <https://diksha.gov.in/> or DIKSHA mobile app by registering through mobile no/ email/ google account or digilocker. A user can create profile as a student/ teacher/ parent/ administrator. Specific content on DIKSHA can be accessed by applying filters like Board/Organization, Medium, Class, Subject etc.

### 64.2 SWAYAM

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is developed by Ministry of Education and NPTEL, IIT Madras with the help of Google Inc., aimed at achieving the goal of education for all, through a robust digital platform. Its purpose is to provide free online courses and learning resources for students, teachers, and lifelong learners across the country, covering a wide range of subjects and educational levels.

SWAYAM caters primarily to higher education students (undergraduate, postgraduate, and diploma levels) but also offers resources that can be useful for school education, particularly in classes 11 and 12. Its usefulness in school education lies in offering supplementary materials that help students better understand subjects through interactive content.

SWAYAM uses four quadrant approach the four Quadrant approach means e-learning system that has the following components:

- **Quadrant-I** is e-Tutorial that contain Video and Audio Content in an organized form, Animation, Simulations, Virtual Labs.
- **Quadrant-II** is e-Content: that shall contain: PDF/e-Books/ illustration, video demonstrations, documents and Interactive simulations wherever required.
- **Quadrant-III** is Web Resources: that shall contain: Related Links, Open Content on internet, Case Studies, Anecdotal information, Historical development of the subject, Articles.
- **Quadrant-IV** is Self-Assessment: that shall contain: MCQ, Problems Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQ, Clarifications on general misconceptions.

SWAYAM also hosts MOOCs (Massive Open Online Courses), providing access to high-quality courses from top universities and institutions. Credits scored through a SWAYAM course can be transferred to the Parent institute offering Degree/ Diploma.

It can be accessed through the link <https://swayam.gov.in/> or SWAYAM mobile app. Users can sign-up with email or login with Google/ Microsoft account.

### 64.3 NPTEL

National Programme on Technology Enhanced Learning (NPTEL) is a project of MHRD initiated by seven Indian Institutes of Technology (Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee)

along with the Indian Institute of Science, Bangalore in 2003, to provide quality education to anyone interested in learning from the IITs. Its main aim is providing high-quality free online courses and certifications in the fields of all major branches of engineering and physical sciences at the undergraduate and postgraduate levels and management courses at the postgraduate level from top Indian institutes like IITs and IISc.

While it is not primarily intended for school students, the platform can be useful for higher secondary students (classes 11 and 12) who are preparing for entrance exams or looking to explore subjects in more depth. In terms of school education, NPTEL can provide supplementary learning materials for advanced students and offer teachers access to high-quality content for professional development.

It can be accessed through the link <https://nptel.ac.in/>. Users can sign-up with email or login with Google/ Microsoft account.

#### **64.4 ePathshala**

ePathshala is an initiative by NCERT (MoE, GoI). Its primary purpose is to provide accessible, digital educational resources for students and teachers across the country, promoting the use of technology in education.

It provides a variety of digital content as mentioned below:

For Students: eTextbooks and eResources (audios/ videos/ interactives/ images/ maps/eComic cum activity books), participation in exhibitions, festivals, contests, workshops, etc

For Teachers & Educators: eTextbooks, Teaching Instructions, eResources, Periodicals and Journals, Policy documents, NCFs etc

It also contains energized Books containing QR Codes linked with e-resources, such as audios, videos, multimedia, texts etc. related to the themes given in the chapter.

It can be accessed through the link <https://epathshala.nic.in/> or ePathshala mobile app.

### **65) USAGE OF INTERNET AND UPDATING VIDYALAYA WEBSITE:**

#### **65.1: USAGE OF INTERNET & CYBER SAFETY**

- The website of JNV should be kept updated at all times to ensure easy access and accurate information to all, and also meet the guidelines of RTI Act under section 4 dealing with mandatory disclosure of information.
- Correspondence is to be done mostly through email to make the communication faster and to reduce paper work.
- Use of cloud computing/file sharing is to be increased.
- Wi-Fi facility should be made available in all classrooms and laboratories for effective use of Smart Classrooms and digital devices.
- By providing internet facility to all the systems, students are to be guided and supervised properly to surf the websites and download the required information. Any misuse of facility should be avoided.
- Information bulletin is to be arranged in every JNV, where display of information about career opportunities may be made after downloading the same from different websites. A responsible teacher is to be made in charge of the same by considering the residential nature of JNVs. He / She have to assist the students to apply for different courses.
- Arrangement is also to be made for video conferencing facility in JNV.
- Each JNV should implement a firewall in their premises to ensure protection from Cyber Bullying Traffic filtering & Monitoring, Intrusion Prevention, Content filtering, logging etc.
- A record containing the details of school website renewal and password, email password and other important e-documents to be maintained.

- Data Backup of all the important data to be done regularly.
- Knowledge of Cloud Based Technologies and utilization of the features of cloud available are to be spread and put to use.
- Awareness reg. Cyber Law, Cyber Crime and Cyber Securities to be created among students and staff to prevent them from becoming victims.
- Monthly activities under Cyber Jagrukta Diwas are to be conducted as per letter (F.No.7-10/2021-NVS(SA)/5592; dated 04.10.2021).

### **65.2: REGULAR UPDATION OF VIDYALAYA WEBSITE & OTHER ONLINE INFORMATION PORTAL:**

- Every JNV has its own website under Shaala Darpan. For newly opened JNVs, website will be created centrally. RO may request NVS HQ for the same.
- The information displayed in the website is to be periodically updated for this a committee may be constituted to review the frequency of data updation and the responsibility assigned.
- Principals/Vice Principal should visit the JNV website at least once in a fortnight and ensure that information in all fields is up to date.
- Similarly the Regional Office website should also be updated on monthly basis by designating an official at RO level for the same.
- Information like innovative practices followed by the staff, creative work of staff and students, achievements and present placements of alumni, achievement of existing students, official notifications, etc. are to be compiled, properly scrutinized and to be displayed only with the approval of the Principal, JNV and on Regional office website by approval of DC, RO.
- Regular updation of information should be done in both version (English and Hindi) of Vidyalaya website.
- Vidyalaya may create official account on social media platforms by using official email of JNV/Principal for wider dissemination of information about achievements, programs, activities and innovative practices of JNV.
- Timely updation of information on UDISE + portal, OASIS and other such platform must be ensured.

### **65.3: DEDICATED INTERNET LEASE LINE:**

As suggested by Department of Computer Education and Technological Aids, NCERT, JNVs are required to go for at least 20 Mbps internet connection, expandable to 100 Mbps bandwidth. A server and a firewall (hardware based) should be used to manage and distribute the bandwidth across the LAN.

## **66) EQUIPPING JNV LIBRARY WITH e-GRANTHALAYA:**

Library plays a vital role in JNV which is an indispensable tool of learning process. It provides information and ideas that are fundamental to function successfully in addressing the global challenges. It helps in equipping students with life-long learning skills enabling them to live as responsible citizens. It offers learning services, books and resources that enable all school members to become critical thinkers and effective users of information in all formats & media. A JNV Library collection must include attractive information books on various subjects, Multimedia resources, Databases, Electronic periodicals and Quality Internet sites. An empowered JNV Librarian should work collaboratively with teachers and students and should be information navigator and mediator, a technology facilitator who teaches information literacy skills and inspire, encourage, and create high quality learning experiences

It is mandatory for every JNV to make its Library fully automated with e-4 software. All the Library activities including acquisition system, cataloging, indexing, circulation system, serials control module, and Web OPAC etc., should be fully automated.

Paradigm shift from collection building to connection building, linking with other libraries, use of internet to provide e-books and material available on the website is the need of the hour

### **66.1 Some suggestive Library Websites:**

Resources for School Librarians: Effective School Librarians\ Resources for School Librarians.

A directory of web sites which will assist the school librarian with the operation of Library Resources WebSites.

Open Access for School Librarians

<http://www.alibnet.org/resources/oaschoolib.html> This is a list of library web pages maintained by school libraries.

International Association of School Librarianship IASL

<http://www.iasl-online.org/advocacy/resources/slresources.html>

The mission of the IASL is to provide an international forum for those people interested in promoting effective school library programs. IASL also provides guidance and advice for the development of school library programs and the school library profession.

Virtual Learning Resource Centre (VLRC) <http://www.virtuallrc.com/>

The mission of the VLRC is to index thousands of the best academic information websites, selected by teachers and library professionals worldwide, in order to provide to students and teachers current, valid information for school and university academic projects!

School Library Websites: <http://schoollibrarywebsites.wikispaces.com/>

This site is meant as a wiki-clearinghouse of effective practice it representing the collective recommendations of participating colleagues.

Teacher Resources:

[http://www.deweybrowse.org/Teacher\\_Resources.html](http://www.deweybrowse.org/Teacher_Resources.html) School

Librarian Web Pages [www.school-libraries.net/](http://www.school-libraries.net/)

Collection of web pages created or maintained by school librarians.

School Libraries - Curriculum Resources

<http://www.cde.ca.gov/ci/cr/lb/>

CDE recommended literature lists and more from libraries and educational associations. Squidoo School library resources

<http://www.squidoo.com/schoollibraryresources>

Squidoo is the popular publishing platform and community that makes it easy for you to create web pages, overview articles that gather everything you know about your topic of interest.

## 67) LIBRARY ACTIVITIES:

Library is the treasure house and hub of all academic activities of the Vidyalaya and the Librarian plays a vital role in mobilizing the library resources for the benefit of the students and staff. The Librarian has to follow the guidelines which were already communicated for the effective functioning of the Vidyalaya Library. The required resources are to be developed by the Librarian for the effective implementation of guidelines issued by NVS.

### 67.1: Procurement of Library Books in JNVs:

- a. Navodaya Vidyalaya Samiti has a provision of Rs. of Rs. 50,000/- (Rupees Fifty Thousand) towards the library books for each JNV in the Annual Budget Allocation.

Accordingly, the budget allotted for procurement of library books is to be utilised as per following guidelines:

- b. **A) Government Publications: 20%** of the budget granted is to be used for procuring Publications of various Govt. Publishers (Publications Division, NCERT, SCERT, CBSE, NBT, Vigyan Prasar, CSIR, HBCSE and other Central & State Government agencies). Books to be procured under this section should be based on the requirements for students and teachers.
- c. **B) Standard Reference Books: 25%** of the budget is to be used for procuring standard Reference Books in core and skill subjects which gives a broad overview and wider exposure to the curricular

concepts. In addition to this, reference books on creative pedagogies for different subjects in light of NEP 2020 may also be procured. While selecting the books under this section, the recommendation of subject teachers should be considered.

- d. C) Books for Competitive Examinations: 20%** of the budget is to be used for competitive Exams books on KVPY, NTSE, PISA, CCT, Olympiads, NEST, Defence Servicedes, Law (CLAT and AILET), Social Sciences, Fashion and Design, JEE, NEET and AIIMS etc. However JNV may select competitive examination books based on the stream available in the JNV as well as interest and requirement of the students.
- e. D) General Books: 20%** of the budget may be used for procuring General Books on miscellaneous areas like Fictions, Poetries, Dramas, Art, Music, Philosophy, Psychology, Soft Skill Development, Management, Leadership, Motivation, Guidance and Counselling, Health, Physical Fitness, Sports, Yoga, Environment, Biography/Auto-biography of great personalities, Dictionaries, Encyclopaedia, Handbooks, Year Books, etc. While selecting the books under this section, the requirements and interests of staff and students should be considered.
- f. E) Regional Language Books: 10%** of the budget is to be used for procuring books in regional language medium on cultural components i.e. art, culture, tradition, festivals, national heroes, monuments, literature, handicraft, sports, folk songs and dances etc. of mother state of migration linked language. For example, if a JNV of Hindi speaking state is linked with Non-Hindi speaking state, both the JNVs must have the books on cultural components of both linked states in Hindi medium as well as in migration linked regional language medium. The procurement under this section should be done in consultation with Hindi and Regional Language teachers.
- g. F) Books on Service Matters, Rules, Acts, etc.: 5%** of the budget may be assigned towards library books on Office Procedures, Service Matters, Rules and Regulations, Acts etc. as per requirement of office and staff and 50% of which shall be used for procurement of books in Hindi medium.
- h.** While procuring library books as per above details, following guidelines are also to be ensured:
- i.** 1. All efforts should be made to utilize the library budget for procurement of books by the end of September of each year.
- j.** 2. Library books may also be procured through e-commerce sites if available on maximum discount.
- k.** 3. The multiple copies of a particular title are not expected to be procured, unless it is essentially required to support the simultaneous reading by large number of students.
- l.** 4. The Newspapers, Periodicals, Sample Papers etc. should not be procured from budget allocated to Library head of account.
- m.** 5. In case, any JNV requires additional budget for the procurement of books for competitive examination under section "C" as above, the JNV may submit their proposal with full justification to the respective RO for consideration of additional budget under library books over Rs. 1.00 lacs norms. The RO will be provided separate budget for consideration of additional requirement of JNVs exclusively for this purpose on case to case basis.

Note :- In case fund for library is allotted under PM SHRI, it should be utilized in proportionate way as per the guidelines for use of general library Fund

**Activities:** Few library based activities are suggested as below:

#### **67.2: Readers' Club activities:**

- Promotion of reading habit among the students, staff and the community.
- Celebration annual reading focused events i.e. to play role of favorite character.
- Display of Articles to encourage Reading
- Book review by the students.
- Conduct of Activities focussing on Individual students to build confidence in reading skill and motivate for recreational reading.

- Handwritten magazine on special themes.
- Preparation of wall magazines as an inter house competition.
- Conduct of reading sessions by teacher to students.
- Arrangement of newspaper clippings.
- Story telling sessions
- Exhibit “**BOOK FOR THE DAY**” and new arrivals in the library.
- Organizing intra and inter-house quiz competitions in book review, book reading, and spellathon, spelland word building games.
- Visit to District library and publishing house.
- Scrap book preparation on Great Personalities and different subjects/ Collage of Newspaper clippings on special topic.
- Mobile library activity.

### 67.3: National Book week Celebration 14 to 20 November:

- Wall – Poster writing competitions on importance of books.
- Inter-house quiz /designing book cover competition
- Essay writing /Story writing / telling competitions [in 3 Languages]
- Debate / Elocution competitions.
- Pick and speak competitions on books /authors.
- Organizing talks by eminent writers, publishers and litterateurs.
- Inter school quiz competitions.

### 67.4: Other Activities:

- Installation of computer with internet facility for student and staff
- Provide high quality services to support teachers in the delivery of curriculum.
- Career guidance Programme on a regular basis
- Guidance for Common Entrance Test (CET/JEE/NEET/NDA etc...)
- Special reference books service for board class Students.
- Sharing of library resources with neighbouring schools.
- Mobile library to nearby schools /villages
- Co-ordinate the publication of school magazine/news bulletins.
- Identifying best readers from each Class-and awarding them to motivate the students to utilize the library facilities to the optimum level.
- Helping students in library based project given by teachers.

### 67.5: राष्ट्रीय e-पुस्तकालय (Rashtriya e-Pustakalaya)

The Department of School Education and Literacy, Ministry of Education, has launched राष्ट्रीय e-पुस्तकालय (Rashtriya e-Pustakalaya), an app for the National Digital Library for school-going children and adolescents, on the 10th February 2024.

The राष्ट्रीय e-पुस्तकालय (Rashtriya e-Pustakalaya) app serves as a storehouse of knowledge and stories, specifically curated for children and adolescent, containing quality books of, covering different genres, like fiction, non-fiction, biographies, poetry, classics, comics, novels etc. It also focuses on history, culture, scientific achievements, and other significant facets of India. This free mobile App currently hosts over 1000 books sourced from 46 publishers, in 23 languages, and spanning across 13 genres. The link for downloading the App is given below for both Android and iOS users:-

Android: <https://play.google.com/store/apps/details?id=national.digital.library>

iOS: [Rashtriya e-Pustakalaya on the App Store \(apple.com\)](#)

The Rashtriya e-Pustakalaya App should be downloaded in the Digital devices in Library, ICT Lab and classrooms. Librarian should make aware the students, Teachers and other stakeholders about this app and motivate them to download and utilize the app, as it would greatly contribute to the mission of fostering a culture of reading and writing.



## 68) CO-CURRICULAR ACTIVITIES (CCA) IN JNVs:

Co-curricular activities supplement and compliment the curricular activities. Performance in CCA is an important indicator of the quality of the students and the academic inputs. Hence, high quality of performance and organization should be ensured. Sufficient time has to be given to students for preparing for the CCA. Invariably the CCA should be organized as Inter House Competitions and points are recorded appropriately and also displayed on 'CCA bulletin Board'. These competitions add charm and boost the House spirit which is very much essential in a residential setup. To manage time, these activities may be conducted in sync with the celebration of important festivals, Days and occasions. A register for CCA should be maintained to record notices, draw of lots, allotment of duties on the day of competitions, results of the event, etc. The sequence of steps in organizing a CCA should be scrupulously followed to ensure fairness and quality. Various circulars issued by NVS HQ/ ROs from time to time are strictly adhered.

Activities identified should cover all the areas which ensure development of holistic personality. **CCA should be conducted on regular basis on every alternate Wednesday in the afternoon during Remedial classes by ensuring maximum participation of students.** All the teachers should be available for inter house CCA competitions. Participants should be selected on the basis of INTRA HOUSE Completions organized by HM / AHM. Points should be awarded to each house on the basis of their performance; the same should be recorded and displayed. The winner and runner Houses should be awarded with Running Shield / Cup during the Annual Day function.

### 68.1 SUGGESTIVE ACTIVITIES:

- The activities should be theme based and related with the important days/ events falling during the week of organizing the CCA. Following are suggestive activities:
- Poem Recitation (Hindi/ English/ Regional Language)
- Elocution (Hindi/ English/ Regional Language)
- Extempore Speech (Hindi/ English/ Regional Language)
- Drama / Skit (Patriotic theme / social theme / contemporary issues)
- Quiz (Freedom Movement/ science & Tech/ Heritage/ Cyber Safety/ Environment/ Indian Polity/Countries of the world & world organizations / Sports & Games etc)
- Song (Folk, Patriotic , Traditional)
- Dance (Folk, Traditional, Contemporary)
- Debate (on contemporary issues)
- Essay writing (on issues of National/ Social / Historical importance)
- Sports & Games
- Slogan Writing (on contemporary issues)
- Drawing & Painting (Land scaping, Nature, cartoons etc)
- Indigenous Toys and Games
- Instrumental Music
- Exhibitions
- Other activities in addition to above
- Every JNV should prepare schedule of conduct of CCA activities and display it in the school calendar. Proper recording of the conduct of the CCA including participants, position holders, points awarded to the houses, photographs, short videos, should be done, each record should be signed by the Principal. These records should be submitted to the Panel Inspection Team.

**Note:** CCA activities should be conducted on a Wednesday involving all the students and teachers during Remedial classes.

### 68.2 NVS Guidelines for Conducting Various Activities and Competitions sponsored by Ministries/CBSE/ NCERT etc in JNVs:

It has been observed that various activities and competitions are sponsored by Ministries, CBSE and other reputed organizations are being conducted in JNVs. Such enrichment activities are the part of the teaching-learning process as well as assessment. Hence, all

such activities/competitions being organized in JNV should be aligned with such enrichment activities and must be a part of the curriculum and the assessment.

To streamline various activities/competitions on different occasions, the following guidelines have been issued to conduct such activities in a more systematic and organized manner.

- **Commemoration of days/ events-** The activities such as the Celebration of days or commemoration of important events may be conducted during the morning assembly. This may include Taking pledge, thought of the day, student talk, Address by teachers, a short quiz based on the theme etc.
- **Theme based activities and quizzes-**  
As per the requirement of a specific activities, the activities may be assigned to different classes day-wise. If different activities are to be conducted under one theme, activity should be distributed class wise and specific teacher should be assigned to conduct activity in particular class in his/her regular period.
- The activities should be aligned to the related subject areas and should be assigned to subject teachers teaching in the related subject in particular classes as subject enrichment activities. The suggestive list of teachers to be assigned different activities is given below :

Sl.	Teacher	Suggestive Activities to be assigned
1.	TGT (Science)/ PGT (Physics/Chemistry/Biology)	Science and technology related activities - TGT (Science) for junior classes and PGTs for senior classes, Science Olympiad etc.
2.	TGT (Social Sci.) / PGT (History, Geography).	Sustainable development, Freedom movement and theme related to social science should be assigned to TGT Social Science or PGTs History/Geography.
3.	TGT (Math) /PGT (Math)	Math Olympiad and other logical reasoning based activities.
4	TGT/PGT (Computer Sci.)	IT related activities.
5.	TGT ( Art/Music)	Activities pertaining to Performing/Visual art.
6	TGT (Library)	Activities having no specific subject linkage to any other subject area.
7	TGT (Physical Education)	Fitness and sports related activities.
8	TGT/PGT (Hindi/English/ Regional Language)	Debate, Essay, Elocution & Literary activities.
9	Staff Nurse and Counsellor	Health related activities

- The activities should be conducted in a limited time frame with covering all classes. If possible all activities should be conducted by the teachers during their allotted periods/ Afternoon/Evening schedule.
- The activities Should be aligned to the related Part of curriculum and these may be treated as part of internal assessment in form of assignment, subject enrichment activities, projects etc. for the particular subject and also as part of assessment for a co-scholastic area such as art, music, physical education, general studies etc.
- The Computer lab/ Smart lab/Tablets should be made accessible to the teacher in charge for the activity in their allotted periods so that they can conduct the activity or registration of a students taking one class at a time, subsequently for allotted classes.
- TGT Computer/PGT (IT) will assist subject teachers for online registration of students for participation in various online quizzes/competitions.
- JNV will designate one teaching/non-teaching staff to compile the information of participation for different programs/quizzes to upload the information at designated portal and **Shala**

**Darpan.** The concerned subject teacher who is organizing the program will submit participation data to the designated staff.

- For conduct of activities in the community as a pace setting activities example- organizing rallies the students of selected class may participate in such a way that all class students may get an opportunity to participate on different occasions.

All JNVs will organize such activities, competitions, quizzes as part of subjects enrichment activities to enhance holistic development of learner along with academic prowess.

### **68.3 Lectures/Demonstrations by Professional Experts:**

Vidyalayas should invite professional experts to interact with the Students. It is expected that at least one expert in a month should interact with the Students to share the knowledge of their area of expertise, they can provide career guidance in their field of profession. There are at least 15-20 good professionals around the school environment who are willing to share their knowledge with the students. Here are some examples of resources available locally: Roads and Buildings- technical experts, Police, District level officers, Media Persons, Court Officers, Medical Practitioners, Architects, Tax Collectors, Technical experts from NIC, Weather Experts, Progressive Farmers, Writers, Engineers, Railway Officials, Craftsmen, Horticulture Specialists, Specialists in Performing Arts& Craft, Scientists etc.

## **69) ART IN EDUCATION PROGRAM:**

One of the aims of Navodaya Vidyalaya is to provide quality education and ensure linkage of community and the school through Art in Education Programme. Art in Education Programme was introduced in NVS in 1993. Different facets of Traditional and Contemporary Arts of Community are introduced as a part of activities. In addition to developing values of national Integration, students are trained in different art forms.

### **69.1: Objectives of Art in Education in NVS:**

- i. Inculcation of time tested and enduring universal values.
- ii. Community integration through Arts.
- iii. Exploring the community environment, local history, geography and tradition from the overall socialperspective and preservation of community heritage.
- iv. Providing opportunities through Art in Education for Social and National Development in which ArtEducation acts as a catalyst.

### **69.2: Kinds of Art activities undertaken through Art in Education Workshops:**

- Theatre in Education (enactment of school text book lessons etc.)
- Traditional performing Art,
- Dances – Classical,
- Youth choir
- Puppetry (Puppets Show)
- Visual Art-Sculpture, Painting, Pottery (Traditional & Modern) Crafts (Traditional and Modern),
- Weaving Martial Art,
- Poetry writing and Recitation Creative writing,
- Seminar and Debate,
- Ballet & Modern Dance Compositions,
- On the Spot Painting and Poetry Competition,
- Folk Theatre,
- Folk Music,
- Folk Ballads,
- Sufiana / Qalam etc.

### **69.3: Main Activities of Art in Education Workshops:**

- Values of National Integration and other Universal Values are inculcated amongst students through Art in Education.
- Different Performing Art traditions, painting styles, crafts and theatre in education work have been taught to students in JNVs.

- Traditional wisdom of our village societies is passed on to the students through songs, folk ballads, art and traditional theatre workshops.
- Eminent personalities from the field of literary, visual art, theatre and performing arts have been involved to train the students.
- Renowned educationist and eminent personalities in public life are also associated to inculcate leadership qualities in students.
- Various activities of KALA UTSAV likewise Vocal / Instrumental Music, Dance, Painting, Art/ Music concerts, Band Competition of Boys & Girls, etc, should be organized where Male & Female candidates can participate in the activities.
- Activities of Art likewise Poster Competition / Creative Work Competition, Cartoon Making Competition, Mask Making, Calligraphic Competition, Theme Based Painting Competition, Hindi Calligraphy, Folk Art, Scroll Painting, Painting related epics, Illustration on Panchtantra or Historical Places Story, In this concept, Visual Art works on Folk Art, Scroll Painting, Wooden Doll Making, Mask Making, Dance, Drama, Theatre, Youth Choir must be organized on certain occasions likewise World Health Day, World Literacy Day, Hindi Pakhwara, Quit India Movement Day, Ek Bharat Shreshtha Bharat activities, Art in Education Workshop, National Festivals and Birth Anniversaries of great personalities and freedom fighters.
- Preparing the students for singing and playing with instruments for that sufficient instruments of various kinds (Each Instrument at least 2-4 Nos.) should be made available to the students.
- Good quality paintings prepared by the students should be properly framed and displayed at important places likewise Dining Hall, MP Hall, Library, entrance of the Academic Block, Principal Office, Guest House etc.
- Documentation of art workshops in the form of brochures, Handouts and pamphlets so as to form a booklet to be onward submission to NVS HQ.

#### 69.4: Levels of implementing Art in Education Workshops:

1. Vidyalaya level: All PM SHRI JNVs.
2. Cluster level: Online mode
3. Regional level: Regional Integration Meet – Physical Mode
4. National level : National Integration Meet- Physical Mode

After training the students through experts for a period of one month, the talents are being exhibited to the public at JNV level. Selected teams from all the Clusters participate in the Regional Integration Meet which shall be organized every year by each Region. Approximately around 500 students participate in the regional level, cultural and literary meet called Regional Integration Meet. Necessary budget for the same shall be provided through budget demand. Teams selected from all the eight regions participate in the National Integration Meet, in which cultural and literary activities are given importance. The National Integration Meet offers opportunities for cross cultural exchange to NVS students coming from different corners of India.

**69.5: Workshops to be organized by Each Regional Office:** RO should divide the following areas of Art in Education in the PM SHRI JNVs of Region, so that all categories are proportionately represented.

S. No.	Category	Sub-Category	% of JNVs
1	Performing Art	Theatre	10 %
2		Classical Dance / Folk Dance	20 %
3		Classical Song / Folk Song	10 %
4		Instrumental Music & Percussive Music	10 %
5		Youth Choir	10 %
6	Visual Art	2D and 3D	20 %
7		Indigenous Toys	20 %

However, RO may modify % of JNVs as per local requirement.

**69.6: Theme of Art in Education Workshops:**

Every year a theme related to value Education through Art is identified and workshops are arranged related to the theme.

Activity	Target Date	Level
Finalization of theme	30 <sup>th</sup> April, 2025	Hqrs
Assigning Category of workshops to PM SHRI JNVs of Region	31 <sup>st</sup> May, 2025	RO
Identification of resource persons for workshops by PM SHRI JNVs	July, 2025	PMSHRI JNV
Conduct of one month workshop	July –August 2025	PMSHRI JNV
Organization of Regional Integration Meet	15 <sup>th</sup> Nov- 30 <sup>th</sup> Nov, 2025	RO
Organization of National Integration Meet	1 <sup>st</sup> week of Dec, 2025 by RO Bhopal	Hqrs

**70) NCC (NATIONAL CADET CORPS):**

The main aim of introducing NCC in JNVs is to develop character, comradeship, discipline, leadership, secular outlook, and spirit of adventure and the ideal of selfless service amongst the students to create a human resource of organized, trained and motivated youth and to provide leadership in all walks of life and always be available for the service of the nation. In JNVs where NCC facilities are available, a suitable environment should be created to motivate the students to take up a career in the Armed Forces. Proper safety precautions are to be taken while sending the cadets to attend various NCC Camps. NCC Day should be celebrated on 4th Sunday of November every year. All efforts are to be made to begin NCC for both boys and girls in consultation with NCC directorate of the concerned district. On receipt of vacancy position, application form, duly filled in, is to be forwarded to NVS (HQ) through RO for further necessary action. All the efforts are to be made to train the cadets by CTO/ANO so that more number of students can participate in Republic Day parade.

**Region wise status of NCC:**

S. No.	Region	No. of JNVs having NCC Units in 2024-25	No. of Cadets Enrolled in 2024-25
1	Bhopal	64	4150
2	Chandigarh	44	3082
3	Hyderabad	58	4905
4	Jaipur	41	2778
5	Lucknow	31	2365
6	Patna	51	3513
7	Pune	44	2438
8	Shillong	68	4218
<b>Total</b>		<b>401</b>	<b>27449</b>

**NCC Expenditure Norms:** Please refer to the following letters and guidelines in connection with the enhanced expenditure in respect of NCC activities:

- I. NVS Headquarter Letter from Joint Commissioner Academics, NVS, NOIDA, U.P. bearing No. F.7-1/BE/2014-15-NVS (Acad.), dated: June 5, 2018, addressed to Deputy Commissioners of all NVS Regional Offices.
- II. The expenditure in respect of the NCC activities are broadly incurred under various broad heads as below:
  - 1) Honorarium to ANO
  - 2) Rank Pay during PRCN / Refresher course to ANO
  - 3) Outfit Allowance during PRCN / Refresher course to ANO

- 4) Messing Allowance during PRCN / Refresher
- 5) Daily Allowance to ANO during travel
- 6) Refreshment during parades to Cadets
- 7) Messing Allowance to Cadets during camp
- 8) POL during camp
- 9) Incidental Allowance during camp / outdoor
- 10) Amenity Grant to Battalion / Troop
- 11) Daily Allowance to Cadets during travel
- 12) TA for Cadets
- 13) Washing Allowance to Cadets
- 14) Uniform to Cadets
- 15) Awards / Certificate to Cadets
- 16) Regimental Fee in respect of NCC Troop
- 17) Contribution to Cadets Benevolent Fund
- 18) Contribution to Cadets Welfare Society

It is to be noted that in view of NVS being considered as State almost all expenses are incurred by NVS only. Revision of the norms has been approved by the Finance Committee and Executive Committee of the Samiti. Accordingly, the maximum of Rs.5501/- per cadet per year been approved under this head.

**Note:** Principals of JNVs not having NCC unit must do efforts to open NCC unit in their JNVs.

## 71) STUDENT POLICE CADET (SPC):

The students Police Cadet (SPC) Project is a school-based initiative implemented jointly by the Departments of Home and Education, Government of India, and supported by Departments of Transport, Forest, Excise and local Self-Government of the respective States. It is a youth development initiative that trains high school students to evolve as future leaders of a democratic society by inculcating within them respect for the law, discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. The project also enables youth to explore and develop their innate capabilities, substance abuse, deviant behavior, and anti-establishment violence. Equally, it strengthens within them commitment towards their family, the community, and the environment.

**71.1: VISION:** Giving training to high school student to respect the laws, practice discipline and civic sense, and develop empathy for vulnerable sections of society. It also strengthens commitment towards family, community, and the environment, enabling them to resist negative tendencies such as substance abuse, deviant behavior.

**71.2: MISSION:** To unlock the potential of youth by systematic training and make them capable of becoming social leaders with global vision guided by humanitarian values.

### 71.3: OBJECTIVES:

- To mould a generation of youth who willingly respect and abide by law, and who practice civic sense, democratic behavior and selfless service to society as the natural way of life.
- To facilitate development of good health, physical and mental fitness, self control and discipline in youth, thereby enhancing their capacity for hard work and personal achievement.
- To enable youth to work with police and other enforcement authorities including Forest, Transport, and Excise in preventing crime, maintaining law and order, promoting road safety, and improving internal security and disaster management.
- To develop social commitment in youth and empower them against deviant behavior in themselves and others, thereby preventing growth of social evils such as drug and alcohol abuse, intolerance, vandalism, separatism and terrorism in society.
- To enable youth to explore and develop their inner potential in achieving success, by inculcating in them leadership, teamwork skills, innovative thinking and problem-solving ability.

- To increase knowledge and understanding of effective use of information and Communications Technology (ICT) among youth, preventing its negative influence and enabling them to benefit from the vast potential of ICT.
- To motivate youth to develop secular outlook, respect for other's fundamental right and willingness to carry out their fundamental duties as enshrined in the constitution of India by developing in them qualities of Patriotism, Open-mindedness, Large-heartedness, Inclusiveness, Capability and Effectiveness (POLICE)

#### 71.4: Details for Student Police Cadet (SPC) – 2024:

S. No.	Regional Office	No. of JNVs	Total No. of SPC units
1	Bhopal	113	20
2	Chandigarh	59	8
3	Hyderabad	77	22
4	Jaipur	65	0
5	Lucknow	89	2
6	Patna	85	21
7	Pune	73	35
8	Shillong	100	17
<b>TOTAL</b>		<b>661</b>	<b>125</b>

Under the guidance of I/C Teacher, every JNV should endeavour to establish a unit of SPC as per the norms. For further details the website of Department of Home affairs, Government of India, may be visited.

## 72) SCOUTS AND GUIDES:

Scouts and Guides movement was started by **Lord Baden Powell** and **Lady Baden Powell** at London in 1899. This movement gradually spread throughout the world. Scouts and Guides movement helps in instilling self-confidence which is vital in developing the personality at tender age with a **Motto 'BE PREPARED'**. Bharat Scouts & Guides (BS & G's) of India comprise 45 states in which NVS is one of the states.

### 72.1: SCOUTS AND GUIDES UNIT:

1. Each JNV shall have one functional unit with 32 Scouts and 32 Guides.
2. All scouts and Guides must be provided proper uniform to get the feeling of belongingness and involvement.
3. To make the unit functional and activities conducted, each unit should have a trained Scout Master and Guide Captain. Most of the Scout Masters & Guide Captains have completed basic course and advanced course. The teachers who have completed basic course/advanced course may be given an opportunity for next higher course to improve their performance further which in turn improves the activity among the children.
4. The concerned NVS State Scout & Guide officials may be deputed to the Vidyalaya once in a year to supervise the activities conducted in the Vidyalaya.
5. Each unit should organize the activities on weekly basis under the supervision of trained teachers. In this regard Co-ordination with local association is a must as NVS is a new State. This is required for conducting camps at Vidyalaya Level.
6. The Scout Masters & Guide Captains shall maintain logbooks to record all activities of the Scouts & Guides i.e. Programmes/Tests conducted in Pravesh, Prathama Sopan, Dwitiya Sopan and Tritiya Sopan. After completion of Tritiya Sopan Test successfully, a Certificate should be distributed at Vidyalaya Level. [Sample Scout Test Card and Guide Test Card & Certificate of Tritiya Sopan shall be provided from NVS State which will be taken up at Vidyalaya Level].
7. Extra Funds are provided to Scout & Guide activities at unit level to conduct various activities to strengthen the unit as per the circular 8-12(2)/2012/NVS-HR (Trg)/ 695 dated 23.05.2011.

8. Scouts & Guides shall be provided an opportunity to participate in National Adventure programmes, Pachmarhi twice in a year.
9. If qualified Scout Masters /Guide Captains are not available at Vidyalaya Level, nominate suitable teachers who will be given necessary training. Each JNV must have minimum two Scout Masters and Two Guide Captains to train the Scouts /Guides.

**Order of training programmes for Scout Masters /Guide Captains:** After completion of one training minimum 6 months gap is necessary.

1. Basic Course Training
2. Advance course Training.
3. HWB
4. Pre-ALT(Adult Leader Trainer)
5. ALT
6. LT(Leader Trainer)

**Order of the training programmes for Scouts and Guides:** After completion of one training minimum 6 months gap is necessary.

- Pravesh
- Prathama Sopan
- Dwitiya Sopan
- Tritiya Sopan
- Rajyapuraskar Camp
- Pre-Rashtrapati Camp- by NHQs, BS & G's only.
- Rashtrapati Camp –by NHQs, BS & G's only.

### ANNUAL CALENDAR OF BHARAT SCOUTS & GUIDES FOR 2025-26

**a) List of Programmes to be Organized at Vidyalaya Level in Addition to Celebration of Important Days:**

Sl.No.	Day of Celebration	Date
1	International day against Drug Abuse and illicit Trafficking	26th June
2	World Forest Day	30th June
3	Pachmarhi Day	10th September
4	International Day of Peace	21 <sup>st</sup> September
5	International Day of Elderly Persons	1st October
6	Anti-Leprosy Day	2nd October
7	World Habitat Day/ GANDHI JAYANTI	2nd October
8	Jota/Joti	21st& 22nd October
9	BS &G's Foundation Day and Flag Day	7th November
10	World AIDS Day	1st December
11	International Day for Disabled Persons	3rd December
12	Human Rights Day	10th December
13	Youth day	12th January
14	Anti Leprosy Day	30th January
15	Thinking Day /Founders Day	22nd February

**b) List of Programmes For Scout Master (Sm's) And Guide Captain (Gc's)[R.O. Level]:**

S.No.	Name of the Programme/Event	Place
01.	Disaster Preparedness Training Course	Jaipur, Rajasthan
02.	Vocational Training Course for Unit Leaders	To be decided
03.	30'b Pre ALT Course (Guide wing)	NIC Pachmarhi
04.	National Standard Judging Camp	NYC Pachmarhi
05.	Pre-ALT Course (Scout wing)	NTC Pachmarhi
06.	L.T. (Leader Trainers) Course (Guide Wing)	NTC Pachmarhi
07.	Mapping Cum Star Graying Course	NTC Pachmarhi



08.	Quarter Master Training Course (Conunon)	NTC Pachmarhi
09.	Pioneering cum Estimation Course	NYC Gadpuri
10.	Pre ALT Course for scout wing	NTC Pachmarhi
11.	Badge Instructors and Examiners Course	NYC Gadpuri
12.	Pre-ALT Course (Guide Wing)	NTC Pachmarhi
13.	Course for leader trainers (Scout wing)	NTC Pachmarhi
14.	SOC/STC Meet	NVS Hqrs.

### C) Scheme For Advancement of A Scout or A Guide 2025-26

S.No.	Name of The Event	Outcome of Event	Qualifying Criteria
1	Pravesh	A boy or a girl can be invested as a Scout or as a Guide on completion of Pravesh Test.	10 Years
2	Investiture	The recruit has completed his/her Pravesh Test. He/ She has been prepared by his/her Patrol leader	After completion of Pravesh
3	Pratham sopan	A Pratham sopan scout or a guide will work for at least nine months to qualify for Dwitiya sopan.	After Six Months to Pravesh
4	Dwitiya Sopan	A Dwitiya Sopan Scout or a Guide will work for at least nine months to qualify for Tritiya Sopan.	After Six Months to Pratham Sopan
5	Tritiya sopan	A Tritiya sopan Scout or a Guide will work for at least six months to qualify for Rajya Puraskar.	After Six Months to Dwitiya Sopan.
6	Rajya Puraskar	A Rajya Puraskar Scout or a Guide will work for at least nine months to qualify for Rashtrapati Scout Award or Guide Award. Note: Unless a Scout or a Guide completes the age of thirteen years, he/ she will not be eligible for receiving the Rajya Puraskar.	After nine months to Tritiya Sopan.
7	Rashtrapati Award	Unless a Scout or a Guide completes the age of fourteen years he/ she will not be eligible for receiving the Rashtrapati Award.	After one year of Rajya Puraskar.

#### 72.2: Scouts and guides activities:

- Annual Calendar Activities:** The Scout & Guide activities to be organized in all the JNVs on Wednesday in afternoon session as per the activity calendar of the conduct activities. The monthly report to be sent by JNVs to Cluster In-charge.
- Tritiya Sopan Camp :** A Tritiya Sopan Camp will be organized at Cluster level in the first week of April. The duration of camp is 5 days.
- Rajya Puraskar Testing Camp :** Database with respect to Scouts /Guides and Scouts Masters/ Guide Captains from each school shall be compiled. After 6 months of qualifying Tritiya Sopan at Vidyalaya Level, Scouts / Guides are eligible for attending Rajyapuraskar Testing Camp. Log Books shall be submitted at the time of Camp. All the regional offices will organize a Rajyapuraskar testing camp in the second week of April. The duration of camp is 5 days.
- Pre Rashtrapati Puraskar Camp :**
  - The Pre Rashtrapati Puraskar Camp will be organized by Regional Offices in the first week of May every year, so that participants have all the information required for Rashtrapati Puraskar.
  - Application form for the Rashtrapati Puraskar should be submitted online/offline as per the instructions of National Headquarter Bharat Scouts & Guides, New Delhi.
- Adventure Program :** Organised by Bharat Scouts & Guides.
  - As per the notification of BS&G for adventure program., JNV students may participate in the program.
  - two students of class IX (1 boys & 1 girl) who are physically and medically fit may be selected for adventure camp.

c) the maximum number of participants from each region will be twice the number of JNV in that region.

## 6. Training Courses:

### By Regional Offices:

- Basic and advanced training courses for Scouter and Guider will be conducted in each region during vacation periods (first week of May, Autumn break, Winter break).
- The Regional Offices (ROs) will decide the venue for these training sessions.

### By Bharat Scouts & Guide :

- I. **HWB Courses:** Each region will nominate five Scout Masters and five Guide Captains for the Himalaya Wood Badge (HWB) course organized by Bharat Scouts & Guides.
  - II. **Leaders Training Courses:**
    - Himalaya Wood Badge Holders can be nominated for the Pre-ALT course.
    - Pre-ALT holders can be nominated for the ALT course.
    - ALT holders can be nominated for the LT course by ROs to Bharat Scouts & Guides.
  - III. **Basic Commissioner's Course:**
    - Each Regional Office will nominate Principals/Vice-Principals (1 Male & 1 Female) from each Cluster for the basic Commissioner's Course.
    - The course duration is 5 days, and it will be held at the National Training Center (NTC), Pachmari during vacation periods. The age limit for participants is below 50 years.
7. **Warrant and Charter Numbers** : To identify each Scouts ,Guides and JNVs warrant number and charter number respectively to be issued by regional Offices through NVS Hqrs.
8. **Constitution of Regional / Cluster Level Committee** – To monitor the smooth functioning of Scout & Guide activities, Cluster & Regional Level Committee to be constituted in all the regions with office Bearers.

## Financial Norms for Scout and Guide Activities:

The revised norms for financial expenditure from session 2024-25 are given below-

S. No.	Particular of Activity	NVS Existing norms	Revised Norms
1.	Uniform to Scout Master & Guide Captain for 3 years (1 set each)	@Rs.1000/- per uniform	@Rs.5000/- per Uniform
2.	Uniform to students i.e. 32 Scouts & 32 Guides for 3 years (for 1 set)	@ Rs.500/- per Uniform	@ Rs.1000/- per uniform
3.	Prescribed/printed literature of Scouts & Guides	Rs.5000/-	Rs.6000/- (including stationary etc.)
4.	Training material viz. Tent, Music & Casting etc.	Rs.10000/-	Rs.15000/-
5.	Refreshment to the Scouts (32 Nos.) & Guides (32 Nos.) after each activity/program minimum one activity in a week i.e. 36 activity in session	Rs.10/- per head/per activity	Rs.25/- per head/per activity
6.	Honorarium for conducting/assisting Testing Camp for Scouts/Guides	-	Camp lasting up to 3 days Rs.1000/- to LOC and Rs.750/- to other trainers.Camp lasting beyond 03 days – Rs.1500/- to LOC and Rs.1000/- to other trainers of NVS per camp.
7.	Honorarium given to the LOCs and Assisting Staff for conducting the ALT courses	-	1000/- to LOCs and Rs.750/- to the Assisting Staff per camp

### 73) PARIKSHA PE CHARCHA (PPC):

Pariksha Pe Charcha is an annual event held every year since 2018. During the event Honorable Prime Minister of India interact with students, teachers and parents from across the country and share valuable guidance on how to face examinations in relaxed and stress free manner.

Pariksha Pe Charcha 8th edition activities were started with launch of MCQ competition on 14th December, 2024 for the participation of students of classes VI to XII, teachers and parents on MyGov portal. The unique quiz envisaged to link mantras of the 'Exam Warrior' with current events i.e. multiple choice Questions (MCQs) on current achievements with elements of preparation / hard work / discipline, different schemes of Government. Total 7543 Teachers, 192407 Students and 4406 Parents from all 653 JNVs participated in the quiz.

134 Navodaya Vidyalayas across the country conducted Quiz Competition on 23.01.2025 on 'Bharat Hain Hum' series, prior to Pariksha Pe Charcha 2025. 10678 children from JNVs, KVs, PM SHRI, CBSE and State Board Schools, of each district having JNV but no KV (134 selected JNVs) watched the series and participated in Quiz Competition conducted thereafter, with attractive prizes to motivate the students.

The 8th edition of PPC was organized in eight sessions based on different themes at Mumbai and New Delhi telecasted 10 to 18 February 2025. 33 students from different PM SHRI JNVs participated in different sessions taken by eminent personalities in different fields. Three students from PM SHRI JNV Nadia, Diu and Sukma got an opportunity to interact with Honourable Prime Minister on 27/01/25.

### 74) YOUTH PARLIAMENT COMPETITIONS:

With a view to strengthen the roots of democracy, inculcate healthy habits of discipline, tolerance of the views of others and to enable the student community to know about the working of Parliament, Ministry of Parliamentary Affairs in consultation with NVS introduced the scheme of National Youth Parliament competition in JNVs. **Youth parliament has a special importance in developing an insight in the young students. Thus, the purpose of having Youth Parliament in NVS is:**

- To make students understand the parliamentary procedure.
- To develop in students an insight into the working of parliament
- To make students consider public issues and form their opinion on them.
- To train students in the technique of group discussions.
- To develop in them respect and tolerance for the views of others, respect for rules and to train them in group behavior.
- To make students aware of various problems being faced by our society and the country.
- To develop in students the qualities of leadership.
- To make students understand the common man's point of view and express it in an articulated manner.

From 2010-11 The list of winners of national youth parliament is given below

Year	Name of JNV
2010-11	JNV Kollam, Kerala
2011-12	Mysore, Karnataka
2012-13	Vaishali, Bihar
2013-14	Meerut, U.P.
2014-15	Churachandpur, Manipur
2015-16	Leh, J&K
2016-17	Kaimaur, Bihar
2017-18	Pathnamthitta, Kerala
2019-20	Alleppy, Kerala

2020-21 & 2021-22	Not conducted due to COVID
2022-23	Nadia, W.Bengal
2023-24	Chandrapur, M.S.
2024-25	Sri Ganganagar II, Rajasthan

Total 88 JNVs (11 JNVs from each region) are nominated for conducting Youth parliament Competitions in a year, out of which half of the JNVs are those which have participated in previous year.

Based on the judgment of a jury of judges at Vidyalaya level one best team will be identified at Regional level for competing at National Level. The best performed Vidyalaya at National Level competition will get an opportunity to witness the proceeding of the Parliament sessions. The best performers of the identified Vidyalayas at both Regional & National Levels will get Trophies and Mementoes from the Ministry of Parliamentary affairs.

#### **Time Activity Schedule:**

**The tentative time Schedule for conduct of Youth Parliament Competitions is given below:**

1. Nomination of new JNVs for Youth Parliament competition-- April 2025
2. Orientation Programmes for the teacher in-charges -- July 2025
3. Regional Level Youth Parliament Competition & Evaluation – August/ September,2025
4. National Level Youth Parliament Competition & Evaluations --- November,2025

#### **Web-portal on National Youth Parliament Scheme (NYPS) :**

To increase the coverage of the Youth Parliament programme to all recognised Schools/ Colleges all over India, the Ministry of Parliamentary Affairs has developed a web-portal on National Youth Parliament Scheme in coordination with National Informatics Centre (NIC). It aims to bring all the educational institutions of the country under the ambit of the National Youth Parliament Scheme.

All the PM SHRI JNVs may organise Youth Parliament sittings under '**Baal Sansad**' head of PM Shri.

#### **Salient features of National Youth Parliament Scheme (NYPS) through web portal-**

- All recognised educational institutions of the country are eligible to participate in this programme
- Kishore Sabha for the students of Class IX to Class XII.
- Tarun Sabha for the students of Under Graduate/ Post Graduate level.
  - The registration for participation will be done by the education institutions through the web-portal.
  - E-training modules, videos, photographs and scripts are available on the portal for online self- learning of the participants.
  - . After successful registration, the educational institutions will be able to conduct youth parliament sittings in their respective institutions.
  - To ensure effective implementation of the scheme, the participating institutions may invite an MP/ex-MP/MLA/ Ex-MLA/ MLC/ Ex-MLC or a Person of eminence as the Chief Guest who would oversee the performance of the Youth Parliament sitting of the institution.
  - Every year, besides contemporary and current issues of National importance some specific themes on Government policies and programmes like, Beti Bachao-Beti Pado, SwachattaAbhiyan, Jan Dhan Yojna, etc. may be suggested for discussion at the Youth Parliament sitting.
  - Each Youth Parliament sitting may consist of about 50-55 students.
  - Duration of a Youth Parliament sitting should not exceed one hour.
  - The participants may speak in any Scheduled language preferably in Hindi and English.
  - Educational Institutions are required to submit a report regarding conduct of the Youth Parliament sitting on the web portal.

- Each student taking part in the sitting will get a Digital 'Certificate of Participation' and Teachers-in-charge and Head of Institution will get a 'Certificate of Appreciation' through the web portal.

## **75) PACE SETTING ACTIVITIES:**

One of the basic objectives of the Navodaya Vidyalaya scheme has been to enable the JNVs to play the role of a pace setting institution in the field of school education in the respective districts. The aim of the pace setting activities is to “galvanize academic, social, cultural and community oriented environment of schools” in the vicinity. By virtue of having a highly qualified and competent team of teachers, state of the art laboratories and IT infrastructure, teaching aids, sports equipment and rich libraries the JNVs are in a position to function as a “focal point for improvement in the quality of school education in general, via sharing of experience and facilities.” Though the ambit of pace setting activities is pretty vast and much of the activities will depend on the ingenuity of the Principals and their team, some major activities in the area are suggested below :

### **75.1: Academic Excellence:**

- Innovations and experimentations in the teaching-learning process
- Training/ workshop of teachers to adapt to the latest educational technology
- Optimum use of Vidyalaya laboratories and library
- Use of Mathematics and junior science laboratories
- Use of ICT in classroom interaction
- Effective communication and computation skills
- Counselling, Career Counselling and motivational sessions

### **75.2: Co-curricular activities:**

- Participation of the students of the neighboring schools in the co-curricular activities of the JNV
- Competitions and exhibitions
- Programmes for the neighboring schools on awareness of issues like conservation of nature, roadsafety, first aid, cleanliness, civic sense, democratic values and scientific temperament
- Scouts and Guides and other adventure activities
- Organizing Youth Parliament session and workshops on fine arts and performing art

### **75.3: Community Services:**

- Coaching of rural children for JNVST
- Organizing camps for immunization, health check-up, first aid training, pollution control, cleanlinessdrive & literacy campaign etc.
- Providing mobile library for rural learners
- Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet, disaster management, RTI and consumer laws, child labour and right to education.
- Organizing street plays for promotion of scientific spirit, conservation of nature and energy, water harvesting, tree plantation, family planning, education of the girl child, balanced diet, safe drinking water & pollution control as well as creating awareness on the evils of dowry system, untouchability, female feticide, alcohol and drug addiction, gambling, illiteracy and superstitions etc.
- Computer literacy programme
- Any other activity

**Note:** Such activities to be planned one for each class and should be organized in every month by the JNVs.

## 76) KALA UTSAV

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Education (MoE), Government of India, launched in 2015 to promote arts in education by nurturing and showcasing the artistic talent of the school students in the country. The Utsav provides students an opportunity to understand and celebrate cultural diversity at the school, district state and national level. Kala Utsav not only touches the life of students but also help in fulfilling the NEP 2020 recommendations of creating active networking among artists, artesian, art institutions and schools. The Ministry of Education (MoE), recognizes the importance of aesthetics and artistic experiences for secondary level students, which play a major role in creating awareness of India's rich cultural heritage and its vibrant diversity, in the context of education of arts (Music, theatre, dance, visual arts and crafts).

NVS also have the tradition of using arts in the process of learning. These traditions also show us the creative expansion from the individual to the community, which contributes towards the overall development of society. **Kala Utsav** has been regularly organized every year as celebration of art forms in the school system. The District / State / National level Kala Utsav has been structured as an art festival to include performances and display of exhibits. The JNV students are highly talented and proper platform is provided to the students to explore and showcase their talent through inter and Intra house activities. The Cluster, Regional and National Integration Meets of NVS also give JNV students an opportunity to understand and celebrate cultural diversity at school, district, state and national levels.

National Education Policy (NEP), 2020 emphasizes on the promotion of arts and culture through education. The NEP states; "Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system."

Under this competition, there are six broad categories, which will create space for multiple artistic expression, enriching, vibrant and reflective of the nation's diverse heritage. Students of **class IX to XII** will participate in the categories as per specification provided. The ROs will submit **only one entry in each category**. The main categories and their sub-categories would be:

S. No.	Category	Entry	Sub-Category (only one sub-category will be ticked by each team)
1.	Vocal Music	1 Student	Classical Folk Tribal Devotional
		Maximum 5 Students	Choir group Folk group Tribal group Devotional group Patriotic group
2.	Instrumental Music	1 Student	Classical/Percussion/Melodic
		Maximum 5 Students	Orchestra ensemble (Folk/Classical)
3.	Dance	1 Student	Classical (any classical dance form of India)
		Maximum 5 Students	Regional (Folk/Tribal) in Group Contemporary Choreography (non-film)
4.	Theatre	1 Student	Mono act Mimicry
		Maximum 5 Students	Mime Play/Drama in Group

5.	<b>Visual Arts</b>	1 Student	2 Dimensional (Drawing, Painting, Printing, Cartoon, Caricature) 3 Dimensional (Sculpture, Mobiles) Indigenous Toys and Games Local crafts
6.	<b>Traditional Story Telling</b>	1 or 2 Students	Traditional Story Telling incorporating Dance, Drama, Music or Visual Arts or more than one art form.

A **Video film** of the regional level selected performance in each category is to be submitted to NVS Hqrs. for National level selection. In the Visual Art category (2D, 3D and Indigenous toys and games), picture of the artwork should be provided along with the video film. **The Kala Utsav backdrop** with the name of programme, date and venue should be displayed at all the competition venues ensuring its visibility in the video.

A **textual summary** (write up) of **not more than 100 words**, computer typed in **word document** format either Hindi or English is to be submitted before participation at NVS National level selection along with the entry. **Image, PDF or photo of the textual summary will not be accepted.** The **summary will include** the details about the selected art form, place of its origin, communities involved in its practice, special occasion when the art form is made or performed, costumes, accompanying instruments, props, its connected with the environment, its style, techniques, material used etc. The textual summary can be supported with photograph (maximum 5) of the participant in making his/her art piece or giving performance, etc.

**It is to be noted that write up / video film carries 20 marks in each categories.** The Competition will be conducted at three levels:

S. No.	Competition		Venue
1	Cluster level (Online mode)	All JNVs of the Cluster	To be decided by RO
2	Regional level (Offline mode)	Each selected category from each cluster can participate	To be decided by RO
3	National level (Online mode)	Each region will send the complete video of selected entries for NVS National selection.	NVS (HQ)

### I. Vocal Music

Participate in any one of the specific sub-category in Vocal Music. Any one of the following sub-category will be selected by the ROs.

1. Classical (Solo)
2. Traditional Folk / Tribal (Solo)
3. Devotional (Solo)
4. Choir (Group of maximum 5 students)
5. Folk / Tribal (Group of maximum 5 students)
6. Devotional (Group of maximum 5 students)
7. Patriotic (Group of maximum 5 students)

### General Information

- The duration of the performance will be 4–6 minutes.
- Costumes and stage settings should relate to the presentation.
- Professional and commercial tracks are not allowed.
- The organisers of the competition will provide accompanists such as Tabla, Dhol, Naal, Harmonium, Violin and Mridangam.

### II. Instrumental Music

Participate in any one of the specific sub-category in Vocal Music. Any one of the following sub-category will be selected by the ROs

1. Classical — Percussion Instrument (Solo)

2. Classical — Melodic Instrument (Solo)

3. Orchestra — Instrumental Ensemble Folk / Classical (Group of maximum 5 students)

#### **General Information**

- Percussive Instrumental Music includes Indian musical instruments like Mridangam, Edakka, Tabla, Dhol, etc.
- Melodic Instrumental Music includes Indian Melodic instruments (any string or aerophone instruments) like Violin, Sitar, Flute, Sarod, Veena, Shehnai, Santoor, etc.
- The duration of the performance will be 4–6 minutes.
- Costumes and stage settings should relate to the presentation.
- Only indigenous musical instruments are allowed.
- Electronic or programmed musical instruments will not be allowed.
- The organisers of the competition will provide accompanists such as Tabla, Dhol, Harmonium and Mridangam.

### **III. Dance**

Participate in any one of the specific sub-category in Vocal Music. Any one of the following sub-category will be selected by the ROs.

1. Classical Dance (Solo)

2. Regional Folk or Tribal Dance (Group of maximum 5 students)

3. Non-filmy Contemporary Choreography (Group of maximum 5 students)

#### **General Information**

- Classical dance forms include Bharatanatyam, Kathak, Sattriya, Kuchipudi, Odissi, Mohiniyattam, Kathakali, Seraikella Chhau and Manipuri.
- Traditional folk dance will include traditional folk of any State or region.
- Group dances can be in traditional folk forms.
- Contemporary thematic presentation should be based on nonfilmy music.
- The duration of the performance will be 4–6 minutes.
- Music can either be recorded or played live. No extra participants will be allowed for live music.
- Costumes and make-up should be simple, authentic, thematic and related to the presentation.
- Very simple and minimum sets, costumes, etc., are to be arranged by the teams.

### **IV. Drama**

Participate in any one of the specific sub-category in Vocal Music. Any one of the following sub-category will be selected by the ROs.

1. Mono Act

2. Mimicry (Solo)

3. Mime (Group of maximum 5 students)

4. Drama (Group of maximum 5 students)

#### **General Information**

- In Group Drama, there should be maximum 5 participants. It can be in any regional form of modern theatre, integrating glimpses from the life of any personality, i.e., eminent social reformer, artist, writer, poet, scientist or freedom fighter of your state or region.
- The duration of the performance will be 6–8 minutes.
- Every team will get additional 5 minutes for the stage setting (technical setting) and 5 minutes for the clearing of the stage.
- Performance can be in any language or dialect of any region.
- Costumes, stage setting, props, etc. will be arranged by the teams themselves.
- For background music, tracks or recorded music can be used.

### **V. Visual Arts**

Participate in any one of the specific sub-category in Vocal Music. Any one of the following sub-category will be selected by the ROs.



1. 2 Dimensional Visual Arts— Drawing, Painting, Printing, Cartoon and Caricature
2. 3 Dimensional Visual Arts— Sculpture and Mobiles
3. Indigenous Toys and Games
4. Local Crafts

#### **General Information**

- The competitions for Visual Arts will be held for three days. The participants are expected to complete their art work on the spot during the national level competition. Artworks made earlier are not allowed.
- The size of 2D work will not be bigger than 2 × 3 ft. The size of the 3D work will not be bigger than 2 × 2 × 2 ft. For Indigenous Toys and Games the maximum number of toys will be four only.
- Selection of the material and medium will be as per the choice of student.
- All the materials used for sub-categories of Visual Arts should be eco-friendly and bio-degradable.
- The arrangements of the art material should be made by the Regional offices authorities. Art materials like clay and sand can be arranged by the organisers on request.
- In Indigenous Toys the participant is expected to focus on the functional accuracy and original design of the toy(s) or game(s).
- The participants should be available at the venue for interaction with the jury. The jury will observe the participants during the process and interact with them on all days.
- Each of the participants for all the sub-categories of Visual Arts will be provided space of 6×4 ft to work.

#### **VI. Traditional Story Telling**

Traditional Story Telling incorporating Dance, Drama, Music or Visual Arts or more than one art form.

#### **General Information**

- One or two participants will tell the story.
- Costumes, makeup, props and music can be the individual's choice.
- The narration should not exceed 5 minutes.
- Performance can be in any dialect or language.

**Special care is to be taken to encourage Divyang children to participate in the Kala Utsav as much as possible.**

#### **77) SAMRIDDHI**

National Education Policy lays emphasis on promotion of Indian Art and Culture and underlines the importance of art integrated pedagogical practices embedded with joyful art integrated experiential learning at all stages.

To encourage and popularize art integrated pedagogy at Secondary stage, NCERT conduct a National Level Competition Samriddhi for Teachers. On the lines of Kala Utsav, this competition is for teachers in **Art Integrated Pedagogy, Samriddhi** will be held at District, State and National levels. The winners from each stage will move to the next level.

#### **Objectives:**

- Samriddhi aims to provide a platform to showcase teachers' creativity and ingenuity in innovative pedagogies with art integration
- Rooted in the concepts of learner-centered teaching, Samriddhi underlines the importance of the teacher's role in effectively enhancing the different aspects of Panchakosha Vikas of the learner as envisaged in the National Curriculum Framework for School Education (NCFSE 2023).

**Samriddhi will focus on the following:**

- Interdisciplinary and multi disciplinary approach.
- Twenty first century skills.
- Integration of indigenous crafts & toys and local resources in pedagogy to transact curriculum (embedded in IKS).
- Engaging students joyfully and enhancement of critical thinking.
- Teamwork and collaborative processes.
- Arts as process than the product.
- Inclusive learning.

**Process of the Competition:**

- Participating teams at National Level will share their proposal to Regional Office.
- The proposal will be shared by the Regional Nodal Officer after certifying the entries and will be shared with the NVS Hqr, at by 10<sup>th</sup> January 2025.
- The National Level Competition Samriddhi will be held for 2 days in which the participants will present their respective practices.
- Duration of the presentation before the jury will be for 20 min, followed by an interaction of 5 mins.

**Guidelines for the Competition :-****Participation in Samriddhi**

- Only one entry from NVS
- Integration of Art form/s (Visual Arts/ Music/ Dance/ Theatre) will be presented during the demonstration for teaching/ learning of a concept.
- Any subject teacher (teaching in secondary grades (IX-XII)) other than Art teacher can collaborate with any Art teachers from the same school for this presentation.
- The teachers should have a minimum service period of two years (duly certified by the school administration).

**Proposals & Presentation in Samriddhi**

- Curricular area has to be mentioned.
- Level of students' engagement should also be clearly stated.
- The proposal will be based on their classroom practice.
- Use of ICT will also be allowed.
- The language of the project proposal and presentation should be either Hindi or English.

**Format for Proposal**

A write-up of 500 words supported with a maximum of 5 photographs and a video clip of 3 mins of the classroom practice which should show students' engagement.

1. Subject
2. Concept / Theme
3. Curricular goals
4. Mapping of Competencies
5. Learning Outcomes
6. Use of different components of arts for the comprehension of the concept
7. Processes and Strategies
8. Resources used
9. Assessment
10. Follow up Activity
11. Reflection

**Evaluation Criteria:** The following evaluation criteria to be followed at Cluster and Regional Level.

- Proposal (5 Marks)
- Selection of concept and themes (5 Marks)
- Appropriateness of the content (10 Marks)
- Relevance of the art forms as Pedagogy (20 Marks)
- Processes and Strategies (20 Marks)
- Students' Engagement (20 Marks)
- Presentation Skills (20 Marks)

The Cluster Level, Regional Level and NVS National Level Competition to be organized via **Online Mode**. The 1 best entry from Cluster Level will participate in Regional Level Competition. The best selected entry from Regional Level Competition will participate in NVS National Level Competition. The Entries received from Regional Offices will be evaluated at NVS National Level Competition and the best selected entry will get the opportunity to participate physically in Samridhhi National Competition organized by NCERT. The schedule of competition will be informed as per the instructions received from NCERT.

## 78) PROJECT VEER GATHA

Project Veer Gatha was instituted under Gallantry Awards Portal (GAP) in 2021 with the aim to disseminate the details of acts of bravery of the Gallantry Awardees and the life stories of these brave hearts among the students so as to raise the spirit of patriotism and instill amongst them values of civic consciousness. Project Veer Gatha deepened this noble aim by providing a platform to the school students to do creative projects/activities based on gallantry award winners. As part of this, the students frame different projects through various media like art, poems, essays and multimedia and best projects are awarded at national level by the Ministry of Defence and the Ministry of Education. Project Veer Gatha is launched on MyGov Platform for facilitating larger participation of students.

- The Ministry of Defence will organize virtual/ face-to-face awareness programmes / sessions for JNVs. List of venues and timing for the aforesaid programme / sessions will be shared (in advance) by the Ministry of Defence.
- Interdisciplinary and art-integrated activities like Poem, Paragraph, Essay, Painting, Multimedia Presentation etc. would be done by individual students as a Project.

### Topics & Categories:-

Categories	Activities	Suggestive Topics
Class VI to VIII	Poem / Paragraph (300 words) /Painting /Drawing /Multimedia Presentation	i. My role model is (Gallantry Award winner)_____. The values which have learnt from his/her life are..... OR ii. _____ (Gallantry Award winner) gave the supreme sacrifice for our nation. If given a chance for keeping his/her memory alive, I would like to..... OR
Class IX to X	Poem / Paragraph (750 words) /Painting /Drawing /Multimedia Presentation	iii. Rani Lakshmbai came into my dream. She wanted me to serye our nation by..... OR
Class XI to XII	Poem / Paragraph (1000 words) /Painting /Drawing /Multimedia Presentation	iv. 1857 Mutiny has been marked as the First war of Indian Independence. The life story of _____(name of the freedom fighter) motivates me to OR v. Role of Tribal Uprising in Freedom Struggle.

All JNVs will organise school level competitions under various categories and upload the best entries on the Portal. The detailed guidelines will be issued for Veergatha 4.0 after receipt of same from Ministry.

## 79) TRAINING:

Training is a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance. It is an activity or range of activities whose purpose is to develop the abilities of the individual in the work situations such that he/she can satisfy present and future manpower needs of the organizations.

### 79.1: Objectives of training:

In NVS the objective of training is to develop a professional, impartial and effective workforce that is responsive to needs of the stake holders. Besides emphasizing on the development of proper ethics, commitment to work and empathy for all section, it needs to be ensured that all

employees have the requisite knowledge, skills and attitude to effectively perform the functions, they are entrusted with. Accordingly, the major Training objectives are laid down:

- To bring about desired level of changes in the knowledge, skills & attitude of NVS Staff, so that they become an asset to the Samiti, the productive members of our Nation and ever-changing global society.
- To make the staff understand the organization, its philosophy, structure, aims and objectives, vision, mission, policies, practice and procedures.
- To facilitate teachers for promoting 21st Century Skills, Multilingualism, Inclusive Education and use of Creative Pedagogy.
- To provide opportunities & platform to School Heads & Officers to improve upon academic & administrative leadership and management skills for fostering new initiatives, sharing of best practices with the focus on achieving excellence.
- To collaborate with specialized external agencies for sharing of resources and capacity building.

### **79.2: Training in NVS:**

Navodaya Vidyalaya Samiti is very particular about professional development of its employees. Therefore, a number of training courses are conducted through Navodaya Leadership Institutes, IIMs, IITs, IISc, NIEPA, IGNOU, UNESCO MGIEP, IIPA, CSE, ISTM, RIMSE, NCERT, AIF, British Council & other reputed agencies. During the year 2025-26, Navodaya Vidyalaya Samiti proposes to conduct a larger number of training courses for all categories of employees. The NVS plans to conduct the training courses at the following levels during the year 2025-26.

- Training courses to be conducted by NVS Hqrs. through External Agencies.
- Training courses to be conducted by Regional Offices.
- Training courses to be conducted by NLIs.

### **Need of training:**

Teaching, today, has become complex and challenging. These challenges emerge from the explosion of knowledge, advances in pedagogical science, changes in basic concepts in psychology, sociology & economics, changes in school curricula, changing learning behavior of pupils and ICT based learning etc. To meet these emerging challenges, teachers need to update their knowledge & skills on a continuous basis and learn to adjust to the changing conditions of schools. Further, provisions & opportunities must be provided to the teachers & school heads for 50 hours of Continuous Professional Development (CPD) as per NEP 2020.

### **79.3: Methodology of 50 Hours of CPD for Teachers / School Heads:**

NEP 2020 emphasizes on Continuous Professional Development (CPD) for the Teachers and Principals with an aim to provide them adequate opportunities for self-improvement and learn about the latest innovations and advancements in their profession. NEP 2020 also expects the Teachers and Principals to participate in at least 50 hours of CPD programmes every year for their professional development with an understanding of the concept of learning as life long process.

As per provision of NEP 2020 and the framework developed by NCERT on 50 hours CPD, NVS has developed guidelines for 50 hours CPD for Teachers, Vice-Principals and Principals of JNVs. The detailed components of the guidelines are given below:

#### **A. General Guidelines: -**

- (i) Every teacher, Vice-Principal and Principal will participate in at least 50 hours of Continuous Professional Development (CPD) programmes every year.
- (ii) CPD programmes for teachers may cover the latest Pedagogies of Experiential Learning, Content Enrichment, Competency Based Learning, Assessment, Use of Technologies, Self – Improvement, Latest Innovations and Advancement in the Profession etc.

- (iii) CPD programmes for Vice-Principal and Principal may cover Leadership and Management Skills, Content and Pedagogy, Preparing and Implementing Pedagogical Plans based on Competency based Education etc.
- (iv) The CPD programmes may comprise trainings, workshops, webinars in online or offline mode as well as other CPD activities.
- (v) The CPD activities may be paper publication, academic content development, publication of articles, delivering live sessions, acting as expert/resource person, question paper setting etc.
- (vi) Every year 50 hours CPD programme may be completed by attending offline / online training/workshop or/and through other CPD activities. **However, completion of at least 26 hours of training (offline/online) is mandatory.**

**B. The framework of 50 hours of CPD is as under:**

Mode of CPD	Details	Hours
(A) Trainings/ Workshops (Min. hours to be completed – 26 hours)	Offline (Face-to-Face) Mode/ Online Mode	26 - 50
(B) Other CPD Activities (Max. hours to be considered – 24 hours)	Paper publication in recognized journals & magazines	0 - 24
	Articles / Stories etc published in Newspapers/Magazines (National / International)	
	Academic content development	
	Live session / discussion on govt. forums / channels like PM eVidya / Swayamprabha etc	
	Resource Person/Speaker /Expert in training/ workshop / seminar	
	Question Paper Setting	
	Book Publication	
Total (A+B)		Must be 50 hours

- 50 hours may be completed entirely through Mode (A) or through the combination Mode (A) & (B).
- However, completion of at least 26 hours of Mode (A) i.e. Training/ Workshop, is mandatory.

**C. Mode of Continuous Professional Development Programme**

Each teacher must complete CPD of 50 hours with the combination of Trainings / Workshops or/ and other CPD activities as mentioned in the above table.

**(1). Trainings/ Workshops:**

The teachers/Vice-Principals/Principals must complete at least 26 hours of CPD by attending training / workshops through face-to-face/ offline or online mode as offered by NLI/ Govt. recognized Agencies / Institutes of national and international repute.

**Face-to-Face(Offline) Mode** – The Teachers/Vice-Principals/Principals may attend face-to-face training offered by NLI/ROs/ NVS recognised external agencies / Govt. recognized Agencies / Institutes (CBSE, NCERT, IIT, IIM, ISTM, IIPA etc.). The number of hours of actual sessions attended in a day will only be counted under CPD hours. NLI conduct 04 sessions in a day having each session of 90 minutes (six hours per day).

**Online Mode** – Teachers/Vice-Principals/Principals must participate in online trainings/ workshops for completing some part of 50 hours of CPD. The online courses/ sessions offered by CBSE, NCERT, NIOS, NCTE, MOOCs, Govt. recognized online platforms etc. may also be included in CPD as per their course/ session hours.

**(2). Other Continuous Professional Development Activities:**

Apart from participation in training/workshop (offline/online), following activities will also be treated as a part of CPD programme with number of hours mentioned below.

- (i) **Paper publication on educational issues (in recognized journals and magazines)**
  - Local/Regional-level paper publication: Half day (3 hours)
  - National level-paper publication: One day (6 hours)
  - International level-paper publication: Two day (12 hours)
- (ii) **Articles / Stories etc. on educational issues published in Newspapers/ magazines (National / International)**
  - National level newspaper/ magazine publication: Half day (3 hours)
  - International level newspaper/ magazine publication: One day (6 hours)
- (iii) **Academic Content development:**
  - E-content development/module development/ chapters in books/ translation (Indian and Foreign languages) for school education subjects including generic subjects for NVS, CBSE, NCERT, NIOS, NCTE/ Govt. recognised agencies, etc.
  - Each Chapter / Module: 3 hours
  - Teaching-Learning Material developed and recognised by NVS/NCERT/CBSE/ Govt. recognised agency

Each Concept: 3 hours
- (iv) **Participation in Live sessions:**
  - Half hour live session/discussion - on Doordarshan, PM e-Vidya channel, SWAYAMPRAKASHA, any other government recognized channel: Half day (3 hours per session)
  - One hour or more live session/discussion - on Doordarshan, PM e-Vidya channel, SWAYAMPRAKASHA, any other government recognized channel: One day (6 hours per session)
- (v) **Resource Person / Speaker/ Expert in training/ workshop/ seminar (Offline/Online) :**
  - Session (up to 90 minutes) at District /State level : Half day (3 hours per session)
  - Session (up to 90 minutes) at National / International level : One day (6 hours per session)
- (vi) **Question Paper setting:**
  - Appointed as Question paper setter / moderator by NVS for national/regional level Term Exam / Pre-board Exam: Half day (3 hours per QP)
  - Appointed as Question paper setter / moderator by CBSE/ State Boards/ Govt. recognised Exam Body: One day (6 hours per QP)
- (vii) **Book Publication:**
  - Book publication in the field of Education/Science & Technology/ Art& Culture/Social Science/Teaching& Learning/ Self Improvement/Literary content etc:

Each chapter: 3 hours

**D. CPD Portfolio and Record Keeping Mechanism:**

Continuous Professional Development Portfolio preferably in electronic format (e-portfolio) is a purposeful collection of teachers' / Vice-Principals'/ Principals' 50-hour CPD activities that showcase their learning progression. The collection can include Certificates of trainings / workshops attended, Papers / Articles published in recognized journals & magazines, Certificates for acting as Expert / Resource Person/Evidence of paper setting, acting as an examiner etc.

Every Teacher, Vice-principal, Principal will submit the details of number of hours of CPD completed, within one week after completing any training/ workshops/ CPD activity along with Certificate/ documentary evidence to the Verifying Authority (as per the below mentioned Table).

Staff	Verifying Authority
TGTs	Vice-Principal
PGTs	Principal
Vice-principal	Cluster I/C Assistant Commissioner
Principal	Cluster I/C Assistant Commissioner

After verification by the Verifying Authority, the successfully completed CPD data/information of the respective Teachers, VPs / PPLs should be uploaded on Shaaladarpan by the designated official maintaining the Service Book, from the office of the Verifying Authority. **Till the training module becomes functional on the Shaaladarpan Portal, each JNV/RO will maintain the records in physical mode.**

50 hours CPD details should be maintained as per **Annexure-I** for each Teacher / VP/ PPL in the JNV/ RO.

**E. Following actions are to be initiated at JNV/RO level:**

- Each Teacher/Vice-Principal/Principal will complete 50 hours of CPD programme as per guidelines given above in an academic session.
- The training attended/other CPD activities completed in an academic session since 1<sup>st</sup> April to 31<sup>st</sup> March shall be counted under 50 hours CPD programme.
- 50 hours CPD details should be maintained as per **Format - I** for each Teacher / VP/ PPL.
- At the end of the academic session, the final verified copy of **Format - I** should be enclosed in the Personal File of the Teacher / VP/ PPL and an entry should be made in the Service Book with the Certificate in the Format given in **Format - II**.
- In case, any Teacher/Vice-Principal/Principal is transferred in the mid of the session, his/her record of CPD programme attended may also be sent to concerned JNV/RO along with other service records.
- The number of CPD hours completed by Teacher/Vice-Principal/Principal must be reflected in the Annual Performance Appraisal Report (APAR).
- The details of completion of 50 hours of CPD of each Teacher/ VP/ PPL of the JNV should be submitted to the concerned Regional Office in the format given in **Format - III latest by 15th April every year. The Consolidated details of 50 hours of CPD** received from each JNV of the Region should be submitted by the concerned Regional Office to NVS Hqrs. **Latest by 30<sup>th</sup> April every year.**

**Format - I**

**NAVODAYA VIDYALAYA SAMITI**  
**50 hours of CPD Portfolio for Teachers / VPs / PPLs**  
(Duly filled format to be kept in Personal file)

<b>Academic Session:</b>	
<b>Name of JNV:</b>	
<b>Region:</b>	<b>State:</b>
<b>Name of Teacher / VP / PPL:</b>	
<b>Emp ID / Shaaladarpan ID:</b>	

<b>A.Training/ Workshop (Minimum hours to be completed – 26 hrs)</b>							
S.No	Name of Training/ Workshop	Mode (Online/ Offline)	Date	Venue	No. of hours	Certificate Annexed (Yes/No)	Sign of VP/ PPL /AC
1							
2							
3							
4							
5...							
<b>Total Hours</b>							

<b>B.Other CPD Activities (Max. hours to be considered – 24 hrs)</b>						
<b>Other CPD Activity</b>	<b>Details of CPD Activity</b>	<b>Mode (Online/Offline)</b>	<b>Date</b>	<b>Venue</b>	<b>No. of hours</b>	<b>Certificate Annexed (Yes/No)</b>
Paper Publication in recognized journals/magazines	1. 2. 3.					
<b>Total hours: -</b>						
Articles/ Stories etc. published in Newspapers/ Magazines	1. 2. 3.					
<b>Total hours: -</b>						
Academic Content Development	1. 2. 3.					
<b>Total hours: -</b>						
Live Session/ Discussion on Govt. forums/ Channels like PM eVidya/ Swayamprabha etc	1. 2. 3.					
<b>Total hours: -</b>						
Resource Person /expert/speaker in training/workshop/seminar	1. 2. 3.					
<b>Total hours: -</b>						
Question Paper Setting	1. 2. 3.					
<b>Total hours: -</b>						
Book Publication	1. 2. 3.					
<b>Total hours: -</b>						
<b>Total hours of CPD Activities: -</b>						
<b>Total PERMISSIBLE hours of all CPD Activities (max. - 24): -</b>						

### Gist of 50 hours of CPD

<b>Details</b>	<b>A. Trainings/ Workshops</b>	<b>B. Other CPD Activities</b>	<b>Total (A+B)</b>
<b>Actual Hours completed</b>			
<b>Total Permissible Hours</b>			*

*\*Total number of permissible hours (A+B) to be entered in the service book as per certificate given in Format-II*

.....  
Name & Signature with Date  
(Teacher/VP/PPL)

.....  
Name & Signature with Date  
(Verifying Authority)



**Format - II****NAVODAYA VIDYALAYA SAMITI****Format of certificate**

At the end of the academic session, the total number of permissible hours of CPD completed as per Format – I should be entered in the Service Book with the Certificate in the following Format.

**CERTIFICATE**

Certified that Mr./Ms./Mrs. ...., Desig. ....JNV..... has completed ..... hours of CPD in the Academic session .....

**Date:**

**Signature of Verifying Authority**

**Format – III****NAVODAYA VIDYALAYA SAMITI**

*The details of completion of 50 hours of CPD of each Teacher/ VP/ PPL of the JNV should be submitted to the concerned Regional Office in the format given below: **latest by 15<sup>th</sup> April every year.** The Consolidated details of 50 hours of CPD received from each JNV of the Region should be submitted by the concerned Regional Office to NVS Hqrs. **latest by 30<sup>th</sup> April every year.***

S.No	Region	JNV State	JNV District	Name of Teacher/ VP/ PPL	Designation	Shaaldar pan Id	Total hours of Trainings/ Workshops (A)	Total hours of other permissible CPD Activities (B)	Total Hours of CPD completed (A+B)	Whether 50 hours of CPD completed (YES/ NO)

\*\*\*\*\*

**78.4) : Strategies for Nomination & Conduct of Training Programmes: -**

- The NVS staff who have attained the age of 58 years will not be nominated for any training until & unless specifically required.
- Keeping in view the preparation of students for board examination, no training for teachers teaching board classes and for Vice- Principals & Principals will be scheduled after 31<sup>st</sup> December of each year.
- The weightage of content in induction course for teachers will be:-

S. No.	Particulars	%age
1.	Residential System including counselling	20%
2.	Personality Development	10%
3.	Creative Pedagogy	20%

4.	Organizational Objectives, Service matters and Various Acts rules (POCSO, POSH etc.)	10%
5.	NEP 2020 and NCF-2023	20%
6.	Subject specific preparedness of students for competitive exams	10%
7.	Inclusive Education, Environment Education and Safety & Security including Cyber Safety	10%

- In addition to suggestive course design as per NVS training manual, training will also focus on:
  - NEP-2020 & NCF
  - Perspective Academic Plan of NVS
  - Sensitization of teachers towards safety & security, Gender and specially-abled children.
  - Use of Educational Technology in the class rooms.
  - Latest CBSE/NCERT circulars on syllabus / assessment scheme and NVS directions.
- All efforts should be made to do away with repetition of same participant for different courses unless his/her specific requirement is examined, so that others can avail the opportunity of trainings.
- The instructions for participants issued from NLI should be conveyed to them by RO well in advance through e-mail followed by detailed guidelines & pre-training material to each trainee.
- Trainees should not report at NLIs/venues along with their spouses and children as no accommodation and other arrangements for their family members are available at NLI additionally. In case trainees report with family at NLIs, they will not be allowed to attend the training. However, required support in respect of severely disabled trainees will be worked out by NLI on case to case basis.
- Every training programme should be evaluated at different stages during and after the training. The common stages are: pre training evaluation, on-going evaluation during the programme, post training evaluation and follow up after the training in the field situation.
- The quality of inputs and organizational strategies will be carefully designed, delivered and maintained by the organizer irrespective of the training being organized at NLI or Regional Office.
- While nominating teachers for trainings, priority may be given to those who have not completed mandatory trainings as per requirement of service rules / NEP-2020.
- The teachers who have attended induction course should not be nominated for general trainings for at least two years until and unless specifically required.
- The training data of NVS staff who have been deputed for different trainings at different venues should be maintained at RO level.
- If teacher is constantly producing lower bench mark in examination in spite of getting training, appropriate administrative action should be initiated against such teachers.
- Appropriate entry of training attended should be made in service book of individual through PIS.
- Regional Office should provide internal faculty as subject expert as well as system based quality input in training, as requested by NLIs.

**78.5: Following guidelines are to be followed to reduce the absenteeism in the training:-**

- The official must be nominated for the various training programmes well in advance so that candidate can make necessary arrangements for attending training.

- The information regarding nominations of staff should be available at the website of concerned regional office and NLI.
- The List of participants attended & absentees should be communicated by NLIs to the concerned ROs within three days of completion of training for appropriate action against the absentees.
- Following action may be taken against absentees from training by concerned RO:-
  - The probation period of staff to be deferred.
  - Unauthorized and regular absenteeism from training has to be taken into consideration while awarding grades in APAR.
  - MACP and senior/selection scale grade may be deferred.
  - The official exempted on medical ground may be directed to go on leave for the whole period of training.
- The action against absentee official from training only be taken by concerned RO if concerned authority has relieved the official and he/she did not attend the training.
- If any official represents for exemption from the scheduled training, he/she has to represent well in advance for consideration of genuine cases by the competent authority and replacement may also be arranged by the same office in time.
- The competent authority for exemption of training will be:
  - Assistant Commissioner Cluster In-charge - upto the level of PGTs on genuine reasons with suitable replacement.
  - Deputy Commissioner – for Vice Principal and principal as well as RO staff on genuine reasons with suitable replacement.
  - The record of such exemptions should be maintained at the concerned RO.
- A note regarding such exemptions by the competent authority / absence from training should be put in the service record of the employee for future reference to be maintained by concerned RO.

All training programmes will be organized as per the Training Calendar for the year 2025-26.

### **80) NISHTHA STATUS:**

All NVS Principals, Vice-principals, PGTs/ TGTs and Creative Teachers are attending NISHTHA 1.0 & 2.0 training modules organized by NCERT

- NISHTHA 1.0 (Elementary Stage): 7251 Principals/ Vice-principals/ TGTs/ Creative Teachers (98%) have completed all 18 Courses of NISHTHA 1.0 in the session 2020-21.
- NISHTHA 2.0 (Secondary Stage): 10654 Principals/ Vice-principals/ PGTs/ TGTs/ Creative Teachers (95%) completed 12 Courses of NISHTHA 2.0

### **81) THE FOUNDATION OF CITIZENSHIP PROGRAMME (FCP):**

Navodaya Vidyalaya Samiti launched the "Awakened Citizen Program in JNVs" in collaboration with Ramakrishna Mission, New Delhi, across all eight regions from the academic year 2017-2018. This program, initially introduced in 2017 for five years until 2022, aimed to promote value education in all JNVs. It underscores the belief that every child possesses unique and boundless potential, and education serves as the means to uncover and manifest this potential, leading to excellence in various spheres of life. The program incorporates real-life scenarios followed by discussions, enabling students to contemplate different choices available to them and the corresponding consequences. Through this initiative, values and attitudes conducive to living in harmony with oneself, others, and nature are instilled in students and teachers alike.

Navodaya Vidyalaya Samiti, in collaboration with Ramakrishna Mission, has introduced version 2 of the ACP, titled Foundations of Citizenship Program (FCP).

**81.1 The details of the program is as under:**

- FCP will be implemented exclusively in Class VII across all JNVs.
- Ramakrishna Mission will adopt 50 JNVs, where their resource persons will visit and conduct the FCP modules.
- In the remaining JNVs, trained teachers (02 teachers – 01 for each section of Class VII) will complete the FCP modules. These nominated teachers will receive training on FCP modules with the assistance of Ramakrishna Mission.

**81.2 Nomination Criteria for Teachers:**

- Preference will be given to teachers with a natural inclination towards value education.
- Teachers with at least five years of remaining service will be nominated to ensure their availability for subsequent academic years.
- TGTs will be given preference.

In scheduling the academic timetable, a slot of at least 40-45 minutes per week during the afternoon session for Class VII is to be allocated. This allocation will ensure the completion of all 16 modules for Class VII by January 2025. Ideally, the program should be conducted in consecutive weeks to maintain continuity and enhance assimilation of values.

Ramakrishna Mission will send officials to visit JNVs and monitor the program's classroom-level implementation. Periodical reports will be submitted from JNVs to evaluate the program's effectiveness. Additionally, school leadership, including the Principal and Vice Principal, will continue to assess effectiveness and provide strategic support, as reflected in periodic reports.

**82) GUIDED LEARNING PROGRAMME IN MATHEMATICS (Khan Academy):**

NVS in collaboration with Khan Academy India (KAI) is running a Guided Learning Program in Mathematics in all JNVs from Class-VII to X with the following objectives:

- To build students' conceptual understanding in Mathematics.
- To narrow down the achievement gap amongst students - given that every JNV student has proven high potential, as demonstrated through their very selection to JNVs.
- To empower teachers with tools and real-time student performance data, this in turn would help them in remediating learning gaps amongst students.

**82.1 The important features of the programme are given below:**

- Teachers can flexibly assign relevant content based on what they would like their students to do (e.g., they can ask students to go through the prerequisites for the topic; and/or can check for students' understanding of the entire chapter by assigning the formative 'unit test', etc). To assist teachers with this, Khan Academy has shared Ready-to-use Math lesson plans (in English and in bilingual English- Hindi). Students can do assignments asynchronously at their own pace and convenience.
- If students need help with the exercises, they can get it instantly through step-by-step hints and related videos with solved examples on the Khan Academy platform.
- Teachers can get complete visibility into their students' activity and progress through their dashboard on the Khan Academy platform.

**Note:** All Mathematics teachers should integrate this programme with classroom teaching so as to help students enhance their potential & performance through better conceptual understanding of Mathematics.

**83) Nurturing School Ecosystem (NIEPA):**

As per the relevant propositions of NEP 2020, NVS envisioned to prepare its own modules on "Conducive Environment for Learners & Learning" to nurture school ecosystem. NVS requested & coordinated with NCSL, NIEPA for the development of these modules focusing on various

issues viz. challenges with regard to staff motivation & causes, leadership challenges, interpersonal relationship in school environment etc. that need to be addressed.

Accordingly, the compendium consisting of seven modules - “Enabling School Ecosystem: Nurturing School Leadership to support learning” is conceptualized with an overall purpose of building the capacities of aspiring and practicing school leaders to create an ecosystem that supports continuous learning for all. The modules enable school leaders in developing a networked and systemic understanding of all school units, promoting collaborative action within and across the school community and nurturing social capital and collective learning.

The overarching objectives of the modules are to enable aspiring and practicing school leaders to envision and develop a ‘learning environment’ that serves the diverse learning needs of the student community, the teachers and all other stakeholders as recommended in NEP, 2020. Transforming schools into a learning ecosystem demands principals and educational leaders to be system thinkers and focus on relationships that can strengthen the school purpose, align shared objectives, promote trust, build synergies, and facilitate co-construction of knowledge. These modules are conceptualized based on concerns shared by teachers and leaders of the Navodaya Vidyalayas; their narratives of what demotivates them, and what actually drives them to go beyond the call of duty. The modules are developed through collaborative engagement with the Navodaya Vidyalaya Samiti on the varied concerns of school leaders in residential schools. Thus, rather than a single handbook, this compendium was conceptualized as a series of signposting concepts and constructs that stand out in the journey towards developing schools as inspiring learning spaces. Each module in the compendium could go as an independent module for the training programs or could also go together as an entire set as required. Focus was laid to bring out more readable and interactive self-learning modules designed for both - the online as well as the face-to-face learning modes.

The set of modules in this compendium are as follows:

Module	Title
Module 1	Facilitator’s Manual
Module 2	Schools as Learning Organizations: Nurturing Reflective Mindsets
Module 3	Transforming School Ethos: Developing an Inspiring Work Space
Module 4	Professional Learning Communities: Forging Teacher Collaborations
Module 5	Reorienting Review and Feedback Practices: Foregrounding Teaching and Learning
Module 6	Nurturing Belongingness: Strengthening Socio emotional Connectedness
Module 7	Promoting Mental Health: Enabling a Whole School Approach

**Way Forward:**

NVS plans to conduct face-to-face training of remaining JNV Principals in phased manner on the above-mentioned modules.

**84) CERTIFICATE IN PROFESSIONAL DEVELOPMENT OF TEACHERS:**

For the professional development of its teachers, NVS in a collaborative effort with the School of Education, IGNOU developed Six Months Certificate Program - “Certificate in Professional Development of Teachers” (CPDT) for in-service NVS Teachers. The Programme mainly aims to build capacity of the teachers working in the JNVs to strengthen their professional competencies in handling the problems of the adolescent students in residential schools as well as to develop the skills of self-management by the teachers which indirectly impacts the optimal development of the students.

**84.1: Specific objectives of the programme:**

- To familiarize teachers with the basic skills of guidance and counseling to address mental health as well as adolescence related challenges including learning and career related issues.
- To facilitate teachers' understanding and practicing of various skills and techniques for promoting self-management to create an effective environment to work for the betterment of the students.
- To systematize experiences and strengthen teachers' professional competencies to promote positive institutional life and culture within Navodaya campuses.

**84.2 Medium of Instruction:** English and Hindi.**84.4: Duration of the Programme:** Minimum: 06 months, Maximum: 24 months

This means a student can complete the CPDT programme in minimum six months or maximum in 24 months duration.

**84.5: Structure of the CPDT Programme:** The programme consists of Theory and Practical Courses. There are three theory courses and one practical course. The practical course has two components: Workshop Based Activities (WBA) and School Based Activities (SBA).

S.No	Course Code	Course Type	Course Title	Credit
1	BES-061	Theory	Understanding & Managing Adolescence Issues	4
2	BES-062	Theory	Self-Development of Teachers	4
3	BES-063	Theory	Institutional Life & Culture: Jawahar Navodaya Vidyalyaya	4
4	BESL-064	Practical	Workshop and School based Activities	4

**84.6: Major Activities of the CPDT programme:**

**Academic Counseling:** The academic counseling sessions will be organized by the Learner Support Centers (LSCs) which are the Regional Centres of IGNOU for the theory courses.

**84.7: Assignments:** There is one tutor-marked assignment for each course. The assignments are uploaded on the IGNOU website [www.ignou.ac.in/student-zone](http://www.ignou.ac.in/student-zone). The hand written assignment responses are to be submitted to the LSC.

**84.8: School Based Activities:** The School Based Activities (SBA) is one of the two components of the Course BESL- 064. The SBAs are to be carried out by the teachers at their school before they come to attend the five-day workshop. After completing the SBAs they will prepare reports/records and get them verified/ authenticated by the JNV principal. Teachers are required to submit these reports/records at the work center (NLI) on the first day of the workshop.

**84.9 : Workshop Based Activities:** The second component of the Course BESL-064 is the Workshop Based Activities (WBAs). A five-day workshop will be organized at your NLI as per the schedule prepared by the respective NLI.

**84.10 : Term-end Examination:** The Term-end examination carries 70% weightage in the final result. The Term-end examinations are ordinarily held in the months of June/December every year.

The IGNOU CPDT's First Cycle commenced in July 2022. Since then, 989, 1089, 1071, 1136 and 1089 teachers have been enrolled in the July 2022, January 2023, July 2023, January 2024, and July 2024 cycles, respectively. In the ongoing January 2025 cycle 1210 teachers have been enrolled. The plan is to train 10,000 teachers of NVS over a period of five years.

**85) CLUB/ CIRCLE ACTIVITIES:**

All-round development means mental, physical, psychological, spiritual and vocational development. We cannot achieve this all-round development by following mere Class-room teaching-learning procedures. Here the relevance of Circle Activities becomes prominent. It is one of the co-curricular activities that are gaining much importance these days. Every student of the JNV is to be a member of one club. Similarly every teacher should be attached to any one of the clubs. Vidyalyaya can give provision for the conduct of club activities in the monthly calendar. All the in -charge teachers and associated teachers are to sit together with all the club members for planning their activities on the first club activity day of the year. Accordingly activities are to be organized on the subsequent club activity days. All teachers after considering the interest of the students and discussing with each student may finalize the club members. Principal and the concerned teachers to ensure that all the children are involved in the club activities and each club should emerge as a resource centre.

Every JNV will properly plan, prepare and implement the club/circle activities for the academic year 2025-26 to achieves the intended objectives of the clubs whose suggested activities are given below:

Sl. No.	Club/ Circle	Suggested Member Teachers	Suggested Activities
1.	Literary (English)	PGT (Eng), TGTs (Eng)	Quiz, Creative writing, Elocution, Book review, Writing report, Debates & Discussion, creative writing, Essay writing, Reading, Seminar, Poem Recitation, School Magazine, Ex-Tempore speech competition, Anchoring.
2.	Literary (Hindi)	PGT (Hindi) TGTs (Hindi)	
3.	Literary (Regional Language)	TGT 3 <sup>rd</sup> Lang	
4.	Eco Club for Mission LiFE	PGT (Bio)	One child one plant campaign, caring of plants, generating awareness on environment protection, water conservation, water efficient school, saving one liter of water every day at school and at home, Activities of Kitchen garden/ Herbal garden, SIC / Vigyan Pratibha Activities.  Link of CBSE Handbook for schools on Eco Club for Mission LiFE & Water Conservation is given at <b>Annexure-I</b>
5.	Fine Arts Club	TGT (Art)	Drawing, Painting, Sculpture, Exhibition, Rangoli, Pot making, collage Making, Calligraphy, Logo design, Pot decoration, e-Poster, use of ICT and apps.
6.	Performing Arts Club	TGT (Music) Any other willing teacher	Music, Dance, Fancy Dress, Folk Dance, Folk Songs, Theatre, Dramatics, Variety Programme, Sugam Sangeet, Kala Utsav.
7.	Science Club*	PGT (Chem) TGT Science	Preparation of working models, improvisation, devising simple experiment, collection of plant specimen, samples, Science Excursion and fairs, Seminars, Scrap book, Herbarium file, Quiz, Preparation of chart, Project report. SIC / Vigyan Pratibha Activities.
8.	I T Club	TGT/PGT (CS/ IT)	Preparation of good presentation, using ICT, Seminars on cyber safety, SIC / Vigyan Pratibha Activities.
9.	Maths Club	PGT (Maths)TGT (Maths)	Preparation of models, Mathematical modeling, Training on Vedic Maths, Maths Exhibition, Recreational Maths, Organizing activities on Mathematics day, Preparations for Maths' Olympiads, SIC / Vigyan Pratibha Activities.
10.	Astronomy Club	PGT (Phy)	Preparation of models, organizing exhibitions, Preparation of presentations, visit to planetarium, Charting the constellations and generating awareness amongst fellowstudents, calculating the rise and set time of stars, star gazing etc. SIC / Vigyan Pratibha Activities.

11.	Health Club	Staff Nurse Any other willing teacher	First-Aid, Red Cross, Aids Day Celebration, World Healthday Celebration, Cleanliness.etc
12.	Sports & Yoga Club	PET (F) Any other willing teacher	Organizing yoga and sports activities in the Vidyalaya, organizing exhibition, Participating in district/ State level competitions etc
13.	Civic & Electoral Literacy Club	PGT (Eco) PGT(History)	Debate – citizens rights and duties, Civic sense- Traffic rules, Awareness- cleanliness, water, Activities regarding Voter Awareness. Rally– right to vote, consumer rights, right to Information.
14.	Adventure Club	PET (M) NCC In-charge / Any other willing Teacher	Games- Indoor & Outdoor, Athletics, Mass drill, Parade, Scouting, NCC, Mask and puppets, Puzzles, Visit to government departments, Treasure hunting, etc.
15.	Community Service Club	Vice Principal / SMT Any other willing Teacher	Organizing community service, conducting pace setting activities, generating awareness in nearby localities on issues related to environment, balanced diet, swachhataetc.
16.	Readers Club	Librarian Any other willing teacher	Organizing book exhibition, Book reviews, developing reading habits in other students, organizing quizzes, etc
17.	Tourism Club	PGT History/ PGT Geography	Essay writing, Logo designing, Quiz painting, Poster designing, programme related with travel & tourism. Organizing tours for migrated children.
18.	Heritage Club	TGT SST	Visit to Museums, Archaeological Sites Develop museum corner, Group discussion on historical events, etc.

### **METHODS OF ORGANISATION:**

#### **(Club activities should be conducted on every alternate Wednesday)**

- In each club students from different classes are to be selected so that every child should be a member of one club. Each club should have 30 to 40 students.
- Number of clubs should be as per available staff and student strength.
- Senior most teacher member of the club will be in-charge of the club.
- All teachers should be distributed in clubs as per above scheme.
- Club activities of all the clubs should be conducted on a Wednesday involving all the students and teachers during Remedial classes.
- Principal should ensure that activities of every club are planned in advance and conducted on as per schedule on Wednesday.
- The record of weekly activities should be maintained by the Club in-charge teachers. Club wise display boards may be put up at appropriate locations in the Academic Block and updated at least once in every fortnight.
- During Panel Inspection each club will showcase the exemplary work done by organizing an exhibition.

**Note: Club and CCA activities should be conducted on every alternate Wednesday. For example if club activities are conducted on 1<sup>st</sup> Wednesday of the month, CCA activities will be conducted on 2<sup>nd</sup> Wednesday and so on.**

### **86) HERBAL GARDEN:**

Herbs are very easy to grow with a little sun shine, and soil that drains well. With limited watering and a little amount of fertilizer or compost- herbs can be grown in pots. However, the plants always prefer to be grown where they can spread out.

#### **OBJECTIVES:**

- To educate school children in identifying different types of herbs.



- To educate school children about medicinal uses of herbs including growing them in a garden.
- To inculcate a sense of familiarity from childhood with surrounding biodiversity and its conservation.
- To encourage students to use herbs in food.

With growing of herbs children can be easily guided on value of herbs and its medicinal importance. Every JNV should make efforts for developing Herbal Garden with little efforts and resources. Every plant should have a label mentioning:

- Popular / Vernacular / Scientific name
- Its medicinal properties
- Year of plantation
- Name of the student looking after the plant

## 87) KITCHEN GARDEN

### OBJECTIVES:

- To educate school children in identifying different types of vegetables, their scientific nomenclature and their nutritional value
- To educate school children about importance of cultivation.
- To inculcate a sense of dignity of labour and environment protection / conservation
- To promote vegetarianism amongst students.

House wise Kitchen gardens may be developed around students' mess or any other convenient place where movement of students/staff is not much. Saplings of locally available vegetables may be planted and for their growth the compost (prepared properly using kitchen waste and other materials) should be used. Kitchen garden may be developed at multiple locations in the campus depending upon the topography of the land. The Kitchen garden should be large enough so that house wise areas may be earmarked for its upkeep and development by respective houses. Kitchen Gardens are to be developed House wise. On holidays/Sundays time slot around one and half hour should be allotted to the students to work in Kitchen Garden.

## 88) MISSION LIFE: LIFESTYLE FOR ENVIRONMENT:

LIFE i.e. lifestyle for environment was introduced by Honbl'e Prime Minister Narendra Modi- at COP26 in Glasgow in 1<sup>st</sup> November 2021- as a mass movement for 'Mindful and deliberate utilization, instead of mindless and destructive consumption' to protect and preserve the environment. It aims to nudge individuals and communities to practice a lifestyle i.e. Synchronous with nature and does not harm it. Those who practice such lifestyle recognized as **Pro Planet People**.

NVS has issued guidelines / directions to adopt environment friendly features in the daily routine of the JNVs. Following suggestive actions may be initiated in each JNV:

- Use LED bulbs/ tube-lights
- Install a solar water or solar cooker heater on rooftops
- Switch off appliances from plug points when not in use
- Use gas for cooking instead of fire wood
- Keep temperature of Air Conditioners to 24 degrees
- Prefer pressure cookers over other cookware
- Keep your electronic devices in energy-saving mode
- Defrost fridge or freezer regularly
- Create rainwater harvesting/roof top rain water storage infrastructure
- Reuse water from washed vegetables to water plants and other purpose

- Pre-soak heavy pots and pans before washing them
- Do not discard unused stored water every time there is fresh water coming in taps
- Use buckets instead of hose pipes to water plants/ floors/ vehicles
- Fix leaks in flushes, taps and water pipes
- Reuse water drained out from AC/RO for cleaning utensils, watering plants and others
- Prefer a water purification system that wastes less water Single Use Plastic Reduced
- Reuse glass containers/ packaging plastic items as storage boxes
- Prefer using non-plastic eco-friendly cutlery during functions/celebrations.
- Turn off running taps when not in active use
- Use recycled plastic over virgin plastic
- Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste
- Include millets in diets
- Compost food /kitchen waste
- Developing house-wise kitchen gardens
- Ensuring no food wastage
- Practice segregation of dry and wet waste at source
- Recycle and reuse old newspapers, magazines
- Set printer default to double-side printing
- Repair, reuse and recycle old furniture
- Do not discard waste in water bodies and in public spaces
- Encourage use of millets in food and indigenous herbs and medicinal plants for nutrition and wellbeing
- Plant medicinal plants such as Neem, Tulsi, Giloy, Mint, Curry leaves, Ashwagandha, etc. in herbgarden.
- Repair and use electronic devices over discarding the devices

**Note:** Link for “Mission LiFE a lifestyle for environment” at **Annexure-I**.

### 89) PANCH PRAN

The Prime Minister Shri Narendra Modi, while addressing the nation on the 76th Independence Day from the ramparts of the Red Fort talked about the five pledges the country needs to focus on for the next 25 years, mentioning these as ‘big pranshakti for fulfilling the dreams of the country in the next 25 years’:-

1. Goal of developed India विकसित भारत का लक्ष्य
2. To remove any trace of colonial mindset गुलामी की मानसिकता के हर अंश से मुक्ति
3. Take pride in our roots अपनी विरासत पर गर्व
4. Unity एकता और एकजुटता
5. Sense of duty among citizens. नागरिकों में कर्तव्य की भावना

These ‘Panch Pran’ may be adopted as underlying themes for different co- curricular activities in JNVs.

### 90) EK BHARAT SHRESHTHA BHARAT (EBSB):

The initiative ‘Ek Bharat Shreshtha Bharat’ was announced by the Hon'ble Prime Minister on 31st of October, 2015 on the occasion of the 140th birth anniversary of Sardar Vallabhbhai Patel. Through this innovative measure, the knowledge of the culture, traditions and practices of different States & UTs may lead to an enhanced understanding and bonding between the states, thereby strengthening the unity and integrity of India.

The canvas of Ek Bharat Shreshtha Bharat (EBSB) encompasses all the States and Union Territories of India. For every JNV, paired State / UT may be the State / UT of the JNV that is linked for migration.

There are 21 activities as per calendar of activities are to be organized under 'Ek Bharat Shreshtha Bharat' Programme by JNVs. Out of these 21 listed activities, every JNV has to conduct at least 5-6 different activities in a year by integrating them in regular activities of the vidyalaya. Activity No. 1 i.e. exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT of the paired JNV is to be done by all JNVs. Other actions to be taken by every JNV are given below:

- To establish an EBSB Club in the school.
- To appoint a Nodal Teacher in charge in the vidyalaya to plan and conduct different EBSB activities.
- To prepare an annual action plan for the effective implementation of the programme and to ensure the inclusion of EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.
- To organize these activities in coordination with the partner State/UT i.e. the State/UT of the linked JNV.
- To give adequate publicity to the activities conducted under EBSB and reach out to the larger community through innovative and effective ways.
- To give incentives/recognition to the students for their good performances in EBSB activities in the form of certificates, badges, appreciation etc.

#### 90.1: Reporting of Activities:

- All JNVs have to maintain a record of the activities conducted under 'Ek Bharat Shreshtha Bharat'.
- A monthly report in the format with at least two photos and 1 short video of each activity has to be submitted to the concerned RO by each JNV in the last week of every month.
- Each RO has to compile the data received from all JNVs under the region in the prescribed format and send it to the NVS Headquarters along with selected photographs and videos by the 5<sup>th</sup> day of the next month.
- The format of Monthly Reports for JNVs & ROs is given vide NVS letter no. 33-2/2019-NVS (Acad)/42-49 dated 26.04.2022.
- All JNV Principals will ensure maximum participation of all the stakeholders in different activities under Ek Bharat Shreshtha Bharat and accordingly prepare an action plan for making the programme successful and effective as these activities will not only lead to enrichment of knowledge of partner state but also develop a sense of bonding between the students of partner State/UT. These activities will go a long way in developing our students as responsible citizens with deep belief in unity in diversity of the nation.

#### 90.2: Calendar and List of Activities for JNVs under Ek Bharat Shreshtha Bharat (2025-26)

S.No	Activity	Suggested Month / Day	Organize by	Learning Outcome-Skills/ Values to be Enhanced
1	Exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT of the paired JNV	Every month during the academic year	JNV	<ul style="list-style-type: none"> <li>• Linguistic Skills</li> <li>• National Integration</li> <li>• Spirit of Patriotism and Unity</li> </ul>
2	Essay Competition among students related to the State/UT of the paired JNV	Any time during the academic year (at least once in a year)	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Appreciation of diversity</li> <li>• Sense of common identity</li> </ul>

3	Optional classes in schools for learning the language of the State/UT of the paired JNV	As per timetable during the academic year	JNV	<ul style="list-style-type: none"> <li>• Linguistic Skills</li> <li>• National Integration</li> <li>• Spirit of Patriotism and Unity</li> </ul>
4	Drama/folk theatre/role play on culture, history, tradition of the State/UT of the paired JNV	Any time during the academic year (at least once in a year)	JNV	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Linguistic Skills</li> <li>• Creative Skills</li> <li>• Communication Skills</li> <li>• Research Skills</li> <li>• Spirit of Patriotism and Unity</li> </ul>
5	Identification /translation and dissemination of similar proverbs in the language of the State/UT of the paired JNV	Any time during the academic year	JNV	<ul style="list-style-type: none"> <li>• Linguistic Skills</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Sense of Affinity with the paired State/UT</li> </ul>
6	‘Theme-based Display Board/Wall Magazine’ on the State/UT of the paired JNV (Historical Monuments, Dressing Style, Painting, Dance, Music, folk art, Handicrafts, Alphabet and Basic Sentences, flora and fauna, wild-life, knowledge of plants used for traditional medicine climate, ecosystem, etc. of the State/UT of the paired JNV)	Once a month activity throughout the academic year on a different theme	JNV	<ul style="list-style-type: none"> <li>• Linguistic Skills</li> <li>• Communication Skills</li> <li>• Creative Skills</li> <li>• Research Skills</li> <li>• Science and Environment Literacy</li> <li>• Sense of Affinity with the paired States/UT</li> </ul>
7	Pledge on Swachhata /single use plastic/water saving/ National Unity in the language of the State/UT of the paired JNV	At least twice every month during the morning assembly	JNV	<ul style="list-style-type: none"> <li>• Linguistic skills</li> <li>• Communication skills</li> <li>• Creativity skills</li> <li>• Environmental Literacy</li> <li>• Enhance social responsibility</li> </ul>
8	Talks by students and teachers on the State/UT of the paired JNV related to its latest news, history, culture, national icons, social reformers, famous personalities (current as well as historical) or any other theme significant to the State/UT of the paired JNV	Two days every month during the Morning Assembly	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Creativity skills</li> <li>• Research Skills</li> <li>• Sense of affinity with the paired State/UT</li> </ul>
9	Question Answer Session on the State/UT of the paired JNV	At least once in the academic year	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Sense of affinity with the paired States/UTs</li> </ul>
10	State/UT Day Celebration of the State/UT of the paired JNV	Once a year on the State/UT Day of the paired State/UT	School	<ul style="list-style-type: none"> <li>• Creative skills</li> <li>• Communication skills</li> <li>• Sense of unity</li> </ul>
11	Cultural Fusion Competition (Folk Songs/ Dance, Arts & Painting, Music, Cuisine any other cultural activity of the States/UTs of the two paired JNVs may be demonstrated through Fusion)	At least once in a year	School / Districts	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Creative skills</li> <li>• Artistic skills</li> <li>• Spirit of patriotism and unity</li> </ul>

12	Literary Fest (Quiz competition, Poetry recitation, Extempore, Speech, Debate, Translation of popular regional script of the State/UT of the paired JNV)	At least once in a year	JNV	<ul style="list-style-type: none"> <li>• Linguistic skills</li> <li>• Communication skills</li> <li>• Critical thinking skills</li> <li>• Creativity skills</li> <li>• Drawing skills</li> <li>• Map skills</li> <li>• Sense of affinity with the paired States/UT</li> </ul>
13	Ek Bharat Shreshtha Bharat Utsav (Unity Pledge; Project on the culture, customs, dress, agriculture, cuisine, flora-fauna, wildlife, climate and topography; Video Conferencing with students of the paired JNV)	31st October each year (National Unity Day) for EBSB Utsav; Pledge and Project work throughout the year; Virtual meet/s whenever possible	JNV	<ul style="list-style-type: none"> <li>• Sense of unity</li> <li>• Communication skills</li> <li>• Constitution literacy</li> <li>• Value of citizenship</li> </ul>
14	Scrap book on the State/UT of the paired JNV by students	One Scrap Book per student per academic year	JNV	<ul style="list-style-type: none"> <li>• Record Maintenance Skills</li> <li>• Communication Skills</li> <li>• Creativity Skills</li> </ul>
15	'Ek Bharat Shreshtha Bharat' School Report	Annual	JNV	<ul style="list-style-type: none"> <li>• Analytical and Compiling Skills</li> <li>• Communication Skills</li> <li>• Creative Skills</li> <li>• Report Writing Skills</li> </ul>
16	Showing popular and age-appropriate film/s from the State/UT of the paired JNV and in the language of the paired State/UT that reflects the culture of that State/UT	Any time during the academic year	JNV	<ul style="list-style-type: none"> <li>• Knowledge of language of paired State/UT</li> <li>• Communication skills</li> <li>• Critical thinking skills</li> <li>• Creativity skills</li> <li>• Sense of affinity with the paired State/UT</li> </ul>
17	Using toys to teach diversity of culture in India	Any time during the academic year	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking skills</li> <li>• Creativity skills</li> </ul>
18	Integration of awareness and sensitivity towards environment, forest and wildlife protection, water conservation, physical fitness and health, gender sensitivity, ethics and values, resource conservation, sanitation and self/public hygiene, etc. into EBSB Activities	Throughout the year	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking skills</li> <li>• Creativity skills</li> <li>• Writing and presentation skills</li> <li>• Appreciation of innovation/best practices</li> </ul>
19	Learning the indigenous sport of the State/UT of the paired JNV	In accordance with school timetable for sports/games periods	JNV	<ul style="list-style-type: none"> <li>• Psychomotor skills</li> <li>• Knowledge of traditional sports/games</li> </ul>
20	Learning the folk painting /art/craft of the State/UT of the paired JNV	Classes as per timetable; exhibition at least once in a year	JNV	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Original thinking</li> <li>• Sensitivity towards the need to conserve environment, water, etc.</li> </ul>

21	Toy-making: Learning to make hand-made toys of the State/UT of the paired JNV and preparing a class-wise collaborative report on it.	Any time during the year	JNV	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking skills</li> <li>• Creativity skills</li> <li>• Sensitivity to environmental concerns</li> <li>• Understanding of history and culture of the state</li> </ul>
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**Note:** Any 5-6 activities are to be selected by JNVs and should be conducted keeping in view the learning outcomes mentioned above. Details of participants are to be submitted to the RO monthly. The consolidated monthly report along with photographs is to be submitted to Hqrs. regularly.

## 91) PETROLEUM CONSERVATION RESEARCH ASSOCIATION (PCRA):

### ‘Conserve Fuel - Save Future’

Petroleum Conservation Research Association (PCRA) is a registered society set up under the aegis of Ministry of Petroleum & Natural Gas, Government of India. PCRA aims at making oil conservation a national movement. The main objective behind is to promote strategies and measures for accelerating conservation of petroleum products leading to environment protection, energy security and sustainable development and to create awareness among masses about the importance, benefits and methods of conserving petroleum products & clean environment by enhancing information and capacity building.

PCRA has developed literature containing simple ready to implement conservation tips and techniques. Special low cost green leaflets have also been developed to educate the masses on the ill effects of pollution caused due to incomplete combustion and its impact on health. The guiding light being "Where conservation fails pollution starts". PCRA also bundles events like quiz, painting, drawing and slogan writing competition for the students. A list of topics that can be covered is provided below:

- Energy Scenario and Energy Security
- Energy Conservation Act 2001 & Energy Conservation Building code
- Challenges to conservation for a developing country
- Bio – Fuels and alternate sources of energy
- Water and waste Management

This initiative is open to all individuals/groups/Institutions interested in fuel conservation and environment protection. Vidyalaya needs to register itself online and enroll the students for participating in various competitions. All activities and games will pass on the message to the students igniting their young minds and providing them with an opportunity to think and come out with creative ideas and solutions for saving the energy.

## 92) INTERNATIONAL ADMISSIONS WITH SUPPORT FROM KARTA INITIATIVE INDIA FOUNDATION:

Karta Initiative India Foundation (KIIF) in collaboration with Tata Trust, has been supporting NVS in assisting the children to access high quality education through encouraging them to apply for international reputed universities beginning from 2015. KIIF is a charity aimed at supporting talented Indian students from economically backward families to pursue higher education in best universities. KIIF is working for identifying and mentoring children from JNVs who were exceptionally talented and are from family belonging to economically disadvantaged group.

### KIIF support NVS students:

- To gain essential 21st century skills including critical thinking and problem solving, English language fluency, and digital literacy.

- To develop awareness of different career pathways and gain crucial information alongside mentoring to bring them closer to the world of professional and educational opportunity
- Support for applying to world-leading universities, teamed with scholarship opportunities.
- Karta Initiative has developed an App 'Karta Connect' for wider outreach of the program. Karta Connect App for all NVS students to provide career guidance and information/preparation for college admission and entrance examinations.
- 37 Students from different JNVs have been admitted to International Universities with support from Karta Initiative till 2024-25. Apart from international admissions Karta Initiative have supported 202 NVS students for study in reputed Universities in India such as 'Flame', 'Ashoka', 'Azim Premji' and other reputed Universities.

**During 2024-25, Total 49 JNVs are part of this program:**

S. No.	Region (RO)	School Name
1	Patna	JNV Madhubani, Araria, Muzaffarpur, Jamtara, Vaishali, Koderma, Bokaro and Hazaribag, Buxar, Katihar
2	Lucknow	JNV Kanpur dehat.
3	Jaipur	JNV Faridabad
4	Chandigarh	JNV Shimla, Leh, Baramulla, Rajori, Poonch, Doda, Anantnag and Ganderbal
5	Pune	JNV Palghar, Ahmadnagar, Latur, Ratnagiri, Jalna, South Goa, North Goa, Beed, Nasik and Raigad, Gadchiroli, Chadrapur.
6	Hyderabad	JNV Haveri, Udupi, Shimoga, Uttara Kannada, Chikmagalur, Hassan, Mahe, Idukki and Wayanad, Davangere, Chitradurga, Tumkur, Yadgir, Mysuru, Bellary, Raichur, Kodagu.

### **93) EARLY IDENTIFICATION AND INTERVENTION FOR MENTAL HEALTH PROBLEM OF SCHOOL GOING CHILDREN AND ADOLESCENTS:**

As there is a perceptible rise in challenges related to psychosocial wellbeing of students, it is crucial to foster emotional and behavioral safety climate in schools. Also, there is a strong growing need to equip teachers and allied caregivers with requisite information and skills to facilitate early identification and basic intervention (psychosocial first aid) for the flag signs of mental health conditions in children and adolescents. Progressive JNVs therefore need to ensure that learning and holistic development takes place in a safe, secure and a happy environment for every child. This comes in tandem with the overarching guidelines of NEP 2020 and Safe Schools (MoE 2021)

**The Ministry of Education has come out with a handbook on “ Early identification and intervention for mental health problem of school going children and adolescents” – Modular handbook for teachers and allied stakeholders,**

**The innovative landmark modular handbook has envisaged the following broad aspects: -**

#### **Section A**

A Whole School Approach, Prevention, Promotion and Management of Mental Health and Wellbeing, Education for self-reliance. School Structure, Ethos, Roles and Responsibilities.

#### **Section B**

Early Identification and Management of Common Mental Health Concerns, Flag Signs and Risk Factors, What Teachers can do, Advice for Parents. Common Emotional and Behavioral Emergencies in Schools, Promoting Resilience.

#### **Section C**

Planning Sensitization & Collaboration with Stakeholders, Emerging Concerns for Children with Special Circumstances: Mental Health Perspectives, Annexures / Supplementary Reading Material-Handouts, photocopyable sheets, SOPs & Flow Charts).

In addition, the role of Peer Educators in schools has been highlighted as an evolving and dynamic support for awareness building of Life skills, Mental Health and Wellbeing paradigm. Involving students as Peer Educators/Mentors is an empowering step in building young leaders for life skills based positive mental health programs for better coping skills and healthy lifestyles. Good practices models for comprehensive school mental health initiatives are to be acknowledged and encouraged. This modular handbook on mental health shall generate support in forthcoming National and Regional dialogues on this aspect of child development wherein mental health paradigm takes on a crucial role for joyful and learning in 21st century schools across India.

**All Principals must ensure to provide soft copy of the handbook to all teachers, counsellors and staff nurse to utilize the content of the handbook to ensure mental health and well-being of students.** (Link of the handbook is given **Annexure- I**)

### **93.1: COUNSELLORS IN JNVs:**

One male and one female counselors are engaged on contract in JNVs since 2019. For effective engagement of counselors, the directions are given to JNVs from time to time. Orientation training for the newly engaged counselors are conducted through NLI also the counselors are given training through Experts for their capacity building. Apart from exposing them to their duties and responsibilities as JNV Counselors, they were also directed to maintain records in the formats provided during the different training Programmes.

### **93.2: DUTIES AND RESPONSIBILITIES OF COUNSELORS IN JNVs**

#### **A. Preparation of Records**

- To prepare each student's profile containing socio demographic details, family history, school history, behavioural observations, family health history, developmental history, social/emotional status, personal attitudes, Identifying students psychological needs based on students' profile.

#### **Counselling**

- To provide group counselling to the children facing developmental or inter-personal issues. (Group Counselling shall be carried out in each class by the counsellor, periodically, to establish rapport and to create confidence among the students to approach the counsellor, when facing any emotional disturbances). Group Counselling session may be conducted during arrangement periods / supervised study time.
- Arrange face to face interaction, at a time appropriate with the teachers to discuss the issues faced in the class and to understand the way forward or remedial measures to be carried on.
- To provide individual /personal counselling to children at regular intervals
- To assist children to recognize and build on strengths, and to deal with academic pressures felt if any, in consultation with the teachers concerned.
- To provide referral services to the needy children in consultation with Principal/ Vice Principal
- To provide consultation to JNV staff and parents regarding the developmental and adjustment needs of students
- The counsellor shall interact with the class teachers periodically to understand the class progress and general behaviour of each student in the class and appropriately maintain a separate file for each student. Assessment of each student should be carried out in the beginning of the academic year, half yearly and annually, in collaboration with the class teacher.



- To orient the newly admitted children / Migrated children and to assist to adapt to the school system;
- To liaise with experts invited for interaction with the children with a view to support life skills and personality development.
- To administer appropriate and standard tools of testing as recommended by NVS to diagnose the learning deficiency of the child concerned and to suggest suitable remedial measures;
- To administer specialized tools/tests, wherever required, for special needs with the consent of Principal.
- To organize Guidance program to meet the personal, social and career goals of children and thereby assist in their course and curricular placement in the JNV and after leaving JNV and to familiarize students with the latest and upcoming career trends;
- Counsellor is required to give students the opportunity to speak and share details comfortably.
- The terms of engagement shall contain required clauses regarding maintenance of the confidentiality by the counsellor with respect to information/ profile of the child.
- Counsellors have to attend to the special counselling requirement of CWSN students.
- Any other duties as may be assigned by the Principal in the JNV in view of requirement of residential school.

#### **B. Contribution to Residential System of NVS:**

- The Counsellors shall visit to hostels regularly and pay attention to health, hygiene and general life of the students in the hostel. Observations/suggestions/ action plan for improvement may be communicated to House Master with intimation to Principal. Follow up of the suggestions should be recorded and communicated to the Principal.
- The Counsellors should be available in the hostel every day at appropriate hours to observe the students in their natural environment.
- The Counsellors in coordination with HM / AHM will supervise Care Taker (MTS) for the proper upkeep and maintenance of the concerned hostel.
- Counsellor will coordinate with the HM & AHM for ensuring overall congenial environment of the hostel.
- Counsellor will monitor participation of students in all day Vidyalaya activities. Non participating students will be counselled for involvement.
- Counsellor will develop students understanding –
- Changes during adolescent age and being comfortable with them.
- Establishing and maintaining positive and responsible relationships.
- Understanding and challenging stereotypes and gender sensitization.
- Individual Counselling in cases of indiscipline, substance abuse, ragging and bullying etc.
- Recognizing and reporting abuse and violation

#### **C. SPECIFIC ACTIVITIES OF COUNSELORS IN JNVs**

(The activities appear to be duplicate sometimes, however, the content will be varied by the counselor to suit the age group)

##### **Welcome of new entrants and getting to know activities:**

- Pairing of older and the new entrants for planning fun activities.
- Talent expression activities
- Inter-house / intra house activities to socialize.

##### **Middle school related guidance activities: Class talks on-**

- Nutrition /physical fitness – eating habits, fitness, sports and games.

- Study habits - time management, smart study skills, examination anxiety, concentration
- Personal habits – becoming responsible, understanding own strengths and challenges, Developing confidence.
- Social habits – collaborating with others, importance of relationship and respect, attention to emotions in self and others.
- Career–knowledge of various occupations, work responsibilities, educational opportunities and planning.
- Small group (having similar problems) work on: low achieving students/ Understanding own identity / Awareness about gender and sexuality / Addictions of social media and gaming, substance use/ and many others as per need.

**Work at school level:** Career fair/ organizing library for guidance / Work for school support staff/ Inviting alumni to share their career journey.

#### **E. SECONDARY SCHOOL:** Class talks on

- **Nutrition /physical fitness** – eating habits to avoid acne and get healthy muscular body, fitness, sports and games for mental and physical health.
- **Study habits** - time management, smart study skills, examination anxiety, and concentration, planning daily and weekly time-table, hard work and regularity.
- **Personal habits** – becoming responsible, understanding own strengths and challenges, developing confidence, dealing with anger, shyness, loneliness, self-doubts etc.
- **Social habits** – responsible behaviour towards diversity of gender, managing strong emotions and restrain, collaborating with others, importance of relationship and respect, attention to emotions in self and others.
- **Career**– knowledge of requirement for various occupations, educational qualification for various occupations, career opportunities and planning.
- **Small group (having similar problems) work on:** Low achieving students/ Understanding own identity / Awareness about gender and sexuality / Addictions of social media and gaming, substance use / and many others as per need.
- **Work at school level:** Career fair / Organizing library for highlighting career information / Work for school support staff/community / Inviting alumni to share their career journey.

#### **F. SENIOR SECONDARY SCHOOL:** Interactive sessions/brainstorming on-

- **Nutrition /physical fitness** – to avoid aggression on the field, fitness, sports and games for mental and physical health.
- **Study habits** - time management, smart study skills, examination anxiety, and concentration, planning daily and weekly time-table, hard work and regularity.
- **Personal habits** – becoming responsible, understanding own strengths and challenges, developing confidence, dealing with anger, shyness, loneliness, self-doubts etc.
- **Social habits** – conflict with authorities, responsible behaviour towards diversity of gender, managing strong emotions and restrain, collaborating with others, importance of relationship and respect, attention to emotions in self and others.
- **Career** – knowledge of requirement for various occupations, educational qualification for various occupations, career opportunities and planning.
  - **Small group (having similar problems) work on:** Low achieving students / Understanding own identity - in family and society / Resisting peer pressure / Developing inner resources to deal with pressures from outside / Awareness about gender and sexuality / Addictions of social media and gaming, substance use / and many others as per need

- **Work at school level:** To organize Career fair / To display career information on school bulletin boards / Organizing library for highlighting career information / Work for school support staff/community / Inviting alumni to share their career journey.

### 93.3 : TEACHER COUNSELLORS:

All JNV Teachers, HMs/AHMs need to equip themselves with skills to promote students' personal, social, educational, career development and adjustment throughout the school years. This, however, requires professional orientation and training. The NVS has got quite a good number of teacher counsellors who have completed their Diploma in Guidance and Counselling, and also HMs/AHMs and teachers who have been regularly attending orientation programmes in guidance and counselling, to take up guidance and

counselling for needy and deserving children. Each student in JNV should feel that there is someone in the school who knows and cares for them. Effective functioning of House system, Vidyalaya Mess, Academic excellence, and ways and means to productively engaging students in various activities are prerequisite for a healthy and peaceful JNV Campus. The Vidyalayas where expert Counsellors are available, they will take care of guidance and counselling with the active cooperation of teachers concerned. The JNVs where the expert counsellors are not appointed, the Teacher Counsellors (HMs/AHMs/Teachers) who attended guidance and counselling training at NLI or at any other Institution or holding a diploma in Guidance and Counselling will extend their help to the needy students.

The JNV teacher counsellors are required to achieve the following goals by providing a variety of services to the students; these services include, but are not limited to the following:

- Academic guidance and support services, including monitoring of the academic performance, facilitating effective communication with stakeholders.
- School crisis and intervention referral services.
- Awareness about self health and hygiene and adolescence problems and ways to overcome the same.
- Effective strategies for coping with stress, emotional disturbances and suicidal tendencies among children.
- Activity oriented/ students centered teaching-learning strategies to focus and avoid distortions.
- Selection and involvement of children in various activities including games and sports based on their aptitude and interest throughout the academic year.
- Individual Counselling or Small Group Counselling,

Additionally, NVS has made arrangements for telecounselling for students through toll-free number to create a stress free atmosphere.

### 94) GENDER SENSITIZATION PROGRAMME:

Jawahar Navodaya Vidyalaya aim at building a learning community where the students and stakeholder know, understand and respect each other. Educational practices in JNVs are aligned to the principles of Justice, Liberty, Equality and Fraternity as enshrined in the Indian Constitution.

Jawahar Navodaya Vidyalaya constitutes a unique and large network of co-educational institutions in the country and residential culture is common to all of them. NVS expects all JNVs to strive for enhancing the quality of co-educational residential culture and its effectiveness by creating a safe environment for children and not to harm them in any way by any act of immoral behaviour while in the custody of JNV. In order to enable all persons to participate effectively in a free and more human environment and to build awareness on gender equality, Samiti has decided to conduct gender sensitization programme in all Induction Courses for teachers / Principals.

**94.1: Conducting sensitization sessions in the JNVs for the students:**

- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the Class-as well teachers' time table.
- The programme materials need to be adapted as per the local needs without making changes in the topics/ activities.
- The resource person/trained teacher should be well prepared and be fully aware of all trainingneeds/contents.
- The teacher/resource person is expected to be aware of the profile of target group/participants and willfacilitate better communication between the resource person and students.
- The participatory and interactive approaches are to be at the core of the entire session.
- Efforts will be required to ensure that every student gets necessary motivation and opportunities foractive participation and learning.
- Keeping the contents/resource material and transactions relevant to the concern of students and theirneeds must be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programmes.

**94.2: Conduct of awareness programme in other activities:**

In addition to the above the Principals of the JNVs are required to prepare an action plan for the academic year for gender sensitization awareness in the JNVs in the form of debates, demonstrations, discussions, chalks, hand outs, audio & video clipping, campaigning, essay writing competitions, stage activities, lectures in the morning assembly and programmes in the co-curricular activities on the following topics:

- Educate a woman- Educate a nation
- To share experience of working with ladies
- To help men recognize the importance of women in society
- Familiarize students with gender issues
- To encourage Girls to examine their personal beliefs on life and work – A reflection on values
- Multiple roles of women in society
- Some facts about women in society
- Gender equality
- Factors hampering the progress of Girls
- Value Education

**Note: JNVs will be at liberty to add few new areas concerned to gender sensitization as per theresources available.**

**95).SELF-DEFENCE TRAINING PROGRAMMES FOR EMPOWERING GIRLS:**

NVS has been emphasizing the need for achieving excellence among students in various games, sports & physical activities in the JNVs. Although the participation of girls in sports and physical activities and competitions at various levels have been observed encouraging in the JNVs. Generally, the girls should be encouraged to participate in co-curricular activities, sports, games and physical activities, Scouts & Guides, NCC and other adventure programmes.

In the wake of the present scenario, it has been felt that learning of self-defence skills is essential to empower individual girls which can help them to live with dignity and confidence and to defend themselvesagainst the violence against them.

In order to create awareness about the safety of the girls, special focus is required to be given in the sports & physical activities to teach basic self-defence techniques & to train them and to tackle real life situations and to protect themselves from anti-social elements.

**95.1: Objectives:**

To train Navodaya girl students for safeguarding and to defend themselves against crimes against them. Implementation of self-defence programmes.

**95.2: Measures to Achieve the Goal:**

- The self- defence training for girls will be taken as one of the important activity for inclusion in the sports & physical activities being conducted in the JNVs. The training will include Judo, Karate & Taekwondo and other innovative techniques of self-defence.
- The Principals will identify training resources /experts preferably from the recognized agencies/organizations.
- The Resource persons/experts preferably female Instructors may be appointed initially for a period of three months.
- An honorarium of Rs. 10,000/- shall be paid to the Instructor out of PM SHRI Fund/Vidyalaya Vikas Nidhi Fund of the Vidyalaya.
- The girl students will be divided into groups for conduct of the classes. One group should consist of not more than 7 to 10 for training purpose.
- The Principal will ensure that week long curriculum for teaching of self-defence is prepared by the Instructor and one hour a day will be allotted to a group of students so that all the girl students are covered alternately during the period of three months initially.
- The Principal will plan the allotment of time and space for training keeping in view the prescribed time schedule of the Vidyalaya.
- The Principal will submit feedback report of the activity undertaken to the Assistant Commissioner, Cluster in charge periodically i.e. by the 5th day of every succeeding month.
- The Assistant Commissioner, Cluster in charge will monitor & review the reports of the JNVs of his/her cluster and submit report to the Regional office by the 15th day of the succeeding month in a consolidated manner.
- The Deputy Commissioner, Regional office will review the feedback reports of the JNVs of their respective regions and submit report to NVS HQ's on quarterly basis for the conduct of review meetings.
- Self defence classes may be organized during morning PT/Evening games hours.
- Lady escort to be present for strict supervision to avoid any untoward incident during training.

**Note:** The Vidyalayas will be at liberty to add a few more areas, if any, for further strengthening the sports & self-defence programmes for the girl students.

**96) PREPARATION OF STUDENTS FOR COMPETITIVE EXAMINATIONS AND CARRER SUPPORT:**

- The effectiveness of the academic support given in Navodaya Vidyalayas should culminate in students securing admission in best possible Institutes and Universities in the country and elsewhere. The efforts of limited number of schools who are able to exercise this virtue and scout for all possible good admission options to guide the students, it is essential that all JNVs must strive to achieve best possible career progression for their students after Class-XII. Many good institutes offer scholarships to meritorious students from challenging socio economic circumstances, which can be availed by JNV students.
- In addition to the guidance issued earlier, the Principal and teachers in each JNV should make sincere efforts to support the students with required information on best possible career options. It is evident from the data that large number of students from JNVs is able to make it to all IITs, NITs and good medical institutions. Some are also able to make it to best universities in India and abroad, however, large numbers of students takes admission in the institutes of their second or third choice or drop a year to improve their position in the competitive examinations.

- The students in many JNVs miss the application timelines for want of either appropriate information or required logistical support. Constant scouting of such options by the school and appropriate guidance and logistical support to students while they are in Class-X, XI and XII will help the students to save on time and build their alternative career more effectively and to their satisfaction. This has become more relevant in view of introduction of Central University Entrance Test for Central University admissions.
- Therefore, it is pertinent that career guidance and support to JNV students must be carried out in a well- defined and structured manner. The following strategic actions may be taken at JNV level to support the students in building their career more effectively:
- Availability of quality reference books, career guides, question papers of different competitive exams, career oriented monthly magazines and other resource material in library in required quantity so that these are available for students.
- From Class-IX onwards, one session in a fortnight, in all main subjects by concerned subject teachers should be earmarked for practice of questions based on competitive exam pattern as per the following:
  - **English/ Hindi/ Regional Languages** - Comprehension and Communication, vocabulary, Case Studies, General Aptitude and verbal reasoning.
  - **Mathematics** -Quantitative Aptitude, Data Interpretation/Analysis, Logical Reasoning.
  - **Science Subjects** - Logical Reasoning and critical thinking, General Awareness and Current Affairs.
  - **Social Science subjects** - Current Affairs, General Awareness and Aptitude, Case studies, Logical Reasoning
  - **Accountancy/ Business Studies/ Economics**-General Awareness and Current Affairs, Data Interpretation, Logical Reasoning. Subject teachers may also provide updated career information in their respective subject and subject specific practice questions based on competitive exam pattern during these sessions.
- For Class-XI and XII focus should be on integrating subject specific practice questions based on competitive exam pattern with the regular curricular transactions and assessment.
- For Class-XI and XII subject based practice for questions/ test on competitive exam pattern may be organized once in a fortnight by the concerned subject teacher. The Teacher may give different sets of questions to groups of students based on their interest/ preference for particular competitive exam.
- A Career Corner should be maintained and regularly updated for display of news items, Notifications and Application Notices, list of resources and updated information about different career options and pathways.
- For Class-XI and XII one career counselling session should be conducted every month. The session may be conducted by Counsellor, Librarian, Vice Principal or any outside resource persons.
- Career Fair may be organized by JNV twice in a year by involving District Employment Office or Experts/Resource Persons from various fields.
- Connecting with NVS Alumni who have pursued different career channels for career awareness sessions/mentoring.
- Dissemination of updated information regarding best institutes/universities, forthcoming competitive exams and their application process periodically to students of Class-XI & XII.
- Assist the student during application process for filling of online applications and required documentations.
- Follow up the timelines of different application process and maintaining information of each Class-XII student regarding application process and appearing for these exams.
- At JNV level, Vice Principal would be in-charge of Career guidance. He /She will coordinate all activities regarding career guidance and support for students and maintain the data of Application, selection and admission with regard to all outgoing Class-XII students. Vice Principal would be assisted by JNV Librarian in all career guidance related activities.
- Assistant Commissioner Cluster In-charge will reflect the efforts of JNV in providing career guidance and support to the students in Panel Inspection report of JNV. Regional Offices

should take appropriate steps to assist JNVs in these directions and NLI may also circulate updated information regarding career options for students to ROs and JNVs.

- Every JNV should ensure proper guidance and knowledge to the students regarding notification of various competitive exams like announcement in the assembly or display in the notice board. Efforts are to be made to tap resources for providing career guidance, counselling, special classes during Sunday & holiday including online support in this regard. Mock tests are to be seriously conducted to enhance the skills and content enriching abilities & list of the following competitive examinations:

### THE COMPENDIUM OF SOME COURSES AFTER +2:

1	Aeronautical Engineering	35	Tourism & Travels	69	Public Relations
2	Aerospace Engineering	36	Earth Science/ Geography	70	Choreography
3	Architecture Engineering	37	Environmental Sciences	71	Library Sciences
4	Artificial Intelligence and Machine Learning	38	Fisheries	72	Montessori Teaching
5	Astronomy And Astrophysics	39	Floriculture /Horticulture	73	Nutrition and Dietetics
6	Automobile Engineering	40	Food Technology	74	Physical Education
7	Bio Medical Engineering	41	Forestry	75	Film/Drama Production
8	Bio Technology Engineering	42	Oceanography	76	Fine Arts
9	Ceramics Engineering	43	Statistical Science	77	Performing Arts
10	Chemical Engineering	44	Veterinary Sciences	78	Vocal and Instrumental Music
11	Civil Engineering	45	Wildlife Biology	79	Animation
12	Computer Science Engineering	46	Zoology	80	Cinematography
13	Electrical And Electronics Engineering	47	Ayurveda BAMS	81	Communication Design
14	Electronics And Communication Engineering	48	Dental BDS	82	Graphic Designing
15	Industrial Engineering	49	Homeopathy	83	Photography
16	Information Communications And Entertainment	50	Naturopathy	84	Actuarial Sciences
17	Instrumentation Engineering	51	Pharmacy	85	Business Administration
18	Manufacturing Science & Engineering	52	Siddha	86	Business Management
19	Marine Engineering	53	Unani	87	Costs and Works Accounts
20	Mechanical Engineering	54	Anthropology	88	Chartered Accountancy
21	Medical Electronics Engineering	55	Archaeology	89	Chartered Financial Analysis
22	Metallurgy	56	Art Restoration	90	Event Management
23	Meteorology	57	Educational School Counselor	91	Hospital Management
24	Mining Engineering	58	Monuments And Sculpture Restoration	92	Hotel Management
25	Naval Architecture Engineering	59	Physiotherapy	93	Human Resource Management

26	Physical Sciences	60	Rehabilitation Psychology	94	Insurance
27	Polymer Engineering	61	Rehabilitation Therapy	95	Logistics & Supply Chain Management
28	Robotics	62	Social Work	96	Management
29	Textile Engineering	63	Special Educator	97	Bachelor of Arts
30	Agricultural Science	64	Speech Language And Hearing	98	Corporate Intelligence
31	Biological Science	65	Law	99	Food Science and Nutrition
32	Biotechnology	66	Advertising	100	Foreign Languages
33	Computer Applications	67	Journalism	101	Home Science
34	Computer Science	68	Mass Communication	102	Interior Designing

- Training in all possible vocations to be arranged for JNV Teachers.
- Good exposure can be provided in career guidance by arranging lectures of various experts at Vidyalaya Level and it is mandatory on the part of every JNV to arrange at least one special lecture in a month for giving ideas about vocations and skills.
- Online resources may also be utilized for exploring the career opportunities. The Career Guidance Cell should take initiative in this regard.
- Arranging special talk by alumni engaged in various occupations to give exposure to children about the vocations.

**Link of Career Guidance Booklets -**

<https://dsel.education.gov.in/careers/flipbook.html> - Volume - I

<https://dsel.education.gov.in/careers/flipbookv2.html> - Volume - II

## 97) SAATHEE

Self-Assessment, Test, and Help for Entrance Examinations (SAATHEE) portal is developed by IIT Kanpur under a program of Ministry of Education, to help students prepare for competitive entrance examinations such as JEE (Mains and Advanced), NEET etc.

SAATHEE platform uses state-of-the-art AI and machine learning technology. A unique feature of the platform is interaction and guidance from IIT students. The platform is built using the latest open-source technologies to scale to millions of users if required and shall follow an open architecture for an easy interface. Weekly tests and Mock exams help the participants understand their preparedness.

The platform is integrated with DTH (Swayam Prabha channel).

Here is a list of the features present and under development:

- Lectures converted into topic centered small lessons
- Lectures translated into 11 regional languages, with transcripts.
- Videos augmented by questions of increasing difficulty
- Mentorship by faculty and students selected by IIT Kanpur
- Forum, contact mentors (physics, chemistry, math, and also for motivation) AI/ML-based solutions for adaptive tests, customized reporting for each student and also for future research
- A dashboard-based approach in either guided mode (free-form mode) or fast-track mode (strictly following a fixed pattern of lectures)
- Related topics/knowledge tree/cross reference of topics
- Integrated XI, XII NCERT and exemplar books, problems and notes
- Integration with Abhyaas i.e. selection of questions and explanations from Abhyaas.



- Doubt clearing sessions.

The aim of the Platform is to revolutionize the educational landscape by providing a comprehensive and accessible platform for students to prepare for the competitive exams. Aligned with the National Education Policy, SATHEE integrates advanced features, including mentoring and live sessions by renowned faculties from institutions like IITs and AIIMS, an AI/ML-based assessment forum, video lectures by IIT faculty, a collaborative discussion and problem-solving forum, and an extensive e-learning repository, providing a holistic and technologically advanced learning experience for students.

The platform will also allow the students to participate in the SATHEE crash course, thoughtfully designed for empowering students to optimize their preparation for JEE, enhance their performance. The Crash course condenses the vast syllabi into focussed and intensive subject-wise content, curated by the IIT Faculties.

## **98) PHYSICAL EDUCATION AND SPORTS :**

Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity. Since, the JNVs are Residential Schools, the aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health by encompassing Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). All the stake holders and Staff Nurse have to ensure that health and hygienic conditions prevail everywhere at JNV Campus. Children should be encouraged to develop healthy habits. There should be regular visits by the Vidyalaya Doctor at least twice a week. Staff Nurse has to coordinate the conduct of Medical Camps (Dental, ENT, Eye, Oral Hygiene, General Health, Gynec issues, Vaccination etc.) with the assistance of District Medical Authorities. Balanced diet should be provided to the children within the budgetary allocation. Health Report Cards of all the students from classes VI to XII are to be maintained and updated from twice a year by the Staff Nurse.

### **98.1: SPORTS AND PHYSICAL EDUCATION:**

The JNVs being residential in nature, emphasize on all round development of students. Physical Education & Sports is an integral part in life of students in JNVs which aims at giving students an opportunity for self-development and creative expression through games & sports and to groom them as competent and self-confident individuals. All JNVs have the facilities for Physical Education and Sports as given below:-

- Engagement of PET Male and PET female in each JNV.
- Hours per day for Physical Fitness/ Sports games activities (in addition to theory classes)- Morning Physical Training for 45 minutes and Evening Games Period of one hour is provided in all JNVs.
- Fitness Assessment of every child twice in a Year.
- Basic Sports Infrastructure like 400/200 Mtr Track, Basket Ball, Volleyball, Kho-Kho, Handball, Kabaddi, Hockey/ Football Grounds, Multi GYM etc. in all JNVs at Permanent Site.
- Sports Equipment Fund for JNVs- Rs 200 per student/year.

#### **Organisation of Physical Education and Health Activities:**

Physical Education at JNV level has 3 important Aspects-

- (1) Physical Education for Health and Fitness
- (2) Fitness Assessment for Age specific Fitness
- (3) Sports specific Training and Competitions

#### **(1) Physical Education for Health and Fitness:**

### Morning Physical Training

Morning Physical Training aims at developing general fitness level and core capabilities in all students of the JNV.

- Students may be divided in different groups (minimum six groups) to perform the different exercise
- /fitness drill program in morning session.
- First 5-10 minutes general warm-up in a group.
- Separate Fitness drill / exercise may be allotted to each group.
- The activities would be assigned to each group in rotation.
- Additional activity may also be added as and when required (as per the suggested list).
- PET should plan the schedule in such manner that each group may perform all six activities in a week.

### Broad Composition of morning exercise:

Exercise	Objectives
Yoga, Callisthenics and Rhythmic activities it included aerobic exercise, March Past, Exercise with reliable equipment's, for speed, strength, and endurance development.	I. To condition all the body muscles for mobility, agility, speed and endurance. II. To develop awareness of self and surrounding through synchronized activities. II. Conditioning of body for minor and major sports activities.

### List of Suggested Activities

S.No.	Name of Activity	Fitness Out – comes
1	Relay –30 Mtrs. Dash (Competition between teams)	Speed development
2	Circuit training, minimum 5 stations	Speed agility, coordination, strength, balance
3	Run with medicine ball shuttle run (1kg-2kg) as per the age group	Strength and speed for throwers (explosive strength for hands)
4	Push-up, pull-up, sit-up	Core muscles development
5	Aerobics	Cardio vascular endurance
6	Yoga	Meditations, concentrations etc.
7	Fitness combo – Cone hurdles, ladder jump	Explosive strength
8	Hurdle Jump (with both leg) over the cone (height 1 ft. to 2 ft.)	Develop the explosive strength (legs)
9	Running between the wickets practice with cricket bat (two temporary pitch to mark with both side stumps) competition between two Teams	Develop coordination reflex action, speed, with cricket bat
10	Gym ball – Swiss ball	Back core muscles, abdominal muscles
11	Power running – with weight	Speed strength development
12	Ring ladder exercise	Agility speed
13	Tug-of-war	Strength for leg, hand and shoulder muscles
14	Rope skipping	Endurance and speed
15	Utter the disc two different colour disc	Reflex action with speed, focus ability
16	Resistance tube for leg, upper body, abs	Strength development
17	Callisthenic exercise	Co-ordinations
18	Rope climbing	Speed strength of shoulder muscles
19	Training rope – waves formation	Neuro-muscular Co-ordinations
20	Modify cross country	Endurance ability

### Physical Education Periods During academic hours:

All classes are allotted 1-2 P.E. period in a week. The main focus of Physical Education Periods is on General Health & Sports Awareness including Promoting Physical fitness as per the curriculum of NVS/CBSE/ NCERT. The PETs may also utilize this slot for Fitness Assessment (Physical Fitness for School Going Children Program) of students as per Khelo India Fitness Assessment App.

The Class wise activities for Physical Education Periods:

Class	Syllabus	Fitness assessment	Resources
VI-VIII	NVS Split up syllabus	PFSGC (Khelo India Fitness assessment)	<ul style="list-style-type: none"> <li>NVS split up syllabus.</li> <li>NCERT Publication 'Health &amp; Physical Education: A teacher guide' for VI, VII &amp; VIII (Link at Annexure –I)</li> <li>CBSE Mainstreaming Health and Physical Education (Link at Annexure –I)</li> </ul>

## (2) Fitness Assessment for Age specific Fitness

The fitness assessment of all students should be conducted twice in an academic session i.e. July/August & January-February and record should be maintained accordingly. Khelo India Fitness Assessment Tests and Platform should be used to conduct the Fitness Assessment of JNV students. However the students with specific medical issues (to be certified by staff nurse) may be given tests as per their endurance only. Each school should compile the average fitness score (Class-wise) and it would be submitted to RO in month of September and February. The regional office would submit the consolidated details to the Sports Cell, NVS, Hqrs.

Along with fitness assessment a screening should be done for VI class students to identify that posture related issues and necessary remediation. A details of postural deformities and remedies are given in CBSE syllabus for class XI & XII(PE).

### **Khelo India Fitness Assessment in Schools**

Khelo India under the aegis of Ministry of Youth Affairs & Sports has started the Physical Fitness Assessment of School Going Children Program in the year 2019 with an objective to assess the fitness level of children across age groups on a set of scientifically driven standard tests and create a standard fitness index for schools and in the longer run, identify the potential talent among the children who could become the next Olympian.

The steps to be followed by the JNVs for using Khelo India Fitness Assessment Platform are given below:

- PET would download Assessor App and register as Assessor.
- School profile creation –Vidyalaya to register and create the profile on Khelo India School portal.
- Principal would link PET as Assessor for school on 'School profile'.
- Students' data uploaded – The Vidyalaya uploaded the list of students with basic details on the portal in Excel file.
- Fitness Assessment – For assessment test will be conducted as per the instructions given in Khelo India Assessment brochure/ on portal and the performance of students would be uploaded on the portal.
- School wise/ Class wise/ student wise reports can be generated and downloaded from the portal.

### **Khelo India Fitness Assessment Tests & List of Equipment: Age group 9-18 + years**

Test	Equipment Required
Body Composition (BMI)	Height Measuring Tape, Weight Machine, Flat surface.
Coordination (Plate Tapping)	Table (adjustable height), 2 yellow discs (20 cm diameter), rectangle (30 x 20 cm), stopwatch
Balance (Flamingo Balance Test)	Stopwatch, Beam of a standard brick shape and height.

Strength Abdominal (Partial Curl-up)	Stopwatch, Gym/Yoga mat, Marking Tape (for 6 inches parallel strips)
Muscular Endurance (Push Ups for Boys, Modified Push Ups for Girls)	Gym/Yoga mat
Flexibility (Sit & Reach)	Sit and Reach box with the following dimensions: 12" x 12" (sides) 12" x 10" (front and back) 12" x 21" (top) Inscribe the top panel with centimeter/mm. (It is crucial that the vertical plane against which the subject's feet will be placed is exactly at the 23 cm mark.) Gym/Yoga mat
Cardiovascular Endurance (600 mtrs Run/Walk)	200 or 400 mtrs track with 1.22 mtrs (minimum 1 mtr) width lane, marking of starting and finish line. Stopwatch (1 per line)
Speed (50 mtrs. Dash)	Stopwatch (1 per lane), cone markers, Marked track of at least 60 mtrs. with 1.22 mtr (minimum 1 mtr) lane, marking of starting and finish line.

### Fitness Assessment for PET and NVS Staff-

The fitness assessment for PET and Vidyalaya staff is also a crucial health awareness factor for JNV. The PETs of Vidyalaya would conduct Fitness Assessment of self and all the JNV staff using group registration feature of **Fit India Mobile App** once a year, consolidated individual wise report should be downloaded and submitted to the Principal for record. However, the staff with specific medical issues may be given tests as per their endurance.

#### The tests given in App are -

- BMI
- Flamingo Balance Test
- Partial curl up – 30 seconds
- Push up (for boys and modified push up for girls)
- 2 kms Run / Walk
- V-Sit & Reach Test

### (3) Sports Specific Training And Competitions:

#### List of Sports disciplines in NVS:

S.No.	Event	Category/Under age group
1.	Handball	U-14 & 17 & 19 B&G
2.	Chess	U-14, 17 & 19 B&G
3.	Hockey	U-17 (B&G), - for Nehru Cup.
4.	Cricket	U-14, 17 & 19 Boys & U-17 Girls
5.	Badminton	U-14, 17 & 19 B&G
6.	Yoga	U-14, 17 & 19 B&G
7.	Kho-Kho	U-14, 17 & 19 B&G
8.	Athletics	U-14, 17 & 19 B&G
9.	Archery	U-14, 17 & 19 B&G
10.	Boxing	U-14, 17 & 19 B & U-17 & 19 G
11.	Wrestling (free style)	U-14, 17 & 19 Boys
12.	Judo	U-14, 17 & 19 B&G
13.	Taekwondo	U-14, 17 & 19 B&G
14.	Table Tennis	U-14, 17 & 19 B&G
15.	Kabaddi	U-14, 17 & 19 B&G
16.	Basketball	U-14, 17 & 19 B&G
17.	Volleyball	U-14, 17 & 19 B&G
18.	Football	U-14 (Boys), U-17 (B&G) for Subrato Cup
19.	Rope Skipping	U-14, 17 & 19 B&G

The Evening Games Time should be utilized by the PETs for development of sports specific skills and Training of students in particular discipline of sports.

- The PET should employ the scientific training tools for Training of Sport skill, strategy, technique and tactics of the related sports and monthly performance to be assessed for quality performance of player and teams.

- Identifying talent in sports through sports specific battery test that can be conducted before selecting student for a particular game.
- The indigenous sports may also be conducted in evening sports activities.
- The activities may be conducted group wise on rotation basis so that all students get opportunity to play all games as per infrastructure available.
- All students must take part in sports activities and the facilities of games and sports should be utilized at optimum level.
- Every JNV should focus on 4 selected sports (team events) in alignment with the sports adopted by the State where JNV is located. Athletics would be compulsory for all JNVs. Two team games for Boys and Two team games for Girls for two Age categories i.e. under -14 or under -17 or under-19 (any two categories). For Individual sports events (Under 14, U-17 & U-19) The JNV would select five individual Games of three categories, but Athletic is compulsory in individual Games events as per bench mark.
- Each Student is to be mapped with at least two games as per his/her interest and potential. The list of students (individual & team events) event-wise should be maintained according to class/age at the level of PETs.
- Major sports events (as per infrastructure), the team game and individual events may be conducted under the supervision of PETs in prescribed location of the event in the JNV campus. The layout of playground must be marked with Lime powder/Cone with proper demarcation according to the sports events for full utilization.
- Proper maintenance of Sports fields should be carried out periodically from JNV M&R fund.
- PET should ensure to place the sports equipment / apparatus required for the Games in/near playground before the start of sports time, so that the sports activities may start without delay.
- The means and ways of improvisations must be followed to engage all students in evening sports activities, no students should be left out.
- Warm-up exercise/drill may be introduced to all the groups before the start of main sports activities.
- The beginners / learner may have separate group (individual or team events) as per age/class of the students.
- Special training/coaching should be given to the players selected for sports competitions and record of performance has to be maintained for future reference.
- The students who are selected for regional/ national level may be allowed extra time for practice and extra nutritious snacks may be provided for selected sports persons under the existing budgetary provision.
- For Nurturing of identified sports talent, Coaches may be arranged from SAI/ Sports academies for special coaching camps. Likewise special camps may be organized for Yoga as well.
- The JNVs may involve the retired sports persons of National/ International repute available in the district for motivation and guidance/ training of students in the sport.
- The CWSN students should also be involved in sports activities as per their potential.
- Teachers vs. student friendly matches may be organized occasionally and teachers should be encouraged to play with students.
- Inter house competitions should be conducted in all the available games, The planning of these competitions along with Annual sports meet should be incorporated in Institutional Plan of the JNV.
- The participation in Inter house competitions should be as per SAI/ Khelo India age criteria i.e. under-14, U-17 & U-19.
- Competition in Traditional games may also be organized in the JNVs along with mainstream sports events.
- Inter school competitions with other school in district should be conducted frequently. That would establish JNV as pace setter Institution and would fulfil the criteria for Fit India 5 Star rating as well.
- Para sports events may also be organized by the JNV by involving other school in the district.

- JNVs should coordinate with District Sports Officials for participation of high performer JNV students in Dist/ State level competitions.
- The Focus should be on attaining minimum bench mark performance while selection of teams for Cluster and Regional Games.

#### (4) Cluster & Regional trial-

The Games & Sports events as per the structure, are divided in two Group for smooth participation in NVS Sports meet-

##### a) The Games and Sports for Teams are:

1. Kabaddi
2. Kho-Kho
3. Basketball
4. volleyball
5. Hockey
6. Handball
7. Cricket
8. Football.

##### b) Individual Games and sports are:-

1. Table tennis
2. Yoga
3. Chess
4. Badminton
5. Rope-Sipping
6. Athletics
7. Boxing
8. Judo
9. Taekwondo
10. Archery
11. Wresling .

Cluster and Regional trial may depend on the number of entries for sport and number of participant from JNVs. The certain Games and Sports may be conducted as a trial at Cluster and Regional level with best participants from each JNVs.

The details are given below:

**Table-IV – Cluster and Regional trial:**

S.No.	Name of Sports	No. of participant from JNV	Remarks
<b>Trial at Cluster level</b>			
1	Chess	1 in each Cat.	1 No. For under-14, 17 & 19
2.	Handball	4 in each Cat.	4 No. For under-14, 17 & 19
3.	Kabaddi	4 in each Cat.	4 No. For under-14, 17 & 19
4.	Kho-Kho	4 in each Cat.	4 No. For under-14, 17 & 19
2	Table Tennis	1 in each Cat.	1 No. For under-14, 17 & 19
6.	Yoga	2 in each Cat.	2 No. For under-14, 17 & 19
7.	Volleyball	3 in each Cat.	3 No. For under-14, 17 & 19
8.	Football (JNVs Team)	16 (Boys & Girls in U-17) & Boys U-14	16 No. from JNVs for participation in Subroto cup JNV team.
9	Basketball	3 in each Cat.	3 No. For under-14, 17 & 19
10	Badminton	1 in each Cat.	1 No. For under-14, 17 & 19
11	Rope skipping	2 in each Cat.	2 No. For under-14, 17 & 19
12	Athletic	4 for three Cat.	Maximum 4 participants from JNV.as per bench mark
<b>Trial at Regional level</b>			
13	Boxing	5 Participants in each age categories	5 No. from each wt.cat. under-14, 17 & 19
14.	Cricket	2 participants in each age Cat.	2 No. For under-14, 17 & 19
15.	Hockey Nehru cup (Boys)	16 No. participants (Boys under-17) from JNVs	16 No. from JNVs for participation in Nehru cup JNV team.
	Hockey (Girls)	4 No. participants for Under -17	4 No. For under- 17
16	Judo	5 Participants in each age categories	5 No. from each wt.cat. under-14, 17 & 19
17	Taekwondo	5 Participants in each age categories	5 No. from each wt.cat. under-14, 17 & 19

18	Archery	1 for each event and round in each Cat.	1 No. For under-14, 17 & 19
19	Wresting	5 Participants in each age categories	5 No. from each wt.cat. under-14, 17 & 19

#### (5) Selection Criteria for Sports and Games by JNVs

- **For team Games & Sports:** Each JNVs will focus on two games for two age categories separately for boys and girls that is two for boys and two for girls either of age categories to participate in cluster or Regional trails.
- **For individual Games & Sports:** The best five individual Games for three age categories, will be focus by one JNV to participate in Cluster/ Regional level.
- **Participants Strength for JNV:** For participation in Cluster or Regional Trails the maximum strength of participants (Boys and Girls) of one JNVs should not be more than 15% of total strength of JNV subject to attainment of Bench marks.
- **Bench marks, Skill test and Battery test:** For selection of participants the JNV selection committee must follow the bench marks Skill test and Battery test.
- The number of participants in Subrato (Football) and Nehru cup (Hockey) for Boys and Girls JNV team will be 16 in each team
- In team Sports the lower age category may participate in upper age category with the proper justification by the concern JNV but not for those Sports & Games which are play with weight category.

The Regional office should maintain the record of JNV wise focused Sports/Games. Cluster/Regional Meet. It should not be mandatory for JNV to sponsor team for all 19 sports events.

#### Selection criteria for participation in Cluster/Regional and NVS National Sports Meet

- The battery test, skill test and performance bench mark is mandatory to participate at all level of competition in NVS.
- The Principal should constitute a selection committee at JNV level.
- Skill test and benchmark check are to be conducted in JNVs by the PETs with selection committee.
- For each selected participant in an Individual and team Games the JNV Principal will give the undertaking in prescribed format regarding the performance and eligibility to participate in the cluster/Regional trial etc.
- The selection committee will verify the record of selected students at all level of competition and incorporate with the selection list.
- The selection of NVS students for SGFI, in different discipline of Sports and Games to be declare at national sports Venue on the last day of NVS National Sports Meet.

##### a. : Selection Committee at JNV level:

- Principal
- Vice Principal
- Teachers (2) 1 male & 1 female
- PETs of JNV

##### b. : Cluster level:

- One Sports Expert (designated) by venue principal
- Two qualified umpires/referees from SAI/Federation/Reputed Players
- One senior PET (Escort)

##### c. : Regional level:

- Assistant Commissioner of region
- Sports Experts (PET) deputed by host Regional Office.
- Two qualified umpires/referees from SAI/Federation/Reputed Players

- Venue Principal / Neighbouring Principal

**d. : National level:**

- Deputy Commissioner of Host Region
- One Sports Expert (PET) deputed by post Regional Office
- Two qualified umpires/referees from SAI/Federation/Reputed Players
- Two Expert PETs to be deputed by Regional Office in concerned with Sports Cell Hq.
- Venue Principal

**e.: Scope of work for Selection Committee:**

The selection committee should follow the procedure for fairness and transparency in selection at all level of sports competition including the following:-

- Verification of specific fitness test and skill test of students and its implementation during sports competition.
- Cross check the performance as per the benchmark.
- The performance of students maybe also verified from the score sheet of the concern sports and games.
- Justification of nominated player - the play of position, rank, skill performance etc. during the matches or competition.
- The overall performance in number of matches played during the competition.
- Temperament of play situation -- number of substitutions, number of rules violation during competition etc.

**6) Coaching Camp:**

Sports coaching is a process of motivating, guiding and training an individual or team in better sports performance. The Deputy Commissioner/ Assistant Commissioner of the region may plan coaching camp, as per the requirement, for NVS/regional team under the guidance of sports experts (PET, SAI Coach, Outstanding player) of their region under following instruction –

- The duration of the Coaching Camp should be decided by the Regional office depending on the need/requirement of the game/event. In no cases Coaching Camps should exceed more than 10 days. The methodology of teaching skill, strategy & tactics of game should be practically performed during the coaching camp.
- The Coaching Camp for winner JNV team to participate in Nehru Hockey cup Boys Under-15, and the Subroto Cup Football under -17(Girls) & for Boys under 14 & 17 may organize in the respective JNV(JNV Winner) or in Sports Institutes/Sports Academy/SAI Centre with approval of NVS head quarter.
- Coaching Camp should be scientifically planned for all events and necessary Sports Infrastructure /Equipment & good quality Coaches /Trainers should be engaged to provide training and coaching. The reputed national /inter National players /SAI Coach may be arranged for coaching camp (If required). Sports counselling for NVS team to be arranged for motivations at coaching centre.
- Weaknesses and shortcomings should be analyzed and removed during the coaching camp.
- Practice matches/Bout should be planned/schedule by host Principal/Coach/Manager/at Coaching venue as well as at outside venue with local teams / schools etc.
- For participating team or individuals, the study classes should be arranged by the Principal at coaching venue for the Students during off time of camp to compensate the loss of study.
- The Regional Office will ensure that all the selected participants are attending Coaching camp as per norms, except in Genuine case.

**7) SPORTS MEET CALENDAR:**

The Regional and National Sports meet may be conducted at outsource venues where stay and playfields are available keeping in view the safety and security of students. The institute



may be Govt./Pvt., Sports Academy, Stadium etc. It is suggested that the Games and Sports competition may be organized in such a way that academic session should not suffer.

Event	month	Duration	Remarks
Selection procedure at JNV	Jan. to Feb. month of year	One month	The selection of players/JNV team by JNV
Cluster /Regional trial	2 <sup>nd</sup> / 3 <sup>rd</sup> week of April/ July month	3 days	Trials and selection for eligible students to participate in Regional meet. The date and venue decided by concerned Regional Office.
Regional Meet	Last week of July month	3 to 4 days	The date and venue decided by concerned Regional Office. With the approval of NVS, Hqrs.
Subroto Football and Nehru Hockey	Regional meet in 2nd week of July National in last week of July	3 to 4 days	For Regional meet Venue by Concerned Deputy Commissioner & for National Venue by NVS hq.
National Sports meet	Third week of August	3 to 4 days	The outsource venue may be decide by NVS, H.Q.
Para Sports	----	As per requirement	Venue will decide by NVS H.Q.

### National Sports Meet 2025-26: Regionwise Allocation of Sports-

Sl.No.	Event	Category/Under Age Group	Region
1.	Kho-Kho	Under-14,17&19 (Boys & Girls)	Bhopal
2.	Judo	Under-14,17&19 (Boys & Girls)	Bhopal
3.	Basket-Ball	Under-14,17&19 (Boys & Girls)	Bhopal
4.	Taekwondo	Under-14,17&19 (Boys & Girls)	Chandigarh
5.	Chess	Under-14,17&19 (Boys & Girls)	Chandigarh
6.	Yoga	Under-14,17&19 (Boys & Girls)	Hyderabad
7.	Kabaddi	Under-14,17&19 (Boys & Girls)	Hyderabad
8.	Foot-Ball (Subroto Cup)	Under-14,17 (Boys)	Hyderabad
9.	Foot-Ball (Subroto Cup)	Under-17 (Girls)	Jaipur
10.	Boxing	Under-14,17&19 (Boys) Under- 17 &19 (Girls)	Jaipur
11.	Cricket	Under-14,17&19 (Boys)&Under-17(Girls )	Jaipur
12.	Badminton	Under-14,17&19 (Boys & Girls)	Lucknow
13.	Athletics	Under-14,17&19 (Boys & Girls)	Lucknow
14.	Hockey (Nehru Cup)	Under-15 (Boys) & Under-17 (Girls)	Lucknow
15.	Archery	Under-14,17&19 (Boys & Girls)	Patna
16.	Hand-Ball	Under-14,17&19 (Boys & Girls)	Patna
17.	Volley-Ball	Under-14,17&19 (Boys & Girls)	Pune
18.	Wrestling	Under-14,17&19 (Boys)	Pune
19.	Table Tennis	Under-14,17&19 (Boys & Girls)	Shillong
20.	Rope-skipping	Under-14,17&19 (Boys & Girls)	Shillong

### 8) Participation in other than NVS tournaments

- 1. International Subroto Cup Football/ National Nehru Cup Hockey** – NVS Team may participate in these tournament after the approval of Competent Authority.
- 2. District/State level competitions organized by State/UT Govt.** – JNV teams/players may also be permitted to participate in Distt level/State level competition organized by State/UT/Govt. for schools.

3. **Paralympics Games-** Students may be allowed to participate in District/ State/National/International Paralympics Sports competition/ Tournament with approval by Deputy Commissioner of Region.
4. **Khelo India Youth Games/ Khelo India School Games** - Students maybe allowed permitted to participate in Competition/ Tournament organized by Khelo India School Games / Khelo India Youth Games.

NVS Physical Education and Sports Modalities 2023-24 are given at **Annexure-I**

### 98.2 YOGA

It is a great form of exercise and a disciplined method which helps to achieve harmony between body, mind and soul. It can be done anywhere and it does not require any special equipment. It also enhances flexibility, endurance as well as muscle tone. It involves techniques of controlling the body and the mind and very effective in reducing stress levels and helps in acquiring emotional skills. All JNVs should make the children to do regular Yogasanas under the supervision of PETs on regular basis as per the time table.

The **International Yoga Day** is celebrated every year in a grand manner on 21<sup>st</sup> June every year. Renowned guest speakers who are expert in Yoga should be called for demonstration and interaction with students. Those Teachers who have been provided with Yoga Training by the Samiti have to play an active role in bringing awareness among children about the importance of yogaasanas by conducting practical sessions. Children should be guided and encouraged to participate in yoga competitions.

### YOGA – SUGGESTIVE TIME TABLE :

Class	April	July	August	September	October	December	January	February
VI	-	Padmasana, Siddhasana	BaddaPadmasana , Parvatasana	Vajrasana, Sarvasana	Sarvangasana, Halasana	Practice In Previous Asana	Surya Namaskar	Meditation Surya Namaskar,
VII	Chakrasana, Paschimotrasana	Salabasana, Bhujangasana	Dhanurasana, Tadasana	PurnaDhanurasana, Konasana	Sirasasana, Kukutasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In PreviousAsana
VIII	Vrukshasana, Padahasthasana	Dandasana, Noukasana	Gomakasana, Matyasana	DyogaMutrasana, Pachimothasana	Makarasana, PawanMukkasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana

IX-X	ArdhaMatyendrasana, a, Garudasana	Sirshasana, Mayurasana	Kukutasana, Bakasana	Chakrasana, Sasankasana	PurnaChakarasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
XI- XII	MayuraPadmasana	SirshaPadmasana	SakunasanaShalbhana	Hanumanasana, Natarajasana	Viruchikasana, Omkar Asana	Surya Namaskar,	Surya Namaskar Meditation	Practice In Previous Asana

### 98.3: Mainstreaming Health and Physical Education (HPE):

For mainstreaming health and physical education in consultation with MoE and Ministry of Sports, Govt. of India, CBSE has constructed a curriculum and divided HPE into four strands. This is to ensure that the Physical Education component which will continue to be assessed internally is taken up as a cross-curricular, interdisciplinary discipline across the four strands.

- Mainstreaming would require the coming together of the Class-Teacher, PE teacher and teachers of other disciplines.
- The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.
- It will be mandatory for the school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.
- The stipulation is to ensure all schools take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
- The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:

#### Class-IX-X

1. Work Education/ SEWA
2. Health and Physical Education

#### Class-XI-XII

1. Work Experience/ SEWA
2. Health and Physical Education

As the above subjects of internal assessment are being subsumed in Health and Physical Education (HPE), so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

#### 98.3.1: Introduction:

- The new format of HPE envisions that each student will undertake activities categorized under four strands
- The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject
- This format is to be compulsorily implemented for Classes-IX, X, XI and first half of the year for Class-XII

(Please see **Annexure-XXIII** for the Health Record Formats).

- This is an essential requirement for writing the Board examination.
- Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations
- All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes-IX and XI. The report should reflect the activities undertaken under each strand separately for each Class-right from class-IX to XII.
- No theory classes will be taken as a part of this format.
- The Class-teacher shall be responsible for ensuring that each child participates in all strands.
- The Class-teacher shall also guide and facilitate strand 3 and strand 4.
- In the absence of a sports/games teacher, the Class-teacher may facilitate strand 1 and 2 also and ensure that all children participate in the games/sports of their choice.
- Internal assessment is to be jointly done by the Class-teacher and the games/sports teacher
- From Strand 1, at least one activity is to be taken up by each student as a Class-or as an individual. The choice will be left to the students and the Class-teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year
- Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- Children are also free to change their choices during the course of a year.
- A Class-as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
- The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidences such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
- Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.

Strands	Marks	Period (Approx.)	Levels *
1. Games <ul style="list-style-type: none"> <li>• Athletics/Swimming</li> <li>• Team Games</li> <li>• Individual Games/Activity</li> <li>• Adventure Sports</li> </ul>	50 Marks	90 Periods	Up to 25 Marks : Learning 26-40 Marks : Proficiency 41-50 Marks : Advanced
2. Health and Fitness	25 Marks	50 Periods	Up to 12 Marks : Learning 13-20 Marks : Proficiency 21-25 Marks : Advanced
3. SEWA	25 Marks	50 Periods	Up to 12 Marks : Learning 13-20 Marks : Proficiency 21-25 Marks : Advanced
4. Health and Activity Card	No Marks	10 Periods	-
<b>TOTAL</b>	<b>100 Marks</b>	<b>200 Periods</b>	

### 98.3.2: DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENTS:

- The grades/ Levels obtained under the first three strands will be reflected on Report Cards.
- Note: The link at **Annexure-1** or detailed information mainstreaming HPE, CBSE curriculum for the session 2025-26 may be referred.

## 99) CENTER OF EXCELLANCE FOR SPORTS

In recent years NVS has worked for development of Sports specific infrastructure in selected JNVs of each Region. Further CoE sports has also been established with support from Khelo India.

### 99.1 :KHELO INDIA CENTRES IN JNVs OF WEST BENGAL

The khelo India Sports Centres have been established in 13 JNVs of West Bengal during 2023-24 in collaboration with the Sports Authority of India under the aegis of Ministry of Youth Affairs & Sports. These KICs are being fully funded by SAI. Under this scheme Khelo India provides one time grant of 5 Lakhs for development of sports infrastructure and recurring grant for engagement of one Past Champion Athlete as coach on contract basis. The details of NVS Khelo India Centers are given below :

Sl.	Name of the JNV	Sports Discipline
1.	JNV Alipurduar	Kabaddi
2.	JNV Birbhum	Kho Kho
3.	JNV South 24 Parganas-II	Basket Ball
4.	JNV Murshidabad	Volley Ball
5.	JNV North 24 Parganas	Basket Ball
6.	JNV Burdwan	Volley Ball
7.	JNV West Medinipur	Football
8.	JNV East Medinipur	Football
9.	JNV Purulia	Football
10.	JNV DakshinDinajpur	Football
11.	JNV Bankura	Volley Ball
12.	JNV Hooghly	Kho Kho
13.	JNV Nadia	Kho Kho

### 99.2 : NVS CoE PARA SPORTS

JawaharNavodayaVidyalaya, Rangareddy has been identified and developed as NVS CoE for Para Sports. Selected CWSN students from Vraious Navodaya Vidyalayas of the country are being imparted sports training at JNV Rangareddy. During 2023-24 Total 37 students from Class VII to IX and During 2024-25. Total 45 students from Class VIII to XII were trained in the CoE in different games including Atheletics and Shooting.

Achievements of NVS Students in Para Sports						
Sl.	Name Of The Student	Class	Event		Event	
			International		National	
			Name Of The Event	Achievement	Name Of The Event	Achievement
1	H.U. Shivani	XI	World Ability Sports Games Nakhon Ratchasima Thailand. 2023	Gold Medal (Javelin Throw), Gold Medal (Shot Put)	12th National Junior & Sub junior Para Athletics Championship 2023	Shotput (Silver Medal) Javelin (Gold Medal)
				Gold Medal (Shot Put), Participation (Javelin Throw),	13th National Junior & Sub-Junior Para Athletics Championship 2024	Gold Medal (Shotput), Gold Medal (100m), Gold Medal (Javelin).
2	Jyoti	XI	World Ability Sports Games Nakhon Ratchasima Thailand.2023	Bronze Medal (Discuss Throw), Silver Medal (Javelin)	12th National Junior & Sub junior Para Athletics Championship 2023	Shotput ( Gold Medal) Javelin (Silver Medal)

			World Ability Sports Games Nakhon Ratchasima Thailand.2023	Silver Medal (Discuss Throw), Gold Medal (Javelin) Silver Medal (Shot Put)	13th Para Athletic Juniors & Sub-Juniors Haryana Championship 2024	Silver Medal (Shot Put) Silver Medal (DISCUSS Throw).
					13th Para Athletic Juniors & Sub-Juniors Haryana Championship 2024	Silver Medal (Shot Put) Silver Medal (Discuss Throw).
3	Khushbu	IX	World Ability Sports Games Nakhon Ratchasima Thailand.2023	Silver Medal in Shooting	3rd National Para Shooting Championship 2022 Indore	Gold Medal (Junior)
					4th National Para Shooting Championship 2023	Bronze Medal R4 Senior
					5th National Para Shooting Championship Pune 2024	Gold Medal In Mixed.R5 Junior, R4 Junior and R4 Mixed
4	Janu Rawat	XI	5th India Open International Championship Bangalore 2023	Bronze Medal ( Javelin & Shotput)	12th National Junior & Sub junior Para Athletics Championship 2023	Gold Medal (Shotput)
			World Ability Sports Games Nakhon Ratchasima Thailand.2023	Bronze Medal ( Javelin )		
			World Ability Sports Games Nakhon Ratchasima Thailand.2024	Bronze Medal ( Javelin) Bronze Medal (Shotput)		
5	B. Pavani	XII	New Delhi Wsps World Cup	Bronze Medal (Shooting)	4th National Para Shooting Championship 2023	Gold Medal - Shooting R4 Jr. Silver Medal - Shooting R4 Sr.
6	K. Devendra	X	World Ability Sports Games Nakhon Ratchasima Thailand.2024	Gold Medal (Shot Put), Gold Medal (Discus Throw) Silver Medal (100mt Run)	13th National Junior & Sub - Junior Para Athletics Championship 2024	Bronze Medal (Shot Put), Gold Medal (Discus Throw).
7	Lakshmikanth K	XII	World Ability Sports Games Nakhon Ratchasima Thailand.2024	Gold Medal (Triple Jump), Participation (Shot Put, Javlin)		
8	Pritam Punia	IX	World Ability Sports Games Nakhon Ratchasima Thailand.2024	Silver Medal (Shotput) Bronze Medal (Javlin)	13th National Junior & Sub - Junior Para Athletics Championship 2024	Gold Medal (Shotput)
9	V Satish Kumar Sahu	X	World Ability Sports Games Nakhon Ratchasima Thailand.2024	Silver Medal (Shot Put), Silver Medal (Discuss)		
10	Prathmesh Namdev Murkar	XI	World Ability Sports Games Nakhon Ratchasima Thailand.2024	Silver Medal (Body Weight) Silver Medal (Best Lift)		
12	Lalramsuoek Hmar	VIII			13th National Junior & Sub - Junior Para Athletics Championship 2024	Bronze Medal (Javelin Throw)
13	Amarjyoti Lahan	VIII			13th National Junior & Sub - Junior Para Athletics Championship 2024	Bronze Medal (Javelin Throw)
14	Santosh Bammu Misal	IX			13th National Junior & Sub - Junior Para Athletics Championship 2024	Bronze Medal (Discus Throw)
15	Yashoda Rajwade	XI			13th National Junior & Sub - Junior Para Athletics Championship 2024	Silver Medal (Long Jump), Bronze Medal (100m).

## 100) FIT INDIA MOVEMENT:

FIT INDIA Movement was launched on 29th August, 2019 by Honorable Prime Minister with a view to make fitness an integral part of our daily lives. The mission of the Movement is to bring about behavioral changes and move towards a more physically active lifestyle.

Navodaya Vidyalaya Samiti is participating as a State in activities conducted under Fit India Movement. All JNVs are required to take up timely completion of activities and submission of report. At JNV level PETs should be entrusted the responsibility of conducting/ coordinating activities under Fit India Movement.

There are 4 Major Initiatives under Fit India Movement-

1. **Fitness Assessment:** Fit India Mission along with SAI has developed 2 Applications for fitness assessment of students and General public.
  - **Khelo India Fitness Assessment App-** School Version of this App is being used for Fitness Assessment of students by JNVs. The App includes Battery of Tests with age specific parameters/ grading criteria, instructions and demonstration videos for assessment process.
  - **Fit India Mobile App-** This app has facility for Individual or Group registration. The Group registration may be used by PETs for Fitness Assessment of Teachers/ staff and the reports may be submitted to the principal for keeping in record.
2. **Fit India School Certification:** The Fit India Mission has prepared a system of Fit India School certification as Fit India School, Fit India 3 Star School and Fit India 5 Star School.

(i) **FIT INDIA SCHOOL-** The following parameters would apply:

- Having one teacher trained in PE, and such teacher is physically fit and active
- Having a playground where two or more outdoor games are played.
- Having one PE period each day for every section and physical activities(sports, dance, games, yogasana, PT) take place in the PE period
- Having all students spending 60 minutes or more on physical activities daily

(ii) **FIT INDIA 3 STAR SCHOOL**

The following parameters would apply for claiming a 3 star certification:

- All teachers to be physically fit and spending 60 minutes or more every day for physical activities.
- School has at least two trained teachers (including one PET), each well versed with any two sports.
- Sports facilities for 4 sports including the 2 outdoor sports.
- Every student learns and plays 2 sports – one of which could be a traditional/indigenous/local game.

(iii) **FIT INDIA 5 STAR SCHOOL**

The following additional parameters (over and above 3 star certification) would apply for claiming the highest certification:

- School conducts monthly Intra-school sports competitions, participates in Inter-school sports competition and celebrates Annual Sports Day.
- All teachers are trained in PE
- School has 2 or more sports coaches. These may be PE teachers
- School follows structure PE curriculum, prescribed by NCERT/school board
- School conducts annual fitness assessment of all children
- School opens its playground(s) after school hours for neighbouring communities, and the same is actively used. Reasonable fee can be levied for maintenance and security.

**Procedure for Schools to get Fit India Star Certification:**

- a) Basic FIT INDIA SCHOOL would be self certified and registered online at [www.fitindia.gov.in](http://www.fitindia.gov.in) by the school. Upon registration, a certificate would be issued online to the school, and on receipt of such certificate the school would be entitled to use fit India logo and Fit India Flag.
- b) For FIT INDIA 3 Star or 5 Star certification the school would have to file its claim online at [www.fitindia.gov.in](http://www.fitindia.gov.in). The fit India Mission would get the claim verified and thereafter issue certificate and commendation letter.

All JNVs at permanent site should complete Fit India 5 star certification and JNVs on temporary site should complete Fit India 3 star certification during session 2025-2026.

### **FIT INDIA SCHOOL WEEK**

Fit India School Week is celebrated in JNVs which commence from 15<sup>th</sup> November. to 31<sup>st</sup> December. During Fit India School Weeks, the following activities were organized in JNVs :

- Annual Sports Day Celebration
- Khelo India Physical fitness assessment of students
- Organization of Sports competitions/ Indigenous games
- Yoga and meditation
- Debates, Quiz, Essay Writing and Poster making etc..

**3. Fit India Quiz:** Fit India Quiz is organized by Fit India Mission to create awareness about fitness and sports among school children.

The objective of the quiz is to provide a national platform for students to showcase their knowledge about fitness and sports, also endeavors in its philosophy to create awareness among students about India's

rich sporting history, including centuries-old indigenous sports our National & Regional sporting heroes of the past and how traditional Indian lifestyle activities hold the key to a Fit Life for all.

The quiz is the first National Level Quiz for students with provision of cash awards for students & schools participating in State and National Round of quiz. National round of quiz would telecast on Star Sports and National Television.

A school can register minimum 2 students for the Quiz after conducting school level selection. There is no upper limit for number of students to be registered. The level of question would be that which can be answered by students in Class-VIII and above.

All JNVs should register their teams for Fit India Quiz. JNV PETs should guide students in sports related general awareness and prepare them for Fit India Quiz.

The first edition of Fit India Quiz was organized 2021-22 in which 12 teams from NVS participated in State Final Round. In the State Final Round 03 NVS teams secured 2<sup>nd</sup> position in their respective states and won a cash prize of Rs. 1 Lac for JNV and Rs 10,000/- for participants. Another 03 JNV teams from Mizoram, Pondicherry and Manipur secured 4<sup>th</sup> position in the Final State Round. In Second Addition 14 NVS teams qualified for state round.

In the third edition of Fit India Quiz organized in 2023-24, 645 JNVs registered for the Quiz and 25 teams from NVS qualified for the State round of the Quiz.

### **101) ORGANISATION OF ANNUAL SPORTS MEET IN JNVs:**

Sports and Games play a great role in improving and maintaining the health and fitness, mental skills and concentration levels. The importance of sports and games in schools encompasses more than just the benefit of physical activity. The Annual Sports Day is about joining in and having fun as it is about competitiveness and winning. The teams from other schools of the district can also be invited to participate in the Event. The activities, races and games are likely to include simplified, fun versions of track and field events for Junior students along with events of Inter-House/Inter-School Team and Individual sports competition. Suitable trophies/awards



should be arranged for the winners in the competitions on occasion of Annual Sports Day. Annual Sports day may be organized by JNVs in the month of November/ December.

### **102) ORGANISATION OF ANNUAL DAY IN JNVs:**

Annual Day forms an integral part of school activities. It is an occasion of celebration, and felicitation when students present not only their wonderful performances but also receive honours for their curricular and co-curricular achievements.

Celebrating the school annual day provides the school with an opportunity to showcase its achievements. This function also gives students an opportunity to showcase their various talents and interact with their teachers in a more informal environment. The school annual day is one day that is eagerly anticipated by children and parents alike, every year. This is also a day when achievers are felicitated for their accomplishments in the academic year. Therefore, necessary efforts are to be made to conduct programmes in the Vidyalaya in a befitting manner. Annual day may be organized in the month of December/ January.

### **103) SCHOOL BAND TEAM:**

A school band evokes a spirit of oneness, belongingness and deep sense of pride among the school children. To inculcate and promote the positive values, JNV has a school band comprised of students who rehearse and perform instrumental music together. The school band showcase prowess on important occasions which includes Independence day, Republic day, Sports day and Annual day etc. The rhythm of a band instills passion, action, courage, motivation, team work and creative thinking in young minds.

The Inter School Band Competition is organized at three levels Cluster, Regional and National Level. The competition will be for both boys' and girls'. However, JNVs may enter only one girl or one boy's band in each category. The Categories of Bands are given below:

1. Pipe Band Group (Cymbal should not be included).
2. Brass Band Group.

#### **Terms and conditions:-**

**Eligibility:** No professional groups /artists shall be allowed to participate /accompany any Band Groups.

**Team Members:** The Band Groups should have 25-33 Participants including the Drum Major.

#### **Instruments and Paraphernalia related to the Band:**

##### **Basic Set:**

1. Bugle copper
2. Side drums
3. Bass drums
4. Tanner drums
5. Cymbal
6. Flute /piper
7. Triangle
8. Drum Major Stick

##### **Pipe Band Set:**

1. Bag pipers
2. Chanter
3. Shahanai
4. Side drum
4. Bass drum
5. Cymbal
6. Drum Major Stick.

##### **Ceremonial Band Set / Brass Band Set:**

Trumpet, Clarinet, Euphonium, Alto horn, Saxophone, French horn, Sopro phones, Side trumburno, Trampoline, Side drum, Bass drum, Tanner drum, Cymbal, Drum Major Stick etc.

**Band Uniform: Colourful /impressive** Band Uniform appropriate with the band.

##### **Band Group:**

The indicative strength is as follows:

Pipe Band: i) Pipe -12, ii) Side drums- 08, iii) Tenor drums – 02, iv) Brass drums – 01&v) Conductor(leader stick) -01

Similarly, for Brass Bands, the same indicative strength may be followed.

**Time Limit:** Maximum time limit for the performance shall be 09 minutes including entry and exit.

JNV Band Team should be comprised of a group of students who have interest and aptitude to rehearse and perform instrumental band music together for matching, P.T. displays, School ceremonies, and national events etc. The school band gives display of its prowess on important occasions like Independence Day, Republic Day and Annual Day. Performance of Band Team gives a sense of achievement, emotional development, promotes self-confidence, team work and creative thinking.

**Membership:**

A selected group of children 25 to 32+1(Boys /Girls) from classes VIII to XI constitutes the school band team. The selection is based on interest, proficiency in March-Past, Academic performance, attitude, discipline and responsibility exhibited by the students. Music Tr will be Incharge of School Band and PETs / NCC In-charge will support him/her in the process of selection and practice of school Band team. The members of School Band team are required to demonstrate good sportsmanship, maintain dignity at all times, and show respect and loyalty to others in the group.

**Types of tune:**

1. Quick March - for marching and parade
2. Slow March - for inspection
3. General Salute - to receive guests
4. National Anthem - for National events
5. Band displays - during mass gathering
6. Guard of Honour - for ceremonies
7. Patriotic - for Band Competition

**Training:**

Basic training is to be given by engaging a trained Band Master, training of tunes starts with notations / notes western / classical, practicing drum beats. Combined practice of drum, bugle, flute or piper or brass instruments playing with marching for display.

**Student Band Competition:**

All the Vidyalayas are supposed to raise their band unit and maintain it with appropriate training in the Vidyalaya. The Vidyalaya level band competition/ display conducted in the JNV (outdoor) will have to be appropriately recorded (video) with proper sound. Regional Office will arrange for this at two levels (Cluster and Regional).

Competition Level	Tentative Time Schedule	Remarks
Cluster Level Competition	3 <sup>rd</sup> week of July, 2025	Online
Regional Level	3 <sup>rd</sup> week of August, 2025	Online
National Level	4 <sup>th</sup> week of October, 2025	Online

Final report of the contest will have to be sent to NVS (Hqrs.). These reports for entries will be evaluated at NVS (Hqrs.) and the final team selected will be intimated to participate in the National Event to be held at Delhi.

**Note: All the PM SHRI JNVs will ensure to prepare a Band Group (Pipe/Brass).**

**104) NATIONAL AWARDS TO TEACHERS:**

The Scheme of National Award to Teachers was started in the year 1958- 59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools. From the Award year 1993, the scheme has been enlarged to cover the teachers of Navodaya Vidyalayas. Each award carries with it a certificate of merit, a cash award and a Silver Medal. The enhanced amount has been given to the National Awardees from the Award year 1999. The guidelines of the National Awards to Teachers Scheme were revised in the year 2018, In

revised guidelines. In the revised guidelines there is provision for online self-nominations from teachers. The Ministry of Education, Govt. of India, invites recommendation of meritorious and deserving teachers / Vice –Principal /Principals for National Award to teachers every year.NVS can nominate 01 Teacher/Principal for National Award to Teachers. Teachers teaching up to Class- VIII are considered under Primary Category where as teachers teaching from IX-XII including VicePrincipal and Principal are considered under Secondary Category.

#### 104.1: SPECIAL CATEGORY:

Teachers promoting integrated inclusive education to the students with disabilities/ Teachers with disabilities working in JNVs / Special Teacher or trained general teachers who may have done outstanding work for inclusive education are also considered under the Special Category.

#### Main Consideration for Selection:

- Teacher's reputation in the local community
- His/ Her academic efficiency and desire for its improvement
- His/ Her genuine interest in and love for children; and
- His/ Her involvement in the social life of the community

#### 104.1.1 Conditions of Eligibility of Teachers for consideration for the Awards:

- i. Principals/Vice-Principals/Teachers working in JNVs may apply for this award.
- ii. Normally retired teachers are not eligible for the award but those teachers who have served apart of the calendar year (at least for four months i.e. up to 30<sup>th</sup> April in the year to which National Awards relate) may be considered if they fulfil all other conditions.
- iii. Educational Administrators, Inspectors of Education, and the staff of training Institutes are not eligible for these awards
- iv. Teacher/Vice-Principal/Principal should not have indulged in tuitions.
- v. Only regular Principals/Vice-Principals/Teachers of Schools will be eligible.
- vi. Contractual Teachers will not be eligible.

#### 104.1.2 Considerations to guide the selection of teachers at various levels:

Teachers will be evaluated based on the evaluation matrix in two categories as per detail given below: -

Evaluation Matrix for National Award to Teachers		
Name of the Teacher:		
Designation:		
JNV:		
A.	Objective Criteria	Maximum Marks
1	Publication (Research papers/Articles in international/national journals {with ISSN}, Books {with ISBN}, etc.) in the last 5 years	2
2	Annual Performance Appraisal Reports of last 3 years (Two marks will be awarded only if the candidate is graded 'outstanding' in last three years. Else no marks)	2
3	Is the teacher attending school regularly without any complaints? (Certificate from controlling officer needs to be uploaded)	1
4	Whether the teacher has attended any in-service training he/she is deputed to? (Certificate from controlling officer needs to be uploaded)	1
5	Work done by teacher to increase enrolment and reduce dropouts. (Certificate from controlling officer needs to be uploaded)	1
6	Whether the teacher enrolled for any course under SWAYAM or any other MOOCS platform. Any other efforts undertaken by the teacher individually to upgrade their skills along with educational improvements	1
7	Development of e-contents, textbooks, teacher handbooks for SCERTs, Boards or NCERT	2
<b>Sub-total</b>		<b>10</b>
<b>B</b>	<b>Performance against criteria</b>	

<b>1. Use of technology, innovative pedagogy and joyful learning</b>	
<p><b>A.</b> Use of ICT Innovating and channeling cost-effective technological resources for enriching classroom learning, creating content using ICT as envisioned under NEP, etc</p> <p><b>B.</b> Joyful learning technique, creative methods, etc like story-telling, arts, games, sports, examples, etc undertaken by teacher for greater impact of his/her teaching on the students.</p> <p><b>C.</b> Development and use of appropriate pedagogic approaches in day to day teaching activities including delivery of FLN involving adoption of various strategies to improve foundational literacy and numeracy skills in school, etc</p> <p><b>D.</b> Active involvement in the process of improving teaching practices in classroom to create an environment conducive to learning, using enrichment activities for students, relating the topic to real life situation, encouraging open discussions, etc (Each Sub-head carries a maximum of 7.5 marks )</p>	30
<b>2. Learning material and mentorship</b>	
<p><b>A.</b> Development and use of Teaching Learning Material, Low cost teaching aids etc. (Based on number, scale and impact of innovations/experiments)</p> <p><b>B.</b> Successful teacher disseminates and shares, participating in collaborative effort.</p> <p><b>C.</b> Capacity building and acting as mentor for other teachers.</p> <p><b>D.</b> Undertaking mentorship and nurturance beyond classroom walls for holistic development of students</p> <p><b>E.</b> Organization of extra and co-curricular activities (Based on number, scale and impact of experiments/activities) (Each Sub-head carries a maximum of 6 marks)</p>	30
<b>3. Governance and engagement of community</b>	
<p><b>A.</b> Strengthening school administration by adopting innovative measures to increasing enrollment, improving attendance, school management systems, programme monitoring, etc.</p> <p><b>B.</b> Mobilizing stakeholders in the community and engage them meaningfully in various school development activities like school management committee, social audit and mobilizing resources through parents, alumni to contribute to school in anyway i.e., physical infrastructure, computers, PM POSHAN, books, Scholarship, etc.</p> <p><b>C.</b> Work done by teacher for spreading social awareness among children, especially in socially sensitive issues like nutrition, toilet and menstrual hygiene, child marriage, uplifting deprived children, etc .</p> <p><b>D.</b> Promotion of nation building and national integration (Each sub-head carries a maximum of 7.5 marks)</p>	30
<b>Sub-total</b>	<b>90</b>
<b>Grand total</b>	<b>100</b>

#### 104.2 Procedure for application and selection:

- All the applications would be received through an online web portal.
- MoE would ensure coordination with RO regarding timely entry in to the portal and resolution of technical and operational issues during data entry into portal through the portal development agency.
- Principals/Vice-Principals/Teachers of schools themselves shall apply directly by filling the application form online through the web portal before the prescribed cut-off date.
- Every applicant shall submit portfolio, online along with the Entry Form. The portfolio shall include relevant supporting material such as documents, tools, reports of activities, field visits, photographs, audios or videos etc.

**Undertaking by the applicant:** Each applicant shall give an undertaking that all the information/data submitted is true to the best of his/her knowledge and if anything is found at any later date to be untrue then he/she will be liable to disciplinary action.

#### **Nomination from Regional office:**

Each Regional Office will identify 3 to 5 disserving Teacher/ Principal for the Award and may arrange hand holding for these teachers. The list of identified Principal/ Teachers may be

forwarded to NVS Hqrs up to 15<sup>th</sup> April 2025. The Regional Offices should ensure that the teachers submit complete applications with all relevant documents on the online portal of MoE.

**The selection will be done at three stages as under:-**

- Regional Office Level
- NVS Hqrs. Level
- Independent jury at National Level.

District Selection Committee will be Regional Office Level and State Selection Committee will be NVS Hqrs. District selection committee (NVS Regional Office) will forward three nominations to the State Committee (NVS Hqrs.) through online portal up to stipulated time line as decided by MoE.

**Selection Committee at the District Level (NVS Regional Office Level)**

Deputy Commissioner	Chairperson
One Educationist nominated by Deputy Commissioner of region	Member
Assistant Commissioner (Acad.)	Member

**Selection Committee at the State Level (NVS Hqrs. Level) Commissioner,**

NVS (Head of the organization)

Chairperson

One Officer from NVS nominated by the Commissioner	Member
Nominee of Government of India	Member
One reputed academician deputed by the Commissioner	Member

NVS Hqrs will forward the shortlisted nomination to the National Jury within the time period.

**105). BANDOFAST ACTIVITIES BEFORE RE-OPENING OF VIDYALAYA AFTER SUMMER VACATION**

Every JNV should prepare an Action Plan for carrying out various important activities before summer vacation so as to carry out these activities during summer break.

**105.1 : REPAIR & MAINTENANCE OF BUILDINGS:**

Before summer vacation starts the M&R Committee should meet and chalk out the various activities that are required to be taken up during the summer vacation under M&R. It should also be ensured that teaching staff should not be retained unnecessarily during summer vacation for the purpose of carrying out M&R work. Once proper planning is done O.S/UDC should be entrusted with the responsibility of supervising the M&R work. Purchase of materials should be done before Vidyalaya closes. Over all, the following activities under M&R should be taken up with priority during vacation:

- Repair of water supply system, electrical installation, sewer system, sanitary system, doors/window/ventilators, plaster/floor repair etc in dormitories, school building, MP Hall, dining/Kitchen and staff quarters.
- White washing/colour, washing/painting in all buildings including boundary wall and main entrance gate.
- Making the play fields up to date.
- Cleaning of OHT/UG sump/roof top tank/septic tank/man hole/gully trap/sewer line/open surface drain etc.
- Uprooting of plants/shrubs from wall & roof.

**105.2: REPAIR OF FURNITURE AND GADGETS:**

- It is to be ensured that all beds/cots, bench/desk & chairs/almirahs etc. are in good condition
- Ensure that no children sit on a rug (dari) in classroom.

- The beds shall be oriented properly in dormitories and should be numbered; a register should be made allocating the number of bed to a particular child, so that at the time of reporting he gets proper allocation.

### 105.3: SAFETY AND SECURITY MEASURES:

- Implementation of 14 Point Programme regarding safety & Security of students circulated vide letters dated May 18<sup>th</sup>, 2011 and Aug 4<sup>th</sup>, 2011 by NVS–SA wing to be implemented with all seriousness and monthly report to be submitted to RO regularly by the 5<sup>th</sup> of every month. In this regard following points may be noted for strict compliance:
  - Every Principal and staff member in a Navodaya Vidyalaya will carefully follow these points for proper compliance.
  - Every Principal will submit the monthly report to the concerned Regional Office indicating compliance of these 14 points and shortcomings if any
  - Assistant Commissioner Cluster in-charge will personally monitor proper implementation of these programs during his visit to the vidyalayas and also through frequent personal interactions.
  - Regional Office will take immediate follow-up action on any shortcomings in implementation, if in any vidyalaya, and submit a report to the Hqrs.
- All Fire extinguishers shall be checked; expired ones shall be refilled/ replaced in position
- The sand buckets shall be painted red and put in place.
- Boundary wall / fencing shall be checked and repaired whenever found damaged.
- Locking arrangement of terrace, doors of dormitory and school building shall be ensured.
- System of proper disposal of waste should be developed.
- Open wells shall be covered with grills & kept locked.
- MCB's should be checked. All open and naked wires of electrical fittings to be repaired and powersupply system should be made functional in all respect.
- Water bodies inside the campus may be secured (using safety wall/ iron fencing or any other method)so that they become out of bound for students and others.

### 105.4: Ensuring cleanliness and upkeep of JNVs.

In order to ensure cleanliness and upkeep of the JNV, following instructions are to be implemented in JNVs:

### 105.5: Toilets / Urinals / Washrooms:

- Cleaning of the toilets and washrooms should be taken special care of. All the toilets / washrooms should be free from foul/ stinking smell, water logging, and untidy looks. Toilets/ Urinals should be cleaned more than once :

S.No.	Toilet/ Urinals/ washrooms located in	Frequency of cleaning (minimum)	Remarks
1	Academic block	At least 4 times <ul style="list-style-type: none"> <li>• Early morning before assembly</li> <li>• After recess</li> <li>• After 8<sup>th</sup> period</li> <li>• After evening games</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet cleaners/ disinfected should be used daily</li> <li>• Tiles fixed on the side walls should be cleaned properly using appropriate cleaning material at least once in a week.</li> </ul>
2	Mess	At least 3 times <ul style="list-style-type: none"> <li>• Early morning before breakfast</li> <li>• Before lunch</li> <li>• After lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Cobwebs should be removed at least once in a month.</li> <li>• Internal Drains should be cleaned daily.</li> <li>• External drains should be cleaned daily.</li> </ul>
3	Dormitories	At least once daily preferably in forenoon.	

**105.6: Academic Block:**

- Brooming /dusting /wiping of floors of classrooms, laboratories, libraries, MI room, Principal office, Vice-Principal office, Vidyalaya office, Staff rooms and staircases should be done properly at least once daily preferably before start of the school.
- Entrance and corridors should be swept/wiped at least thrice in a day preferably early morning (before start of the school), forenoon (just after recess) and afternoon (after 8<sup>th</sup> period).

**105.7: Mess & Dining Hall**

- Cleanliness and hygienic condition in mess and dining hall should be ensured by Catering Supervisor
  - Utensils / cook wares should be cleaned after every meal at designated places.
  - Waste food / rotten food material (vegetables, fruits etc.)/ left-overs should not be littered everywhere rather they can be used for making compost. Compost pit should be made at a distance from the mess and any other building so that the foul smell from the compost pit may not be the cause of disturbance.
  - Kitchen should be free from all rodents/insects namely rats, moles, cockroaches, lizards, spiders, flies, mosquitoes.
  - Store room for storing dry ration and vegetables should be cleaned regularly, item of dry ration should be littered on floor. Packing of dry ration items should be left open after drawing the item, store keeper should ensure it.
  - Arrangements should be made that dogs, pigs, cattle and other such animals cannot enter in to the campus.
  - Kitchen/ cooking area should be cleaned daily before closing it after dinner. Kitchen floor should be free from oil mark, dirt, foul smell etc. Kitchen staff should clean the kitchen/cooking area.
  - Water tank / RO should be cleaned / maintained regularly to ensure availability of safe water in the kitchen for cooking and drinking, Catering Supervisor should ensure it.
- Dining Hall should be cleaned after every meal daily. Dining tables, floor of the dining hall should be free from dirt mark, foul smell etc. Floor of the dining hall should be swept and wiped at least thrice daily (after breakfast, lunch and dinner). Washing area for students to wash their plates should be cleaned after every meal daily.

**105.8: Dormitories:**

- Dormitories should be swept daily by housekeeping staff, stair cases; walls should not bear any dirt mark or any other stain. The garbage should be disposed on daily basis, Caretakers/ matrons should ensure it.
- Students should be made to keep their belongings in order, no paper, wrappers other wastes should be thrown on the floor; instead dustbins should be provided in each dormitory. Student should make their bed daily in the morning. Students should keep the area around their bed clean, and wastage/ dirt if any should be disposed off in the dustbin.
- Entrance of the dormitories should be neat and clean and the display board should be nicely maintained and updated.
- On every Sunday, in the morning all students should devote at least 90 minutes to clean the area inside and around the dormitories. Doors, staircase rails, windowpanes etc should be cleaned/ dusted, grass/ bushes may be uprooted/ trimmed, flowerpots, flowerbeds, house-wise kitchen garden may be tended, decorating the house in sync with the festivals falling in the coming ways etc. All this activity should be conducted under the supervision of HM/AHM, all safety and security precautions should be ensured, first aid box should be available with the housemasters during the exercise, students should be motivated to participate in the activity willingly rather than forcefully.

**105.9: Grass /Bush Cutting:**

- Grass should be regularly trimmed/ cut and bushes should be cut/uprooted preferably before re- opening of the JNVs after vacation and breaks. Necessary equipments

should be available in the JNV. Grass / bush cutting should be done through housekeeping staff, mess staff, and additional casual labourers for short periods if required. The ambience of the JNV should always be good.

- Pesticides/ insecticides may be sprayed (using all precautions) to inhibit the growth of grass/ bushes.
- The greenery in the Vidyalaya should be maintained ensuring that the greenery should not be a breeding / habitat of snakes, monitor lizards, leeches, scorpion and other such dangerous/ poisonous animals/ insects.

#### **105.10: Play Ground/ Courts:**

- The play ground and courts should be properly maintained, all markings should be done before re-opening of the JNVs after vacation and breaks.
- PETs (Male & Female) should ensure the proper upkeep and maintenance of the playground and courts. Students may be involved in the upkeep and maintenance of the playground and courts.
- The broken equipments, discarded items etc should not be littered in the play ground/ courts.
- Stones/boulders and other hazardous materials if present in the playground should be removed.

#### **105.11: Disposal of Waste:**

- Waste should be collected and segregated at source.
- Dustbins should be provided at suitable places.
- For garbage collection and disposal, trolleys should be made available to the housekeeping staff.
- Disposal of waste should be done through Municipal Authorities/ local bodies.
- The waste material should not be littered in the campus.

#### **105.12: Monitoring at Vidyalaya Level:**

- Cleaning materials, equipments for cleaning, scrubbing and grass/bush cutting should be available in sufficient quantity all the time.
- Record of the daily housekeeping work done by the housekeeping staff, duly verified by the users (concerned teachers/ house captains/ school captains etc) may be maintained.
- Vice Principal/ SMT should ensure that the JNV is kept cleaned and maintained well as per instructions of the Samiti.
- House wise competitions may be held under CCA for best cleaned house on quarterly basis and awards may be allotted.

For detail guidelines refer to (F.No. 10-1 /2022-NVS(SA)/5883, Dated: August 08, 2022)

### **106) ENSURING CLEAN AND SAFE POTABLE WATER:**

- a. JNVs should ensure availability of potable water in all buildings (Academic/Mess/Dormitories).
- b. Appropriate water filters should be used.
- c. Water coolers may be used in JNVs located in hot areas.
- d. Water storage tanks should be cleaned at least twice in an academic session, preferably during Vacation/ break
- e. Tanks should be checked for deposition of silt, growth of algae, presence of worms etc.
- f. All storage tanks should be properly covered.
- g. Disinfectants/ chlorine tablets etc may be used as per advice of the staff nurse/ Vidyalaya doctors.
- h. Water purifying systems/ RO plants should be maintained properly and their water quality should be monitored/ tested.
- i. Water testing should be done through Public Health Centers (PHC)/ Public Health Engineering Department (PHED)/ University Labs etc quarterly and its report should be kept in records.



## 107) SAFETY AND SECURITY OF STUDENTS:

Navodaya Vidyalayas are being co-educational and residential in nature; it is the prime responsibility of the Principal and Staff to ensure Safety and Security of children till they remain on roll of the Vidyalaya. The Principal and Staff of the JNVs are expected to ensure that Safety and Security and good health of students is being given paramount importance. Guidelines and directions are issued from NVS from time to time, these directions should be implemented in each JNVs strictly.

The preventive measures for Safety and Security of the children in the JNVs are suggested as follows:

### I. Protection of children from Sexual Offences:

- a. Use of E-Box Web Portal of NCPCR in JNVs website for registering complaints directly to NCPCR (F.No.10-83/2017 NVS (SA) Dated: 04.09.2017).
  - The Komal Video which is available on the website of NCPCR and also on YouTube must be shown to the children to sensitize about the sexual abuses. The JNVs may upload the Komal Video on the school website and to popularize among the students
  - NCPCR has also established 1091 Child helpline at 397 locations. Awareness programmes involving Scouts/Guides and NCC/NSS students may be conducted to sensitize the parents and the students in general during PTC Meeting or Schools functions / programmes
- b. Guidelines for prevention of sexual abuse of children in Jawahar Navodaya Vidyalayas (F.No.10- 75/2012-NVS (SA.) Dated : January 29, 2014)
  - A School Complaints Committee (SCC) shall be set up in each JNV to serve as complaints and redressal body. This Committee shall be chaired by the Principal/Vice-Principal of the school and shall consist of 5 other members i.e. one male teacher, one female teacher, one male student, one female student and one non-teaching staff member. It has to be ensured that at least half the members of this Committee are female.
  - Each RO is also required to have a Cluster Complaints Committee (CCC) with Assistant Commissioner Incharge of the Cluster as its coordinator
  - The School Complaints Committee will carry out a preliminary investigation into every complaint of sexual abuse and submit its report to the Cluster Complaints Committee at regional level.
  - The SCC must keep the CCC informed of all developments of the case including filing of FIR, progress of police investigation and filing of charge sheet against the offender, wherever applicable.
  - The Cluster Complaints Committee at RO level is required to send a monthly report to the Apex Complaints Committee located at NVS HQs giving details of the complaints, if any, received during that month from any JNV in the concerned cluster.
  - **(F.No.10-75/2012-NVS (SA.) Dated: January 29, 2014)**
  - Internal Complaints Committee on sexual harassment and committees under POCSO (Protection of Children from Sexual Offence) Act, 2012 and details of these committees along with contact details shall be displayed prominently on School Notice Board and conspicuously on the school website for information of all stakeholders
  - Ensure that prevention of sexual abuse of child and POCSO guidelines are made aware to the students.
  - The POCSO Act, 2012, requires that all suspected abuse must be reported, and teachers and staff must be made aware of their reporting obligations and penalties for failure to report.

### II. Prevention of ragging and bullying in JNVs

- a. Vide letter F.No. 9-2/2022-NVS (SA)/5884 dated August 08, 2022 following directions are issued:
- An Anti-Bullying/ ragging Committee should be constituted in every JNV, comprising of Vice- Principal, a senior teacher, Vidyalya Doctor, Counsellor, PTA representative, School Management representative, Legal representative etc. whose roles and responsibilities would include the followings:
    - Development and review of School Bullying Prevention Plan.
    - Development and implementing bullying prevention programmes.
    - Developing training programmes for staff, students and parents.
    - Creating awareness through various programmes.
    - Being vigilant and observing signs of bullying and responding quickly and sensitively.
    - Names and contact numbers of members of the Committee should be clearly displayed everywhere in the school premises etc
  - Each JNV must display posters in prominent locations including in hostels, mess, academic block & playground areas that says that bullying is strictly prohibited and no such act will go unnoticed or unpunished.
  - Regular interaction with newly admitted students and also with other students after re-opening of JNV after vacation should be done by Principal/Vice Principal and HM
  - Parents may be sensitized to report in confidence about any act of bullying which is brought to their notice. Orientation programmes may be conducted for the JNV staff and teachers on regular basis.
  - Once the matter comes to the knowledge of Principal, it should be got inquired by the anti bullying /ragging committee of the Vidyalaya immediately to establish whether it is a case of ragging or not.
  - Once established, in extreme cases, a FIR may be registered with local Police Station, intimating the case to District Education Officer and District Magistrate. In other cases actions should be taken depending up on the gravity of misconduct. Some of the recommended actions include:
    - Oral/written warning.
    - Suspension from attending classes/school for a specified period.
    - Withholding or cancelling the results.
    - Imposition of fine upto a specified amount.
    - Expulsion/rustication from school in rarest of rare cases.
    - The option of transferring a student from one JNV to another
  - In case of ragging/bullying, resulting in physical injury to students, action including prosecution of concerned students may be initiated immediately. It will be the responsibility of AC (Cluster) to expedite such cases, within a week.
  - It is the responsibility of the JNV that the post-bullying atmosphere is calmed down. The JNV must be cautious that the victim should not be harassed further.

**b. Prevention of ragging and bullying**

Previous letters issued on Prevention of ragging and bullying are:

- (i) F.No. 10-84/2013-NVS (SA) Dated: June 17, 2014 (ii) F.No. 10-84/2013-NVS(SA.) Dated: March 16, 2015 (iii) D.O.No 10-84/2013/NVS(SA), Dated: 10.10.2016 (iv) F.No. 9-2/2014- NVS(SA)/324; Dated 09.12.2018

**III. Corporal Punishment to students**

- a. Vide letter No.F.3-223/2013-NVS(SA) Dated : June 09, 2014 following directions are issued:
- All staff associated with the JNVs should be made familiar with guidelines on prevention of corporal punishment.
  - No physical punishment or mental harassment of any kind or any form of discrimination based on gender, caste, class, disability, etc., should be permitted
  - The treatment of the child in the school should be such that the child feels included and secure.

- All JNVs should themselves conduct an annual social audit of physical punishment, mental harassment and discrimination.
- A mechanism for children to express their grievances both in person and anonymously should be provided. Drop boxes (Man ki Baat box) for complaints should be placed in the school and a mechanism should be developed to address the same. Anonymity of the children/parents should be maintained.
- Vide letter F.No.3-223/2013-NVS (SA) Dated : September 18, 2013 following directions are issued:
  - No child shall be subjected to physical punishment or mental harassment.
  - Any instance of corporal punishment, mental harassment or discrimination should be dealt with seriously in a time bound manner
  - Whoever contravenes the directions shall be liable to disciplinary action under the service rules applicable to such person.

IV. All employees working in the Vidyalaya should give an undertaking to the Principal that they would not take any action that would be construed as amounting to physical punishment, mental harassment or discrimination against any child.

Precautionary Code from Sickness (F.No.2-41/2001-NVS(SA) Dated: August 13, 2001, F.No. 10-76/2020-NVS(SA)/Student Health Check-up / 5751 dated March 08, 2022)

- Preparation and implementation schedule of visit of Principal, Staff Nurse and House master to the dormitories.
- Enquire from House Captain about health and welfare of the children during visits.
- Record observations of the Principal during visits to dormitories along with detailed instructions of House Masters and Staff Nurse in a Register.
- Verification and recording compliance to instructions issued by the Principal on daily basis.
- The House master to submit daily report to the Principal on the format (**Annexure - XXIV**) to be prescribed by the Vidyalaya indicating the welfare and presence of children.
- Abandoned temporary buildings, bathrooms, toilets having dilapidated electric wiring are not to be used by children.
- The Principal, House Masters and other teachers must conduct fortnight inspection of the class rooms, dormitories, dining hall, toilet and bathroom blocks of specifically find out whether the electrical wiring and points are in order. In case they find any un-insulated live wires, the wiring must be changed and electricity dis-connected till such defects are set right. Nobody should tamper with the distribution boxes with the fuse carriers.
- Regular roll call and attendance by House Master twice daily. The Attendance Register of Houses to be verified and countersigned by Principal at 9.30 p.m. daily.
- The Staff Nurse will attend the sick child immediately. No illness of the child is to be taken casually or a routine manner instead the symptoms of illness and medicines given should be recorded in the register.
- The sick student should not left alone in the dormitory at any time.
- The sick child is to be kept under the supervision of staff nurse or a teacher
- A suitable room should be set up as M.I. room equipped with essential material attached bathroom and other facilities.
- The House master has to ensure that the child is being provided medical treatment properly.
- Necessary arrangements should be made for special diet if necessary and instructions issued to Catering Asstt./ Mess staff accordingly.
- The H.M./Principal or staff nurse feels that simple ailment is not required any treatment, but the feelings of the child should be taken care of. He/ She should be given a patient hearing and counselled accordingly with a feed back.
- The Vidyalaya doctor should be consulted always after first aid treatment to the child.
- In absence of Vidyalaya doctor (if found not available at that time) a qualified doctor of the nearby Health Centre/Hospital should be consulted.
- After diagnosing the sickness, the parents may be informed if the nature of illness excepting for common colds and seasonal health effect.

- The part time doctor and staff nurse feels that the illness of the child cannot diagnosed immediately, the child should be immediately shifted to a nearby Govt. hospital for further examination.
- Medicines prescribed by the doctors should be given to the students only by the staff nurse. No Teacher or Principal should administer medicines on their own to sick child.
- In case of any serious illness of the child and the Vidyalaya requires any expenditure to incur on them, the amount may be incurred by the Vidyalaya without any delay and later on it can be got reimbursed by the parents. Treatment cannot be delayed for want of finance.
- The records about the sick children is to be maintained and informed to the Principal daily in the evening in a prescribed format.
- To admit the child in hospital immediately in cases of serious illness and accidents.
- The Date and Time schedule of the visit of the Vidyalaya Doctor should be fixed in advance in children intimated.
- A responsible employee to remain as escort constantly with the one responsible escort must remain with the patient till parents arrive and take over the child.
- Doctors Visit Register should be maintained.
- To take additional help of District Administration, if need arises, to ensure medical facilities to the children. Wherever there is no doctor in nearby vicinity, the District Administration should be requested to arrange weekly visits of a medical team.
- A sick child should not be sent to his home. Instead the child should be hospitalised and the parents are informed immediately. On their arrival, if they prefer to take the child home they should be permitted after obtaining a written request and individual health records (Cards) of students maintained and verified by the Principal.
- Full medical check-up of the students may be conducted once in a quarter.
- Diet for the sick students should be given separately as per the recommendations of the Doctor.
- The individual Health Record should indicate the Status of Health during the quarterly health check-up and should be readily available in the Vidyalaya.
- Sick students just after recovery from illness should not be permitted for games and sports activities till they feel physically fit.
- For regular medical check-up of the students and maintenance of Health Record and for monitoring of health problems of the children of the JNV, the Staff Nurse would be accountable.
- Regular mosquito eradication measures to be taken in Vidyalaya.
- The Principal has to ensure availability of medical room, staff nurse/common medicines/consultant doctor/vehicle for hospitalisation of children in emergencies.
- A regular action programme should be prepared and implemented for avoiding seasonal contagious disease on account of water and weather etc.
- Outside food stuff should not be permitted except items like Biscuits etc.
- Medical history card is to be invariably sent along with migrated children.
- Children suffering with chronic disease should not be sent on migration.
- Personal hygiene of Mess workers and conditions in the kitchen and Mess are checked by Vidyalaya doctor at-least once in a quarter.
- The cleanliness of mess surroundings, utensils and food preparations should be checked regularly by Catering Supervisor, Staff Nurse and Principal. Regular arrangements for disposal of waste food stuffs should be made.
- Proper care should be taken with regard to installation of gas cylinders. All necessary arrangements should be made as per the specification laid down by the gas authority for installation of gas connection without giving any scope for leakage, etc.
- Adequate care should be taken with regard to drinking water. The staff nurse should be instructed to ensure that the water is properly purified/ chlorinated before using for drinking purpose.
- Toilets and sanitary conditions should be kept clean. Necessary phenoling and cleaning should be done frequently to avoid contamination.

- Kitchen and utensil, washing place should be kept clean. Necessary arrangements should be made for spraying of phenyl, bleaching powder and avoid water stagnation not to give scope for breeding of mosquitoes, flies etc. Dining tables should be kept neat and clean.
- Arrangements must be made for regular supervision and cleanliness of dining hall, washing places, etc. to avoid unhygienic conditions.
- When students are admitted in Class 6th, a medical fitness certificate of civil surgeon will only be accepted.
- Full medical check up of all newly admitted students to be conducted within 15 days of admission.

#### **V. Measures to Prevent Children from Dangers of Water and Drowning**

- The number of death incidents are found due to drowning. The following measures are to be adopted
- Construction of compound wall is to be given top priority which may help in keeping proper supervision and control over children and prevent trespassing.
- The open wells and ponds if exist in the campus are to be provided with protective wall and iron grills covering the well and the movements of the students are restricted towards it.
- Not to allow children to go towards the nearby river, canals, ponds and railway tracks and to take bathing water from the overhead tanks by climbing on the terrace.
- Movements of children is to be strictly watched through formation of groups.
- Children should not be permitted to go outside the Vidyalaya premises for the bathing/ washing clothes etc.
- The presence of the students in the Vidyalaya campus at all times should be strictly enforced. Strict discipline and to check the unauthorized absence of the students from the Vidyalaya is to be given paramount importance.
- The students with a history of disappearance or running away from the Vidyalaya without proper permission are to be given special attention and a vigil is regularly kept on them.
- The root cause for such behavior of the child must be ascertained, parents informed accordingly and corrective steps taken.
- For certain ritual and functions which are observed in the Vidyalaya, necessary precautions and arrangements to be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds and wells etc.
- No procession should be allowed to move from Vidyalaya out of the campus in the eve of any religious celebrations.
- No student should be allowed to go on leave without written request of the parent of the person authorized by parent.
- Any person/ parent visiting Vidyalaya must obtain permission from House/Master to meet the students invariably by mentioning in the visiting register with his name, address purpose, date and time of arrival and departure which must be seen by the House Master and Principal

#### **VI. Preventive Points from Suicide Actions**

(F.No.2-41/2001-NVS(SA) Dated: August 13, 2001, DO.No F.7-10/2016-NVS(SA)/98 Dated 30-11-2016, F.No. 7-10/2021-NVS(SA)/5944 dated 7-10-2022)

- The House Masters and teachers should develop the regular habit of visiting the dormitories dining hall and talking to the children in general about their welfare
- Frequent interaction of House Master with the students to be developed in order to attend to the problems of children on regular basis more so their psychological, physical and emotional problems.
- Proper regular counselling of the children is to be done to help the mentally disturbed children who are under depression.
- Continuous communications between the child and the teacher should be maintained with proper follow up action.
- No student should stay inside the dormitories during class hour. All the dormitories should be locked after the classes are commenced.

- Psychological behavior of the students should be watched closely in order to avoid shyness, depression and aloofness of the students which may cause any sort of unforeseen incidents.
- Corporal punishment to the students is strictly prohibited. Insulting in public referring to their parentage, caste, community etc. by the teachers will be viewed seriously and necessary action will be initiated against erring staff.
- Proper counselling should be done either by House Master or class teacher/Principal in case of any mistake like stealing, telling lies by the students.
- In case the student is not mending his behavior it should be reported to his parents and after giving one or two chances for improvement, necessary action should be taken.
- Emotional behavior of the students should be watched properly.
- Children in JNVs are admitted at the tender age of 9 to 13 years which is a pre adolescent or adolescent age which need counseling and continuous guidance to become physically fit, mentally alert and emotionally balanced.
- The educational process will be pleasant, attractive and motivating to the child if firm trust is established between a child and the teacher. The bond of friendship and affection can be strengthened if the teacher is understanding and sympathetic.
- Knowledge of child psychology will help the teacher in understanding and dealing with children of different abilities aptitudes and dispositions who come to JNVs from heterogeneous socio-economic basic grounds.
- The teacher is the best judge to identify any behavior, emotional, social, language problem in child and to provide proper stimulus, appropriate activities, necessary guidance and plentiful insight.
- Each teacher should be a guide, friend, counselor to a child only then he/she contribute to overall development of children.
- Students problem must be listened patiently, politely and solved.
- Informal conversation with the pupils by way of discussions with peers and planned observations in hostels, classrooms, playground should be developed.
- House Masters should ensure that the students get their daily use items and all other assistances in time
- The Principal and House Master must check progress of students in academic/sports and CCA and continue to guide the children. He should develop the sense of belongingness and security among the students.
- Suicidal tendencies are very deep rooted. Family history play an important role. All House Masters should collect the family history of the child through informal chitchat with the child/guardian/visitors and will keep a record. They should invariably inform the Principal.
- Generally the suicidal incidents takes places due to the child being over protected at home, feel badly homesick, gets disturbed, unable to tolerate japers/fear of getting fail, to come up to expectations of their parents, Extreme Humiliation by the fellow students/Teachers/Principal etc. These may be taken care of.
- Vidyalaya should develop a good social, authentic and environment friendly educational climate in the school.
- Any child noticed disturbed, should never be left alone. His attention should immediately be diverted in an activity of his choice.
- Awards to good students play effective role than punishment. Children's should not be scolded in public on their mistakes.
- Child is a child-like any child he needs kind behavior from senior students, teachers and Principal.
- The child should feel himself at home, safe and secure in the Vidyalaya.
- Minimize threats to the child.
- Too much critical command by teachers/Principal is to be avoided.
- Child should be heard, he should be enquired if he is looking upset, he should be guided, counseled and timely help and assistance provided to him.
- The prefects should be given more responsibilities. They should be made responsible/accountable for the duties assigned to them.

- Shy, Isolate, neglected children should be identified and watched and they are taken care of properly.
- Children on account of family disturbances like separation of parents, family etc. are to be specially attended.

### **VII. Safety Measures during Travels:**

The safety of students travelling from one place to other is the prime responsibility of the escort(s). Particular care on the part of the escort(s) is needed to eliminate re-occurrences of unfortunate incidents.

- Before proceeding in any journey the children and the escorted teacher should be briefed about all the details of the journey and precautions to be taken.
- Escorting teacher should always be watchful to ensure that all students are present in their respective berth/seats
- Lady teachers will invariably escort when girls are travelling. Even if there is one girl, there must be a lady teacher.
- To maintain proper vigilance to watch the luggage material to avoid any theft or missing.
- Minor first aid, medicine/materials is to be kept with the escort to meet in emergency of sickness.
- It is the responsibility of the escorts to take the students on journey with utmost safety and security.
- Valid identity card must be kept by the students during journey. Children should never be sent unescorted.
- Food after satisfying to be hygienic is to be served during journey.
- Food articles sold through unauthorized vendors is to be avoided.
- Strict instructions to be given to the children not to move outside the compartments without escorting or to get down at the station.
- Safety measures like eating street made food, rash running, frequently standing on window side and peeping outside is to be instructed.
- The escorting teacher must invariably travel in the class of accommodation and in the same compartment of the students.
- The students may not be permitted to leave the compartment without escorting.
- In case of articles of foods to be purchased one or two students may be taken by the teacher. Normally, efforts should be made that all eatables are taken by the in-charge of the party before undertaking the journeys.
- In case the party is very large students be divided into groups and one escorts to each group deputed who will be responsible for the group. Normal criteria for number of escorts is one for 10 or less than 10 students and one for every additional group of 10 or less students subjects to the maximum of 5.
- At least one regular staff should be included in the escorting team.
- Counsellor should not be engaged for escorting duty.

### **VIII. General Safety Measures**

- The electric wiring and points are to be kept in order. In case of any uninculcated live wires found, the wiring must be changed and electricity disconnected till such defects are set right.
- The distribution boxes of electrically should be locked and the keys should be kept only under the custody of electrician or In-charge House Master.
- Immediate necessary measures should be taken to repair the loose wiring/connections.
- In case of any such need Electric gadgets should be handled by responsible employee of the Vidyalaya.
- In few cases trees are placed just below the electric line whenever the branches grow it touches to the LT line and sparks dangerously. It should be checked regularly and branches should be dressed off in such a way that it will not touch to the electric wire any time.
- Students should be warned not to touch electric poles.
- Fencing should be provided to the steps of over head tank to avoid children climbing over head tank.

- The broken railing of stairs should also be got repaired immediately.
- The safety and security points of the children should be discussed periodically by the Principal, House master and other teacher and chalk out strategies.
- A Safety and Security Committee should be formed. The Committee will meet once in a quarter to discuss about safety measures to be adopted by the Vidyalaya.
- Security briefing should form part of regular programme of morning assembly.
- Broken furniture, naked iron rods etc. should be stored somewhere where there is no frequent movement by the students.
- Students should be forbidden to keep any type of weapons, toxic drugs, Phonographic books and photographs etc. with them. Surprise checking should be done quite often.
- Timely arrival of the students is to be ensured to the Vidyalaya assembly and class. Unauthorized absence to be checked.
- Very often students come late to the class during short breaks. No students should be allowed to go to dormitory during small break/recess without permission of the House Masters.
- Proper drinking water is to be provided during class hours. Students should be kept fruitfully busy so that they may not indulge themselves in indiscipline activities.
- Adequate care is to be taken while working in Science laboratory. Handling of glasswares or heating of things must be done carefully. Wherever gas cylinder is used for the laboratory purpose proper care must be taken to operate to avoid fire accidents.
- Since the Vidyalaya is having a very vast campus there may be chances of having long grasses and marshy areas, bushes etc. Care should be taken to clean weeds and bushes all through the campus and marshy areas should be filled with soil or sand to avoid any mis-happenings. Steps must be taken to utilize the whole land for one or the other purpose.
- If the whole campus is properly utilized, proper pathways should be created and flood lights should be placed in different places in the campus, specially near the boys and girls dormitories.
- Entry to the campus should be ensured from one main gate only. There should be a gate book where entries of outsiders/visitors should be made. Students who go outside should show gate pass issued by the House Masters and should make entry in the gate-book.
- A format giving details with affixed photograph of the person authorized to take the child may be prescribed and obtain with the sign of the parent before the child is allowed.
- Not to allow the parents/persons to meet the children frequently.
- 23. Only the 1st Sunday of every month may be fixed to meet parents/outsider.
- Meeting of parents individually with the House masters and teachers may be organized to brief about the child.
- Stream line and systematize the daily routine activities, while framing the daily routine activities it should be kept in mind that as far as possible the students should be kept actively involved in academics and co-curricular activities.
- Participation of students in the management will prove helpful in avoiding accidents and mishaps. Students should be kept engaged in organising various programmes and workshops to develop extra-curricular skills.
- Entry of movements of animals like stray cattle, dogs, pigs etc. should be checked inside the campus.
- Cases of molestation of students must be viewed very seriously. The Principal should without delay provide a complete report to their Regional Offices and the NVS Headquarters so as to enable the Samiti to take necessary disciplinary action against the culprits. Under the provisions of summary trial already notified, Director, NVS, can terminate the services of any employee indulging in acts of moral turpitude.
- Migrated children must be made to feel at home. The Principal and the teachers must accord top priority to this issue as Samiti has been receiving several migration related complaints leading to clashes.

#### **IX. Measures to be Adopted in Case of Missing of Child**

- House master will report to Principal immediately.



- Principal will report to Police and Distt. Collector.
- Pass on the information to Parents by phone, special messenger.
- Report to R.O. and Hqrs. through letter followed by detail follow up actions taken by the Vidyalaya.
- Searching soon after noticing missing of the students.
- Arrange broad cast through Radio, T.V. and publish in Newspaper.
- Constant touch with Distt. Collector, Police and RO.
- To inform as and when the child is traced out.
- To ascertain the reasons for absconding/missing of the child.
- To take corrective measures to ensure that the child does not repeat. 11. Keep close watch on themovement of child.
- To discuss with parents and bring to the notice of R.O. in case of history of disappearance.

#### **X. Procedural Code to be Adopted in Case of Death Incidents**

- The House Master will report to the Principal immediately.
- The Principal will inform the Deputy Director/R.O./Distt. Collector and Police immediately by phone/Whatsapp message/ email.
- The parent should be informed immediately on phone or special messenger.
- The Principal has to ensure that the Parents/guardians are assigned and briefed them about the situation.
- Conduct of post-mortem.
- Assist the parents to carry dead body upto native place.
- To attend funeral.
- To console the parents.
- To organize condolence meeting in the Vidyalaya.
- To provide all possible courtesy moral support and help to parents.
- Soon after receipt of information, the Deputy Commissioner of Region will rush to the Vidyalaya for inquiry. All death cases are to be enquired by Deputy Commissioner personally.
- To identify the causes, events of death.
- Obtain statement of Principal, Staff Nurse Vidyalaya doctor and House Master, students and other associated persons.
- Take immediate disciplinary action/wherever feels necessary and inform to NVS Hqrs.
- Statement of parents to be obtained, if feels necessary.
- Send detail report of death along with relevant reports and statements. 17. The finding of report should be clear. Matters related to specific event will only be reflected in the report.
- If a child is died in hospital while undergoing treatment, the Statement of the doctor is to be obtained.

#### **XI. Precautionary measures for Celebration of Festivals:**

- Adequate precautions are to be taken with regard to the movement of children inside the campus during celebration of festival days.
- Teachers should be put on duty to organize the activities as per scheduled plan.
- Special care should be taken to see that children do not move, around the hazardous and dangerous points, do not resort to climbing the trees, etc. inside the campus.
- No procession should be allowed to move from Vidyalaya out of the campus on the eve of such celebrations.
- Wherever the immersion of idol etc. is involved during festival, the Principal should ensure that the image/idols are handed over by the students in the Campus itself and the Principal shall make arrangement for immersion through outsider/security personnel.
- Avoid celebration of potentially hazardous events.

#### **XII. Precautionary Measures For The Safety, Security & Protection of Girl Students:**

- Adequate precautions should be taken with regard to the movement of girls inside the Vidyalaya campus in the darkness. Focusing/ Flood lights should be arranged around the girls dormitory.

- A regular roll call twice a day as per schedule of the Vidyalaya should be ensured by the House Master.
- Students should be divided into groups (each group consisting of 10 students) and one senior girl be nominated as leader of the group who will assist the House Mistress in keeping close supervision over the movement and problems of the girls of that group.
- It may please be ensured that bolts of doors and windows of the girls dormitory are properly maintained. The head girl of the dormitory should be instructed to ensure that the dormitories are bolted from inside before the girls go to bed
- Collapsible gates may be fixed to the entrance of girls dormitory which should be locked late in the evening. One of the keys should be kept with the head girls of the girls dormitory concerned.
- Complaints of girl students and House Masters regarding repairs of electric wires, renovation of doors, windows and toilets should be attended on top priority from the maintenance and repairs provision.
- Wherever the bathroom/toilets are located outside the girls dormitory complexes, a girl should not be permitted alone for bathing or ablution during late evening/night hours. Strict instructions should be given in advance that the girls should invariably be accompanied by the group leader or any other senior girl.
- Regular medical care should be provided to the girl students. Staff Nurse should invariably pay frequent visits to the dormitories during the day and late evening and maintain records of health of the girl students.
- Sick students should not be left alone in the dormitories during school hours/meals time instead of they should be kept under supervision of staff nurse or a teacher.
- Regular medical check-up of the girls is done every month and appropriate health records maintained for ready reference.
- No male member including Group D employees should be permitted to visit girls dormitories. In case of any emergent nature of work, the House Mistress should be informed and she should ensure that, girl student is not left alone in the dormitories. Any male staff asking girls students to interact with them out of classroom hours should take the permission of the Principal.
- Outside labourer, plumbers, carpenters or any other workers engaged rooms, white washing etc. should not be allowed to work in the girls dormitories after 6.00 P.M. They should be allowed to enter in the girls complex along with a responsible teacher preferably a lady teacher/employee of JNV. In addition such work should be done under the personal supervision of the Principal and lady teacher.
- The Principal or male teacher while visiting the girls dormitories should inform the House Mistress in advance and take her along with them during their presence in the dormitories. Late night hour inspection should be avoided by the male Principals. In case of emergency they should inspect the girls dormitories accompanied by one or two lady teachers.
- As far as possible the cleaning of girls dormitories daily and bathrooms should be done by female group D employees.
- The House Mistress should take round of girls dormitories daily and ensure proper supervision in respect of attendance of the girls in the dormitories and also arrange for appropriate locking/bolting of the dormitories properly.
- A small committee consisting of the representative from different girls dormitories should be formed which will periodically meet and review the problems related to their safety and protection along with the House Master and Principal.
- A register on the entry gate of girls dormitories should be maintained to check the movement of male workers to the girls dormitories. It should be maintained by the House Mistress/Head girl and periodically be inspected by the Principal.
- The girls should not be permitted to visit the houses of teachers in an exceptional case the students should get permission either from the House Master or from the Principal.
- Lady teacher should invariably be deputed to escort girls students while going on tours for participation of sports, games, cultural activities and other related activities. A responsible female teacher should escort the girl students on migration. There should be one escort for

a group of 10 girl students. Every additional group of 10 or less students will have an additional escort. It should be ensured that even if one girl is travelling there must be a female escort.

- All Lady Teachers particularly the House Masters/Asstt. House Master should have a continuous communication with the girls students. Any problems reported by them immediately be brought to notice of the Principal and attended to.
- All the occupants of staff quarters in the campus are required to submit the list of their dependents staying inside the campus to the Principal. The said list may be updated regularly. Similarly the details of guests visiting the staff quarters are also to be recorded at the main gate with the Chowkidar and the Principal should be kept informed about the visitors coming to the campus on day to day basis

### **XIII. Fire Safety measures:**

- All existing Vidyalayas shall install and regularly maintain fire extinguishing equipments of appropriate type with ISI Mark-one for every 300 sq.m. of covered area or part thereof subject to a minimum of two such extinguishers for every floor. In addition, one extinguisher each in laboratory, kitchen, near to electrical installation and/or generator room shall also be provided.
- The Vidyalaya buildings be kept free from inflammable and toxic material. If storage is inevitable, they should be stored safely.
- Wherever dining halls are being used by the Vidyalaya for organising meetings/functions for the students, one exit having 1.5 meters clear width for every 150 seating capacity subject to a minimum of two such exits located as remote to each other as possible shall be provided in the dining hall. The exit gates must always open outwards.
- Necessary training be imparted to the staff and other officials of the Vidyalaya to use the fire extinguishing equipments.
- The building shall be accessible to Fire engines.
- Manually Operated Electrical Fire Alarm (MOEFA) shall be provided at suitable locations on each floor of the building.
- Exit signs shall be provided in the building dormitories, MP Hall and Dining Halls at all exits and escape routes at appropriate locations.
- Details of floor plans and exit routes etc. shall be displayed on the entrance floor.
- All escape routes shall be kept clear of any obstruction and all the gates shall be kept unlocked during the occupancy of the Vidyalaya building.
- There shall be proper facilities for storage of LPG cylinders in the laboratories, preferably these LPG cylinders shall be kept in a separate enclosure away from the classrooms so that there is no threat of fire spreading in the building in case of leakage of gas from LPG cylinder. Wherever LPG is used for laboratories etc. normal precaution for use of LPG must be observed e.g. LPG stove should be kept away from the electrical wiring which may cause sparks. Similarly, LPG cylinder should be kept at a place where adequate ventilation is available. The rubber tube carrying gas from the LPG cylinder to the stove should be checked regularly and replaced, if so required. In case smell of gas indication of leakage of gas is observed, match sticks should not be used and none of the electrical points should either be switched on or switched off. In case of leakage of gas, windows and doors should be opened. Under no circumstances, the electrical heater should be operated near the LPG installation. At the place where LPG cylinders are stored, necessary water spray system shall be provided.
- The electrical wirings in the Vidyalaya shall be laid in conduit or shall be concealed type. Wherever, there is external wiring, the concerned Vidyalaya shall take steps to get it laid in conduits or shall be concealed within a period of 6 months from the date of issue of this circular.
- The electrical circuit should not be overloaded. MCB and ELCB shall be provided in electrical installation.
- As far as possible, the electrical meter board should not be installed in staircase and wherever already installed, it shall be either got removed or enclosed in a metallic box.

- The emergency telephone numbers i.e. 100, 101 and 102 etc. as well as the telephone numbers of nearest fire station and nearest police station shall be displayed prominently in the school building.
- Fire/Evacuation Drill should be conducted at least once in 6 months.
- Wherever generator set is used in the Vidyalaya premises, apart from necessary precautions to take care of noise on air pollution, it should be ensured that this generator set is located in a separate part of the building with direct access from outside.
- Vidyalaya shall not be allowed in temporary structures such as tents, pandals etc.

### **108) MASTER ON DUTY (MOD) SYSTEM IN JNVS:**

Jawahar Navodaya Vidyalayas are fully residential educational institutions where all the students and staff members have to stay in the Vidyalaya campus. Jawahar Navodaya Vidyalayas have been envisaged as model pace-setting institutions which aim at holistic development of children. Quality of academics is only a bench mark of excellence as perceived in JNVs which aim at developing competency amongst students in scholastic and non-scholastic areas for effective personality development of each child. It is relevant to mention that Jawahar Navodaya Vidyalayas being residential institutions, we are fully responsible for safety and security of the children and to provide them homely atmosphere to support their physical, psychological and emotional needs. Thus, it is important to keep students meaningfully engaged in various productive and creative activities after the classroom teaching learning process to develop their skills and abilities under proper supervision. For this purpose various systems have been put in place including House System and Master on Duty which are implemented in all residential systems.

Under Master of Duty System one teacher in the Vidyalaya is assigned the duty on rotation basis to supervise as to whether all the activities of the Vidyalaya are being conducted in the manner in which they have been designed. He/she is required to monitor various activities of the Vidyalaya during that day and submit a report to the Principal. Thus under the system he is required to observe, inter alia,

- Whether the breakfast / lunch / dinner started on time and the food provided in the mess was of proper quality and as per the daily menu;
- Whether any students who have reported sick, are given medical attention and prescribed diet, if any;
- Whether concerned House Masters/ Mistresses have taken regular attendance;
- Whether there is any disturbance in the Vidyalaya and specific reasons there for.
- Whether all other activities of the school like Morning PT, Evening Games, Remedial Studies and Supervised Studies etc. are conducted on time and whether all the students and staff responsible for carrying out these activities, participated in these activities or not.
- At the end of the day the Master on Duty has to submit a report of his/her observations to the Principal. Cases, if any, of any untoward incident /missing child / sickness / indiscipline of students, poor quality of food in the mess etc. are to be immediately brought to the notice of Principal for taking remedial action.

The format of MOD report is given at the Link at **Annexure-XXV**

### **109) CARE TAKERS & MATRONS IN JNVs:**

#### **Caretakers for Boy's Hostels**

The Principal will assign the duty of the boys dormitories as mentioned below to Chowkidar–cum sweeper and Chowkidar in such a way that they look after the assigned work round the clock. A register regarding the change of the shift duty of the staff and proper handing/ taking

over the charge after completion of the shift duty/ before start of the shift duty shall be maintained.

The duties and responsibilities of MTS/Caretaker as per NVS Headquarter letter No. 1-2/2019-NVS/ SA-11-18 dated 12<sup>th</sup> February, 2019 are as follows:-

- He will assist House Master & AHM.
- He will look after the boys dormitory during the assigned duty hours.
- He will ensure upkeep of the house, i.e. cleanliness of the dormitories, toilets and bathrooms and surroundings with the active participation of the boys and the sweeper on duty.
- He will check the entry of any man or unauthorized person in the house.
- He will attend any boy who comes back to the house during academic hours and know from him thereasons and also record it with time.
- He will liaison between ailing boys and the staff nurse and he will inform it to the house master and/ or the Principal
- He helps the ailing boys for taking timely medicines and proper diet as prescribed by the staff nurse /medical officer.
- He will provide the personal nursing care to the ailing boys to comfort them.
- He will see that all boys go to classes and other activities in time.
- He will periodically check the furniture and cots etc. particularly those items made of MS steel and if any of them found damaged, which could hurt a child, he will bring it to the notice of the house master/ principal for its repair / replacement.
- He will see that there is no damaged electrical wiring / fitting in the house.
- He will take care of proper water supply in the house.
- He will assist house masters in taking overall care of the boys to the extent possible.
- He will have very cordial and affectionate interaction with the boys from time to time to know to theirpersonal needs and problems is any and help them overcome .
- He will lock the houses during the day time when the boys are in the class or for other activities, andkeep the keys with him.
- He will be keen observer to notice if any boy student is upset emotionally or subjected to depression etcand bring to the notice of the house master/ principal.
- Any other work mainly related to looking after the boys in the house as assigned by the Principal.

#### **Matrons for Girl's Hostels:**

Matrons are engaged on contract in JNVs to ensure safety and security of the girl students under the supervision of HM/AHM. It has been seen from various incidents happened in JNVs that the number of Matrons engaged are not sufficient. Also during DC's Conference held in the month of May, 2024 , Deputy Commissioners of Regional Offices requested for revision in guidelines on engagement of Matrons.

In view of above, the guidelines for engagement and duties and responsibilities of Matrons are revised as below :

#### **A) Eligibility Criteria :**

1.	Educational Qualifications	Minimum Class X, however, higher educational qualification may be given preference in engagement.
2.	Age	Minimum age at the time of engagement 35 years and the maximum age for engagement is 55 years.
3.	Marital status	Married females which includes widows or divorcees without encumbrances.

#### **B) Remuneration :**

- i. Minimum wages (for industrial workers employed in building operations sector) for MTS unskilled.

- ii. Free boarding and lodging facilities and medical facilities as available in the MI Room of the Vidyalaya.
- iii. The tenure of contract appointment shall be for a period of 10 months in a year.

**C) Number of Matrons :**

- i. 01 to 100 Girl students – one Matron
- ii. 101 to 200 Girls students – Two Matrons
- iii. 201 and above – Three Matrons

**D) Selection Process :**

- a) Engagement at JNV level by conducting personal talk through a Committee consisting of following members :
  - Principal
  - Vice Principal
  - One lady House Mistress
  - One Member for VMC
- b) The areas of personal talk are as follows :
  - Language Proficiency
  - Post work experience of similar nature
  - Personalitay
  - Knowledge of issues faced by young and teen age girls.
  - Knowledge of First Aid.
- c) Dependent / relative of staff of JNVs should not be engaged.
- d) Every year, fresh engagement should be done i.e. no Matron engaged previously, should be engaged again without following the engagement process.
- e) Females with encumbrances should not be engaged.

**E) Duties & Responsibilities :**

1. She will take care of girls like a foster mother.
2. She will stay in the girl dorm during the day when the girls dorm when the girls are away to attend classes and other Co-curricular activities.
3. She will lock the dormitory during night may be with the girls in the dormitory during the night.
4. She will ensure upkeep of the House i.e. cleanliness of the dorms, toilets and bathrooms and surroundings with the active participation of the girls and the sweeper on duty.
5. She should not allow entry of any male staff / guardian into the dormitory if there is no specific written permission from the Principal / Vice Principal / HM. In case it is permitted, she should ensure her presence in the dormitory alongside the visitor (staff / guardian) and ensure that they leave the dormitory as soon as the purposes of their visit is over.
6. She should not allow any girl to enter into the House during class activities hours without written permission of the concerned HM / AHM and may attend the girl as per requirement / direction of HM / AHM. Such students should be under constant vigil of the Matron.
7. She will attend the sick student in the dormitory as per direction of staff Nurse/ HM / AHM. However, liaison with Staff Nurse should be made by HM / AHM and Principal / Vice Principal should be informed the status of sick students by HM / AHM.
8. She will help the ailing girls for taking timely their medicines and proper diet as prescribed by the Staff Nurse / Medical Officer.
9. She will provide personal nursing care to the ailing girls to comfort them.
10. She will see that all girls go to classes and other activities in time.
11. She will periodically check the furniture and cots etc., particularly those items made of MS steel and if any item is found damaged which could hurt a child, she will bring it to the notice of the House Mistress / Principal for its repair / replacement.
12. She will see that there is no damaged electrical wiring / fitting in the House.

13. She will inform to the HM / AHM regarding short supply / non-availability of water in the dormitory.
14. She will assist House Mistress in taking overall care of the girls to the extent possible.
15. She will have very cordial and affectionate interaction with the girls from time to time to know their personal needs and problems, if any, and help them overcome them.
16. She will lock the House in the night and during day time when the girls are in the class or for activities and keep keys with her.
17. She will be a keen observer to notice if any girl student is upset emotionally or subjected to depression etc and bring it to the notice of the House Mistress / Principal.
18. Any other work mainly related to looking after the girls in the House as assigned by the Principal.

All previous letters regarding engagement of Matrons and duties and responsibilities are replaced by these guidelines.

### 110) NVS POLICY ON MOBILE PHONES IN JNV CAMPUS:

**A.** Mobile phones may act as a breeding ground for cyber – bullying and inappropriate use of social media. Use of mobile phones distracts students from studies and Vidyalaya daily routine.

In order to ban use of mobile phones by students following actions should be taken by JNVs:

- All Parents should be made aware of the JNV policy “that use of mobile phones by students are banned in JNV campus”. They should not give phones to their children to use in the JNV Campus.”
- Parents should be told that
- Banning mobile phones is beneficial for students.
- Use of mobile phones by students at this young age may result in addiction to gaming sites, betting sites, unhealthy content, addiction to social media sites, friendship/ attachment issues, psychological disorders in addition to inevitable health issues related with vision, growth, arthritis etc.
- Mobile phone is a health and social hazard if used unchecked by the young students.
- Children may fall victim to cyber crimes
- Students found misusing of mobile phone should invariably be reported to the cyber cell of the police
- Parents should be told that “**there is no place for students having mobile phones in the JNV**”.
- Undertaking from parents and students should be taken every year and kept in the record of the student.
- Student going on leave or coming from leave should be checked for possession of the Mobile Phones and other banned items by the HM/AHM/ Caretaker. If Mobile phone is found in possession it should be treated as an act of indiscipline and treated accordingly by the disciplinary committee of the JNV. Punitive measures like immediate suspension for a specified period or till the case is finally disposed off by the disciplinary committee may be taken immediately.
- HM/AHM/Vice Principal should check the students’ belongings in the dormitories frequently and mobile phones/ accessories found in possession of students should be confiscated immediately and the case should be treated as an act of indiscipline and to be dealt accordingly. The confiscated phone should be returned to the parent at the earliest, reasons may be sought from the parent in writing for not adhering to the JNVs policy of banning of mobile phones for students in the campus.
- Students not cooperating during searches and showing attitude towards JNV staff should be treated as an act of gross indiscipline and disobedience and actions may be taken appropriately by the school disciplinary committee. Repeated cases should be treated as an act of gross indiscipline.

- No charging points should be provided in the dormitories. Broken/damaged switch boards are a sign of students having mobile phones, such cases should be dealt appropriately, however repair/maintenance of damaged/broken switch boards should be done on priority.
- Students found misusing of mobile phone like hacking of social media accounts of others, getting unauthorized access to mail ids/ website of JNVs should be treated as an act of gross indiscipline and should invariably be reported to the cyber cell of the police.
- In all cases of gross indiscipline TC may be issued to the concerned student by the JNV Principal on recommendations of the Chairman VMC and approval from Deputy Commissioner of the concerned NVS Regional Office by following existing procedure of disciplinary action against students.
- Principal should approach to the telecom service providers through Chairman VMC to know the active mobile numbers in the campus and accordingly action may be taken against concerned students.
- Mobile numbers confiscated from students should be recorded and from the service provider information may be requested when these become active again in the campus. In cases of repeated violation, strict action should be taken.

**(F.No. 7-10/2017-NVS (SA )/5803 Dated: 22. 04. 2022)**

#### **B. Installation of Automated Secured Telephone Calling systems for the students:**

We provide many facilities to students free of cost but there is no facility for students to talk to their parents/ guardians which is the need of the hour. At present students need to depend on their house master/Matrons mobile to talk to their parents/guardians which is not feasible/ equally accessible for all students in a JNV. In some of the JNVs students talk to their parents through telephone available at Tuck Shop.

Some of Govt. residential schools provide Automated Telephone Systems for the students. The features of this system are as follows:

- It has pre-set numbers, pre-set call time, automated duration control
- Pre-assigned Phone numbers, Speed dial is set to these telephone numbers, hence avoiding students calling other unknown numbers.
- Pre-assigned authorization code, each student has an authorization code, which activates their account.
- Pre-assigned call duration, flexible call duration, admin can set call duration.
- Automatic report generation, reports are sent every day to the administrator's mail ID.
- History of call log, complete call history of the student can be checked
- Flexible call charges, the management has the privileges to charge for the facility provided

Considering the benefits of such a system JNVs may also install such system to provide the facility to students to make telephone calls (on permitted telephone/ mobile numbers) to their parents/ guardians on payment basis without any expenditure charge to JNV.

For detail guidelines please refer (F.No. 16-14 /2015-NVS(SA)/5870 dated July 25, 2022)

#### **111) MESS MANAGEMENT:**

**A.** Vidyalaya Mess and its effective functioning plays a vital role in the success story of the Vidyalaya and paves the path in promoting discipline among the students. In this regard, the following points are to be implemented:

- Students should be in proper uniform during breakfast and lunch on all working days and in decent dress during dinner and on holidays.
- Permanent house- wise seating arrangement has to be made for all students to ensure the regular attendance.
- A Prayer may be conducted before every meal.



- HMs/AHMs & MOD to ensure effective serving of food under hygienic conditions and zero levelwastage of food. Staff associated with the houses should dying with their wards and ensure table manners and food habits.
- Sick Students to be provided with special diet as per the instruction of Doctor/ Staff Nurse.
- Tasting of food before serving to the students has to be done by staff nurse regularly and report in this regard to be maintained by her in mess in on daily basis which can be inspected by the principal.
- Lighting arrangement in case of power failure, drinking water facility and washing are to be ensured.
- Safety & Security aspects in the mess as circulated by NVS form time to time are to be strictlyimplemented.
- Catering Supervisor and staff nurse is to ensure that the hygienic conditions are to be maintained in andaround the dining hall.
- Mess staff should be neatly dressed while on duty.
- Periodical medical checkups and personal hygiene of the mess staff are to be ensure to the Catering Supervisor.
- Catering Supervisor should give guidance to the cook in preparation of food so as to add taste andnutrients.
- Mess meetings, as define by NVS must be conducted every month to discuss about the issues relatedto mess and to suggest change is in the menu if necessary with in the exciting financial provisions.
- Vice Principal/ mess in-charge should ensure the super vision of procurement of mess provisions andother items.
- Purchase of cooked food items/ snacks should not be entertained.
- The verification committee should verify and certify the quality and quantity of every item that come tostore.
- District level mess committee meetings must be conducted quarterly.

**B. STUDENTS' EXPENDITURE NORMS:**

**Enhancement in provisions of expenditure on various items of students' assistance w.e.f. 1<sup>st</sup> April, 2025**

Sr.	Item	Rates with effect from 01 <sup>st</sup> April , 2025
1.	Mess Expenditure	<p><b><u>For JNVs located at other than hard and difficult areas</u></b>  <b>Rs.17325/-</b>Per student per year  <b>(Rs.1925/-</b> per student per month for 9 months)                      In addition, for miscellaneous mess expenditure including fuel for cooking, cleaning/ washing and wages for casual workers engaged for cooking, an additional amount of Rs. <b>427/-</b> per child per month (for 9 months)</p>
		<p><b><u>For JNVs located at hard and difficult areas</u></b>  <b>@ Rs.20214/-</b>Per student per year  <b>(Rs.2246/-</b> per student per month for 9 months)                      In addition, for miscellaneous mess expenditure including fuel for cooking, cleaning/ washing and wages for casual workers engaged for cooking, an additional amount of Rs. <b>427/-</b> per child per month (for 9 months)</p>
		<p><b><u>Extreme hard and difficult station JNVs –</u></b>                      11 JNVs – Kargil, Leh, Lahaul Spiti, Car Nicobar, North &amp; Middle Andman, Mincoy (Lakshdweep), Tawang, Anjaw, Dibang Valley, Jaislmer &amp; Kutch  <b>@ Rs.21213-</b> Per student per year  <b>(Rs.2357/-</b> per student per month for 9 months)                      In addition, for miscellaneous mess expenditure including fuel for cooking, cleaning/ washing and wages for casual workers engaged for cooking, an additional amount of Rs. <b>448/-</b> per child per month (for 9 months months)</p>

Sr.	Item	Rates with effect from 01 <sup>st</sup> April , 2025
2.	Uniforms	(i) <b>Rs. 2848/-</b> per student per annum for JNVs located in temperate climate/costal areas. – Andhra Pradesh, Telangana, Kerala, Odisha, Karnataka, West Bengal, Gujarat, Daman & Diu, Maharashtra, Goa, Dadra & Nagar Haveli, Andman Nicobar, Puducherry and Lakshadweep. (ii) <b>Rs. 3560/-</b> per student per annum for JNVs located in extreme summer and normal winter areas – Punjab, Haryana, Rajasthan, Delhi, Uttar Pradesh, Bihar, Jharkhand, Chattisgarh, Madhya Pradesh and Chandigarh. (iii) <b>Rs. 3987/-</b> per student per annum for JNVs located in extreme winter areas. UTs of Jammu & Kashmir, Ladakh, States of Uttarkhand, Himachal Pradesh and North Eastern States.
	Text books	No change. Expenditure of text books will be on actual basis as per text books rates of NCERT.
3.	Daily Use Toilet Items	<b>Rs. 1445/-</b> per student per year
4.	School Bag for class VI, IX & XI students only	<b>Rs. 434/-</b> per student / per year
5.	Student Misc. expenditure i.e. direct expenditure on student related to stationary, travel, medical, CBSE fees, Daily allowance during journey, Honorarium to part time Doctor etc.	Consolidated amount @ <b>Rs. 2022/-</b> per student / per year for all Misc. Expenditure on students will be disbursed. <u>However, indicative amount for different items will be as under</u> (i) Medical Expenses @ Rs. 44/- per child per month for 09 months = Rs. 396/- (ii) Stationery – Rs. 123/- per student per month for 09 months = 1107/- (iii) Appointment of part time Medical Officer/Doctor a) Honorarium to be paid Rs.21,890/- per month if the distance of JNV is more than 10 Km from the Taluka Hq and more than 25 Km from Dist. Hq and in JNVs located in hard and difficult stations (9 month x 21890 = 197010/-) b) In other JNVs it is Rs 7224 per month (9 months x 7224=65016/-) (iv) CBSE fees – Actual (v) Travel Expenses –@ Rs. 28/- per child per month for 09 months = Rs. 252/- for local journey. Actual III AC class in rail/ AC bus fare for outstation official journey. (vi) Daily allowance to student during journey only for participating in various events/activities outside the JNV: Rs. 362/- per day per student.

- **Bedding Items** – Rs. 867/- per student per annum. Funds will be allotted under the Head “Other Equipments”, for bedding items.

## 112) ENSURING NUTRITIOUS MEAL TO STUDENTS: INCLUSION OF MILLETS

UN General Assembly has adopted a resolution and declared 2023 as International Year of Millets (IYOM). The resolution is intended to increase public awareness on the health benefits of millets and their suitability for cultivation under tough conditions marked by climate change. In consonance with the Government of India's initiative for the IYOM, Schools across the Country can take active role in generating awareness and mobilizing students, teachers, other school officials and communities about beneficial effect of millets for farmers, consumers & environment and prompt a culture of consuming millets. Millets have multi benefits and are called nutri-grains since they are rich in micro nutrients like Minerals and B-complex Vitamins. Millets crops are environmentally beneficial as they have properties of drought tolerance, crop sturdiness, Minimal purchased inputs, resistance to pests and diseases. Jowar (Great millet), Bajra (pearl millet), Ragi (finger millet), Arke (Kodo millets) are prominent millets that are easily available.

- Students should be provided information on cultivation, harvesting, storing, marketing etc of Millets. Good quality IEC (Information, Education, and Communication) materials about

locally available Millets may be prepared at JNV level and displayed in class rooms & mess. Experts/ Farmers may be invited to share their knowledge.

- Activities related to millets in the form of competitions (Essay/ Poem/Quiz etc) may be conducted
- Exhibitions showing different with the nutritional values recipes may be organized.
- During PTC, parents /guardians should be made aware about the benefits of millets cultivation and daily consumption. Experts may be invited to deliver talk on millets during PTC.
- Millet based recipe should be included in at least one meal (breakfast/lunch/snacks/dinner) on everyday. The recipe included in the meal should be mentioned in the menu and displayed in the mess.
- Talks on millets should be organized in the morning assembly periodically.
- In the art and craft class students should be encouraged to create different articles of artistic value, showpiece, and toys etc using parts of millet plants.
- Samples of various millets should be displayed on a display board in the dining hall (by pinning see- through sachets containing millets) along with the recipes to familiarize the students about millets.
- As far possible the millets based products may be procured from GeM portal.
- Food supplements may also be provided to the students.
- De-Worming tablets may be given to students periodically.

### **113) HOUSE SYSTEM IN JNVs:**

The effective management of a residential school depends upon the quality of functioning of the House system. A House consists of group of children effectively led by responsible teacher (House Master) who acts as a parent, guide, philosopher and friend for every member of the House. A House inherently provides a family atmosphere in making the child physically fit, socially adjusted, emotionally balanced, and morally upright.

#### **a. OBJECTIVES OF HOUSE SYSTEM:**

The objectives of adopting House system in a Jawahar Navodaya Vidyalaya are as follows:

- Provide a smooth transition from home life to school life;
- Create situations, which fulfils the social and emotional needs of the children;
- Help socialization of pupils to integrate themselves well into the corporate life;
- Inculcate the sense of responsibility to take her/ his tasks in life earnestly and discharge them well;
- Prepare pupils to play different kinds of roles as members of a group, community & society;
- Develop child's personality and integrity;
- Develop the spirit of healthy competition among the children;
- Inculcate the qualities of self-dignity, self-confidence and respect for the views & opinion of others aswell as a discretion to take their own decisions on issues and problems at hand;
- Develop a sense of belongingness among the pupils and to create a sense & desire to live inharmony;
- Benefit by bright example of others and benefit others by his/ her own example;
- Inculcate in the child, respect for seniors, elders, teachers and a caring attitude towards juniors and feeling of fraternity towards all;
- Learn to live and enjoy together and develop a degree of sensitivity for others feelings and needs.

#### **FORMATION OF HOUSES:**

As per NVS guide lines, two-tier House System shall function in a Navodaya Vidyalaya:

- a) Junior Houses for Classes VI to VIII
- b) Senior Houses for Classes IX to XII

In a full-fledged Vidyalaya, there will be four junior Houses, four Senior Houses for Boys, and four Houses for Girls. Therefore, there will be eight House Masters for boys and four for girls. Average strength of a House shall be 50. Though all the girls in a JNV have been placed under two Junior and 2 senior Houses, for effective supervision and management, each of the Houses (Junior or Senior) shall be further divided into two groups (four groups for Junior and Four groups for Senior) and will be linked with Junior/ Senior boys houses, for the conduct of Inter-House activities.

**b. ALLOTMENT OF HOUSES:**

Each child must be allotted a House on the day he/she is admitted to the Vidyalaya. The House of a girl or a boy should not be changed till he/she completes class XII. It is not advisable to reshuffle Houses every year, once a child joins a House, he/she should continue in the same House till he/she passes out of Vidyalaya.

**c. HOUSE APPOINTMENTS AND DUTIES:**

Each House (Senior & Junior) should have following appointments, which should be awarded to children on account of their good performance in every activity of the Vidyalaya.

House Captain = 1

House Vice-Captain = 1

Prefects = 2

Following Vidyalaya level appointments be made in consultation with all House Masters, for effective management of the Vidyalaya-

School Captain = 1

School Vice-Captain (boys) = 1

School Vice-Captain (girls) = 1

Both the above-mentioned appointments should be from senior most class in a JNV. They should not hold any other appointment in their own Houses.

**d. Duties and responsibilities of School Captain, House Captain, and Prefects are suggested below-**

**i) School Captain:**

- Maintains good personal conduct and behavior in the Vidyalaya.
- Receives roll call and list of absentees from House Captains before submission to Duty Master/Principal;
- Maintains full control and good discipline during Vidyalaya level activities with the help of House Captains and Prefects;
- Ensures proper discipline in dining hall, morning assembly, and at all other places where all the children of the Vidyalaya assemble for any activity;
- He/ She acts as member of Mess Committee;
- Carries out all responsibilities assigned by the Principal of the Vidyalaya.

**ii) House Captain:**

- Ensures that the House maintains punctuality in all specified activities as per daily routine;
- Conducts roll-call of the House during Morning Assembly and Evening Games and reports the same to School Captain/ Housemaster;
- Supervises preparation or self-study in case same is to be carried out housewise;
- Ensures that all the children in the House devote sufficient time for studies in order to improve their own performance as well as over all academic performance of the House;
- Reports absentees and sick children to the House Master everyday;
- Controls his/ her House during the conduct of all Inter-House Activities;
- Ensure that maximum number of children take part in various co-curricular, sports/ games, pace-setting and other activities planned in the Vidyalaya;
- Assists house master in selecting students for participation in inter-house competitions;
- Ensures cleanliness around his/ her House;
- Maintains good personal conduct and ensures proper discipline in the House;

- Reports to house master in case he/ she observes any unusual behavior (such as persistent depression, rebelliousness & continued sickness etc.) on the part of any student of the house;
- Ensures good discipline in the Dining Hall during the meals;
- All other duties assigned by House Master/ House Mistress/ Vice Principal/ Principal

### iii) Prefect:

House Captain of the Houses hall share his duties and responsibilities with the House Prefect with the approval of Housemaster.

### f) Planning for Inter-House Competitions:

- House Master is personally responsible that boys/ girls of his House take part in all Inter House CCA & sports/ games activities in the Vidyalaya.
- He is supported by Associate House Masters and Tutors who are attached with him for proper management of the House.
- House staff (House Master, Associate House Master & Tutor) should take pride in grooming various teams for Inter-House activities in order to win various trophies and awards.

### g) Award of Points for Activities:

For Inter-House activities, following pattern of awarding of points may be followed:

Individual events		Group events:	
First	4	First	8
Second	3	Second	6
Third	2	Third	4
Fourth	1	Fourth	2

A system of awarding of House points based on academic performance in class X & XII may be involved and points earned by each student should be credited to the House to which he/ she belongs.

### h) Champion House:

Every year by the end of February, points awarded for Inter-House CCA and sports/ games competitions (as well for all other Inter-House Competitions conducted in the Vidyalaya, e.g. wall-magazine, gardening, morning assembly, cleanliness etc.) to each House should be tallied up. Thus, points of a Senior House and corresponding Junior House are added together to declare a Champion House. Vidyalaya should hold special function (Annual Day) where Champion House Trophy be awarded to a House.

### i) Role & Responsibilities of House Masters & Associate House Masters:

A residential school revolves around an effective "House system" and real pillars of this system are House Masters. They provide leadership and parental guidance to the students who are residing with them in a "HOME AWAY FROM THEIR OWN HOMES". Therefore the role of House Master / Mistress is of vital importance since the stature of residential school largely depends on how effectively a House Master can organize and manage his / her house

### j) Duties and Responsibilities of House Master/ Mistress:

#### i) General Duties:-

- A House master/ Mistress will exercise a benevolent fatherly/ motherly influence on the students.
- He/ she must create such a confidence in his/ her students that they confide in him/ her in all matters and treat him/her as a local parent.
- He/ she will interact with the students as frequently as possible and ensure that students speak to him/her without any fear in case of any problem.
- He/ she should be very affectionate and polite with the children and should avoid any physical punishment or scolding.
- He/ she will attend all sorts of the wellbeing, comfort and happiness of the students placed in his/ her charge.

- He/ she will ensure to follow the instructions issued by Samiti, regarding (House System) undersupervision and guidance of the Principal.
- He/ she will be very courteous to the parents and create a confidence in them that their child is living in a very safe and secure environment.
- Have periodical interaction with Parents on PTC day and inform them about the Academic Progress, health and conduct of the child.
- To ensure that he/ she is always impartial and fair equally to all the students.
- He/ she will ensure proper medical treatment in case of students of his/ her house is unwell as per Safety and Security guidelines.
- To ensure preventive measures for Safety and Security of each child of his house at all times in accordance with the guidelines of the Samiti under supervision and guidance of the Principal.
- Interact with the children by providing regular orientation on the important aspects of Safety precautions, guidelines and principles to be followed.
- He/ she must ensure and educate all the students in respect of their moral values, correct behavior, self-discipline, turn out and punctuality.
- The House master needs to be cautious of his/ her own conduct, behavior, character, habits, punctuality and sense of moral values at all times as the children look up to teachers as her/ his role models.
- Care has to be taken to ensure that the dormitories are comfortable & safe. The students need to be made aware of their conduct, rules and regulations which they are expected to follow.
- To ensure proper assistance of Associate Housemaster/ Tutors/ Matron by dividing duties on rotation basis related to house activities with the approval of Principal.
- To brief Principal immediately in order to solve any problem of the house beyond his reach or domain.
- To inculcate a sense of pride, belongingness and a healthy house spirit among the students of his/ her house.
- Carry out any other duty in respect of House system as assigned by the Principal.

**ii) Administrative Duties:**

- He/she must ensure proper cleanliness, upkeep of the dormitories and proper care of hygienic conditions of the premises of the house with the help of associated staff.
- To supervise that all basic facilities like water, electricity, fans, furniture and bedding are available in the House. In the event of any shortage or malfunctioning he/she must report to the Principal to rectify the problem area.
- Ensure proper maintenance of bath/toilets of the house. He/she should bring it to the notice of Principal immediately in case of any discrepancy.
- As a head of the house, he/she be responsible for maintaining discipline in the house at all times.
- He/she ensure punctuality in the daily routine of the house from rouser to bed time and in other organized activities.
- Assigning responsibilities to all students on rotation so as to enable them to develop organizational ability, self-confidence and qualities of leadership.
- To ensure that under no circumstances house captains or senior students harass/rag juniors either in the house or in the school premises.
- Conduct surprise checks and kit inspection periodically to ensure that the students do not keep any type of undesirable articles, obscene books and check on their cash etc.
- To supervise his/her house during meals in dining hall. He/she must educate table manners to all students in dining hall during meals.
- Arrange conduct of regular roll call in order to ensure the presence of the children in the house.
- Maintain a personal file of each child in his house and a record of good and weak points in the personal file including family background.

- All cases of indiscipline and unhealthy behavior of the students are dealt with appropriately in consultations./approval of Principal instead of giving harsh punishment.
- Arrange weekly/fortnightly house inspection of the Principal to assess the working of the house and motivate his team and wards
- Ensure proper issue of articles to the children in time and its maintenance.
- To select House Captain/prefect for his/her house on the basis of a fair selection process as per guidelines and assign responsibilities and duties of the house to them.
- To conduct meetings of the House as and when necessary but at least one meeting in a fortnight.
- To keep leave and sick record of all the students of his/her house.
- He/ she will ensure that the wards look after their cupboards and keep their clothes and belongings in a neat and orderly manner.
- To ensure that the students emphasize on personal hygiene and cleanliness, takes regular bath and hair cut, and clean uniform while in school.
- He/she will supervise that all students get up and sleep on time.
- Keep a close watch on all the activities and moments of the students particularly (off hours) i.e., Sundays and holidays and in night and report to the Principal about any incident.
- Rounds are carried out even after the lights are out so as to ensure security and to keep the wards away from mischief.
- All hostel activities will go under his/her active supervision under control of the Principal.

**iii) Academic Duties:**

- To keep an eye on the academic performance of the weak students of his/her house.
- Coordinate/interact with tutorial in-charge/subject teachers to look after the pupils' academic performance of his/her house.
- To ensure smooth conduct of self-study in the dormitory.
- To provide help in reading, writing, home work, projects carried out by the students with the active support of Associate House Masters.
- Counsel and guide the students regarding their performance in academic and co-curricular areas.
- Interact and inform the parents about academic performance of the child on PTC Day.
- To encourage bright students to help weak students of the house/class.
- Inform Principal in case any child of his/ her house needs special attention for academic improvement.
- To ensure that the children attend the classes regularly.
- To ensure availability of text books, note books and other stationery items to the children of his/her house.
- To ensure that the children of his/her house attend library regularly so as to promote reading habits/skills and also to ensure to refer literature/reference books as per his/ her requirement.
- To keep an eye on the progress chart of children going to write CBSE exams (X and XII) and fortnightly interaction with the subject teachers for remedial teaching, if need arises.

**iv) CO-CURRICULAR, GAMES AND SPORTS DUTIES:**

- Organize Co-curricular Activities as per the calendar of activities.
- Train the inmates well to help participate them effectively in the activities.
- To ensure participation of every child of his/her house in every competition co-curricular/ games/sports activities organized in the school.
- To select guide and train students for all inter House competitions with the active help of other teachers.
- An Associate House Master/Mistress is a helping hand to the House Master. He/she in co-ordination with the House Master, as a colleague, shall provide support to the child in all respects.

- Carry out the house related responsibilities assigned by the Principal/Vice Principal
- He/she will discharge the duties of the House Master, when he/she is on leave or out on duty and Anyother duty assigned by the Principal related to house
- To strive to know students of the house individually and assist them in the development of the character and personality.
- To provide academic assistance to students to help them improve their academic standards.
- To maintain the records of students assistance and issues.
- To attend morning PT and evening games depending upon availability of the HM.
- To organize house meeting and competitions.
- To take round of house after the lights are off.
- To take lunch with the children of the respective house.

v) **Records to be Maintained by each House:**

- **Students' Profile:** This consists of the bio- data of the students. This must clearly specify the socio economic background of the child and also health and family problems, if any. The ambition of the child must be know in order to guide them to achieve the same.
- **Attendance Register:** Every HM is expected to maintain and attendance register. Leave may be granted to a child on ill health/ other emergency. A leave must be sanctioned by the Principal on the recommendation of the HM. Any unauthorized absence must be brought to the notice of the Principal immediately. Any movement of the student from the house must be recorded in the movement register.
- **Movement Register:** All the movement of the students such as going on leave, vacation and breaks, duty must be maintained in the register. The movement register will have following format.

Name of the student	Date of leaving	Purpose	Escort	Date of return	Signature of the escort		Signature of the student	
					Leaving	Reporting	Leaving	Reporting

- **House Meeting Register:** Every house will have a house meeting register. Every house master is expected to conduct those meetings along with associate house master. The minutes of the house meeting should be registered. The resolutions taken, progress, short comings must be discussed and strategies must be made. All the house meetings should be held in democratic manner giving importance to the ideas of the main stake holders.
- **Academic Register:** This register is to be maintained to keep a track on the academic performance of the house inmates. The same may be transmitted to the parents on the parent's day.
- **Counselling Register:** The register is to be maintained to keep a track on the change in the behaviour of that particular inmate to whom counselling has been given. Any abnormal behaviour on the part of the student must be handle carefully and the same may entered in the register.
- **Activities / Achievements Register:** The register records all the achievements of the house inmates in various activities like CCA, Games & Sports, Scouts & Guides, NCC, NSS etc.
- **Record of Students' behaviour:** As per the remodelled Assessment a record of students' behaviour may be maintained.

House master will report to the principal daily **in the morning** about welfare of the as per format given in **Annexure-XXIV**



## 114) ROLE OF TEACHERS IN JNVs:

A meaningful profile of teachers can be carved out of enlisting duties of a professional Navodaya teacher. Children are admitted in class VI in Navodaya schools in the CBSE syllabus and they are predominantly from the vernacular mediums and rural areas. Since Navodaya Vidyalayas are residential & co-educational schools, the teachers ought to extend a deep sense of understanding and show parental care and affection. Thereby, they identify the latent talents and skills of the child. They are the custodians of the children vested under their care and take care of their psychological and emotional safety as well. Subsequently it is proved that wards from vernacular mediums stand first in class within three months of their inception. All these require qualities of head and heart.

Navodaya Teachers have to be not only competent but also periodically updating their knowledge and skill. Navodaya teachers have to make learning an easy task for students. Navodaya teacher is a systematic planner of curriculum transaction with annual plan and unit plan as well.

Consistent value oriented teaching inculcates in the learner an urge to lead a healthy and meaningful life. Life skills such as empathy, sympathy, helping each other, problem solving, decision making and collaborative pursuits are acquired by the learner. Students acquire entrepreneurial attitude during their stay and study in Navodaya schools. Their classrooms, CCA and ECA provide ample opportunities.

Navodaya students spend a lion's share of their time in JNVs. It is indispensable that the teachers should develop a strong and continuous rapport with the students bestowed to their care. Here the teacher is objective regardless of their family or financial background.

Navodaya teacher must be a good counsellor. As adolescent children's minds are turbulent with stress, teachers are to play a significant role in grasping things in the proper perspective and act as a guide. Hence children look upon teachers as their mentor.

Navodaya teacher must be alert for the signs of physical and emotional problems that a parent might miss. Poor class performance can be assign of such stress. Here teachers are required to have certain level of stress management. Teachers have to motivate the parents which in turn make parents recognize the real talent of their children.

Teachers are to play such a vital role in almost all aspects of students' life and development. It is apt to say that Navodaya teacher must be more than a computer, a book of knowledge, a parent, a friend, a guide, a philosopher, a role model and more than anything but everything to his/her students. Navodaya teacher is to be a responsible professional, accountable to the students, society and nation at large.

### A. Profile of an Effective Teacher:

He communicates warmth, understanding and empathy to his students

He generates enthusiasm for learning in his classroom.

He creates positive classroom learning environment through climate of acceptance, caring, feeling of being safe and secure, etc.

He makes effective use of his available time.

His positive attitude and beliefs have a powerful impact on student learning.

He has effective communication skill.

He values his pupils and accepts their opinions.

He is democratic in his orientation and does not ridicule his learners.

He is the master of his subject and is capable of giving explanations at different levels so that he can reach all his students.

He possesses conceptual clarity

He has healthy attitude towards his profession.

He constantly updates himself by gathering students' feedback and self analysis.

He is more like a friend, philosopher, and guide to his learners.

He grows professionally by participating in special lectures, in-service workshop etc., so that he is intouch with the latest happenings in his field.

An effective teacher is thus, a multifaceted professional playing the different roles of a facilitator, curriculum creator, counselor and a role model for his learners. He knows how to manage his stress effectively and takes pride in being 'teacher'.

#### **B. Qualities of an Ideal Navodaya Teacher:**

- He/ She should identify himself/herself with the institution.
- He/ She must have the commitment towards his/her profession.
- He/ She must have positive attitude towards the system.
- He/ She must be sincere and punctual.
- He/ She should possess profound knowledge in the subject & lang. competence
- He/ She must have the clear concept of the objective of Navodaya scheme.
- Possess Effective Communication Skill.
- He/ She must use the latest teaching technique.
- Democratic in approach.
- Good rapport with Principal, fellow-workers, students, and Parents.
- Good moral character.
- Adopt need-based remediation for the slow learners.
- He/ She should know the role of a Principal, vice principal and teachers in the Navodaya Vidyalayasystem.
- He/ She should be a life-long learner
- He/ She must have lot of patience.
- He/ She should not loose his/her temper for petty reasons.
- He/ She must be in a position to correlate his subject with other subjects.
- Must know the psychology of the students.
- Readiness to admit the mistake.
- Impartial towards his students.
- Physically fit and mentally alert.
- Must possess the organizing ability.
- Should prepare his/her lesson well before entering into the class.
- Should not adopt corporal punishment.
- Friend, philosopher, and guide.
- He/ She should assist the administration in all possible ways.
- Good sense of humor.

#### **115). SCHOOL MAGAZINE:**

A JNV Magazine helps to maintain a record of all the major activities and achievements and to bring out the creative urges of the students and staff. It is a medium to show the accomplishment of JNV objectives. It reflects the students' creativity and achievements. It inspires students to overcome their fear and put forth their ideas and thoughts. Every JNV should prepare Annual Magazine to recognize both individual and school achievements as well as to circulate news, articles, important events, and for pupils to appreciate one another's talents. Every JNV should form an Editorial Board for preparing JNV Magazine at the end of the academic year. The Editorial Board should consists of Principal/Vice-Principal, One teacher each from Hindi, English, Regional Language and Art Teacher, including two XI Class-students, one boy and one girl. The members of editorial board under the chairmanship of the Principal have to meet to decide the structure of the Magazine and its components. Articles in Hindi, English and Regional Languages are to be included in the Magazine. The magazine should ideally contain message from Chairman Vidyalaya Management Committee and JNV Principal only. The Magazine pertaining to the JNV achievements and activities of the last academic year should be made available as a

PDF soft copy/ E- magazine at the beginning of the new academic year which can be shared with important dignitaries, parents and district level government officers and other JNVs. Few colored printed copies may be made available in the library as reference for the staff and students. One such copy is to be given to the Chairman and other members of Vidyalaya Management Committee separately so that they could get a first hand exposure about the achievement and activities of the Vidyalaya.

### **116) PREPARATION OF SCHOOL BROCHURE:**

Every JNV must have a School Brochure that serves as the "School Profile". The School brochure of a JNV should be the compilation of all relevant information about the school which will be of use to parents, all stakeholders as well as the general public. It is a descriptive publication, in print and online, that showcases a vivid picture of the aims and objectives of the school, facilities available and significant achievements in scholastic and co-scholastic areas with very good photographs of events. A prospective candidate or parent should get a good impression of all activities including a brief about the school, admission criteria, facilities being provided to the students, visits of dignitaries, alumni and significant achievements through the school brochure.

All facts are to be presented in an attractive and orderly manner with illustrative pictures which will add to the reliability and beauty of the publication. It is necessary to make constant changes in the content of the Brochure during the school year. The work of preparation of the Brochure has to be entrusted to a Team of staff, headed by the Principal & VP, with the IT faculty and Art teacher invariably being members of the team so that necessary changes can be incorporated as and when required. Brochure may be released on occasions such as JNV Annual Day Celebrations/important Meets to make it available to parents and other guests and district level officers to give them a glance of JNV objectives, vision, mission and highlighting achievements.

### **117) ANNUAL STOCK VERIFICATION:**

- In the first week of March of every year, stock verification committees in respect of all stocks are to be constituted for cross checking the physical stock with that of the register.
- Stock verification is to be completed by 31<sup>st</sup> March and the committees should submit the report by highlighting the following points:
  - Actual position of physical stock with reference to the stock register
  - List of items for which shortage is noticed along with quantity
  - List of items which are found in-excess
  - List of items which can be repaired and used further.
  - List of unserviceable items to be condemned along with other details in the prescribed proforma to the Principal, who in turn will verify and take necessary action as per the guidelines of NVS.
- Sparing a room only for dumping items to be condemned is strictly against the norms. Either they are to be repaired and used or to be disposed off as per norms.
- Revised procedure for Condemnation and disposal of articles in JNVs. F.No. 2-20/2021-NVS(SA)/5719; dated January 27, 2022.

### **118) VMC, VAC & DLMC:**

#### **A. VIDYALAYA MANAGEMENT COMMITTEE (VMC):**

**Main Purpose:** Proper management of the Vidyalaya with funds provided by the Samiti within the framework of the Policies/ direction laid down by Society and Executive Committee.

**I. Composition:**

1	District Magistrate/Collector/Deputy Commissioner	Chairman
2	District Education Officer	Member
3	Executive Engineer of State P.W.D. (Building)	Member
4	Principal of some local college or a Senior Secondary School preferably a residential school	Member
5	Vice Principal/ Senior most teacher of the Jawahar Navodaya Vidyalaya	Member
6	Member of public (whose nomination is to be approved by the Chairman, NVS who is the competent authority)	Member
7	Chief Medical Officer of the district	Member
8	Two representatives from parents (One male and one Female to be nominated by Chairman, VMC)	Member
9	Principal, Jawahar Navodaya Vidyalaya	Member Secretary

**II. Functions/ Powers of the Management Committee:**

- To exercise control over expenditure in respect of the funds raised by the Samiti for the Vidyalaya and all other rules in the manner laid down by the Samiti. This specifically implies proper custody of funds, due control over expenditure and ensuring of payment to proper persons and parties of correct amount and proper maintenance of accounts.
- To proper budget estimates for the next financial year and sending suggestions in recurring of new items and expend with the justification thereafter. This will include non-repair items such as buildings, sub-recurring, furniture and equipment etc.
- To exercise general supervision over the proper running and functioning of Vidyalaya including maintenance of discipline among students as well as members of staff.
- To exercise general supervision over the proper function of hostel, including the catering management by the Vidyalaya itself.
- To make suggestions for any improvement or reform or other procedure relating to the Vidyalaya.
- To assist the Vidyalaya to secure local assistance and cooperation for its better working and growth.'
- To scrutinise and approve the Annual Report of the Vidyalaya

**III. Tenure:**

- The Chairman of a Navodaya Vidyalaya will be District Magistrate/Collector/Deputy Commissioner of the District in his ex-officio capacity; He may nominate some local Senior Officer, in case District Magistrate's Headquarters is located at some distance from the Vidyalaya.
- The Principal of the Vidyalaya will be the Member Secretary.
- The tenure of the office of the members of the Management Committee of a Vidyalaya shall be 3 years but they will be eligible for re-nomination.
- Member/office bearers of the VMC will continue beyond the term of 3 terms till the new committee has been re-constituted for a Committee of the newly started school for a limited period till a regular committee to be constituted, the Principal will submit a proposal for the constitution of the Vidyalaya Management Committee through the Regional Officer to the Director<sup>1</sup> for approval.

**IV. Frequency:**

- VMC shall meet 3 times in a year.
- Special meeting may be called by the Chairman as and when necessary.

**V. Related Circulars:**

- NVS HQ's. Circular No. 14-10/87 – NVS dated 14<sup>th</sup> April 1987 at Page No. 464 to 466 of Compendium of Circulars (Volume - I).

Revised Composition circulated vide Circular No.14-10/ 92 93/ NVS (SA) Dtd. 30 Compendium of Circulars (Volume-I).

## B. VIDYALAYA ADVISORY COMMITTEE (VAC):

May 2001 at page No.469 of General super vision of the school within the framework of rules and regulation and directives laid down bythe Society and Executive Committee.

### I. Composition:

1	District Magistrate/ Chief Secretary of Zila Parishad/ District Development Officer Zila Parishad/ Chief Executive Officer Zila Parishad	Chairman
2	Local M.P. to be nominated by Chairman, NVS.	Member
3	Chairman, Zila Parishad or his nominee from Zila Parishad (an elected representative only)	Member
4	Principal of a school/residential school (to be nominated by District Magistrate)	Member
5	District Education Officer	Member
6	One Educationist of the area to be nominated by the District Magistrate.	Member
7	District Executive Engineer (PWD)	Member
8	Principal of the Navodaya Vidyalaya	Member Secretary

### II. Functions/Powers of the Advisory Committee:

- To assist the Samiti by making suggestions for any improvement or reforms in the academic or anyother procedure related to the Vidyalaya.
- To assist the Vidyalaya to secure local assistance.
- To assist the Vidyalaya to organize culture programme.
- To function as a bridge between the Vidyalaya and local community.

### • Frequency:

- VAC shall meet twice in a year.
- Special meetings may be called by Chairman of the Committee whenever needed.

### III. Related Circulars:

NVS HQ's Circular No. 5-17/89-90/ NVS (ADMN) dated 12<sup>th</sup> Sept. 1989. Page No. 464 to 466 of Compendium of Circulars (Volume-I)

## C. DISTRICT LEVEL MESS COMMITTEES (DLMC)

### I. Main Function:

The District Level Mess Committee will 'periodically inspect the Vidyalaya mess (once in a quarter) and issue them necessary guidelines and directions, the Regional Level Committee will visit some selected Vidyalayas as per their convenience.

### II. Composition:

1	Joint Collector/Additional District Magistrate	Chairman
2	District Civil Supplies Officer	Member
3	District Medical and Health Officer	Member
4	District Education Officer	Member
5	One Public Representative to be nominated by the Chairman, VMC from the list of names recommended by the local MP	Member
6	Principal of the concerned JNV	Member-Secretary

### III. Functions:

The responsibilities entrusted to the above committees are as follows :

- Periodically visit the Vidyalayas and examine the regular menu including the nutritious value of the food served.
  - Oversee the effective functioning, planning, execution and effective functioning of the Mess Committee.
  - Undertake surprise check to ensure supply of quality of ration items like rice, atta, dal, oil, milk, vegetables, etc.
  - Supervise the procedure and disciplines followed in the dining hall by the students.
  - Inspect the sanitation facilities in and around the kitchen and dining hall.
  - Have interaction with the students about the quality and quantity of food served.
  - Suggest guidelines for the improvement of quality and quantity of food within the financial allocation. Look into other related issues to ensure qualitative, quantitative and nutritious food.
- IV. Frequency:** District Level Committee will inspect the Vidyalaya once in a quarter Circular No. (F.No.54/2000-NVS (SA) Dated: 13.07.2000)

### **119) PARENTS TEACHERS COUNCIL (PTC):**

Parents are the key to the success of JNVs or for that matter any educational organization. Parents and schools work together to build meaningful and effective relationship that recognizes and respects the role of parents, students and teachers in educating each child. When a child enters the Navodaya system at the tender age of 10 – 12 years is introduced to a new world entirely different from what he had experienced till then. The shared dormitories, mess, bathrooms and toilets, daily routines and the feeling of alienation of being sent away from home makes the parent child relation complicated. It is a tight rope walk for the parent and the situation needs to be handled with tact and sensitivity. It is expected from parent to help the child to adapt and assimilate the system smoothly. Just as parental communication with the child is important, communication with teachers and administrators is also important. To maintain good relation by parents by school, the members of school community and parents treat each other with respect and decorum. Every second Saturday of the month would be the day of visit of parents, showing notebooks of recent exam/ record of Academic & co curricular achievement of child to parents and conduct of PTC meeting.

#### **A. The composition of PTC should be as follow:**

- Principal of the Vidyalaya - Chairman
- 15 Representative to be nominated by General Body of parents in proportion to the sections in the Vidyalaya with a female-male ratio of proportionate strength of boys and girls
- Five teachers representatives (minimum of two female staff to be nominated by teachers).
- Vice-Principal of the Vidyalaya will function as Member Secretary.

#### **B. Functions of Parent-Teacher-Council:**

- The PTC will invariably review and discuss the strong and weak points of Navodaya Vidyalaya functioning with special reference to academic, staff, students security discipline, food, water, electricity, hostel up keep, medical support, beautification/Plantation of Vidyalaya Campus as well as cleanliness and other facilities to make the stay of Children more comfortable and conducive.
- The member of PTC shall periodically interact with the students School/ house leaders, and migrated Children, in particular to ascertain the problems faced by them and also obtain suggestions for improvement in the weak areas.
- PTC members should visit dorms, classroom, laboratory and library once in a quarter and suggest improvement if any.
- Help in collecting Socio-economic data of students to the Vidyalaya especially at the time of entry of students in Class VI.
- Such of those students who are emotionally disturbed, home sick, involving in indiscipline or misconduct should be made to interact with PTC for counselling.
- For efficient mess management, quality of food and the ensure hygienic condition, PTC will:
  - Frequent visit to Mess.

- Have Meals with Children
- Interact with Children and assess the quality and quantity of food served.
- Check hygiene conditions of Mess surroundings and preparation of food.
- Drinking water facility.

Refer letter no. F.No. 1-5/ 2002-NVS (SA)/ Dated 28.08.2002 (Compendium of circulars 1987-2004 Volume I page number 472 – 478)

## **120). ALUMNI: HIGHLY POTENTIAL RESOURCES OF NVS**

NVS alumni are not only icon of success of NVS Scheme, they are also “Brand Ambassadors” of NVS in larger society disseminating the vision, mission and value of NVS. Active involvement of Alumni with JNVs can be a great resource for JNVs in many ways specially in inspiring, counselling and mentoring the current students and to support them in their journey after school.

To encourage the active involvement of Alumni and to keep them well connected with the JNVs, the Alumni Meet should be regularly organized not only at JNV level, but also at Regional level. In order to systematize the organisation of the Alumni Meet, the following methodology should be adopted:

### **(1) Maintaining Record of Alumni:**

In every JNV, the batch wise record of all alumni is to be maintained which should include their contact details, current status, field of expertise, and special achievement, if any and make effort to register every Alumni in NVS Alumni Portal.

The JNV should invariably maintain the batch wise record of all passed out students of Class XII. The Alumni of previous batches from the starting year of the JNV, should be contacted and their record should be updated.

- An Alumni Committee at JNV level to be constituted to maintain the record and to coordinate the organisation of Alumni Meet in the JNV. The constitution of the Alumni Committee is given below:
  - Vice Principal/ Senior Most Teacher – In-charge
  - Station Senior Teacher – Member
  - Two Students
  - LDC/UDC of the JNV – Member Secretary
- The Batch wise record should be maintained by the office of the JNV in soft copy as well as in hardcopy.
- The JNV should regularly update the Alumni data in record especially after the Alumni Meet indicating Department, designation, place of work and contact details of notable alumni.
- The JNV may also utilize the JNV wise/RO wise Directory of alumni registered on alumni portal of NVS for connecting with the alumni and getting their details updated on portal as well as in Vidyalaya record.
- JNV should also maintain a separate record of Alumni of other JNVs holding important positions in the district.

### **(2) Display of Profiles of Notable Alumni:**

Brief Profile along with photographs of High Achiever Alumnus of the JNV should be displayed as ‘Hall of Fame’ in the academic/administrative block to inspire the present generation of students. The profile of these notable alumni should be displayed on the website of the JNVs as well. The JNV may publish the achievement of alumni as well as details of selection of alumni in different competitive examinations in the annual magazine. Any notable achievement of Alumnus in any field, should also be sent to NVS Headquarter through DC, Regional Office.

### **(3) Organisation of Alumni Meets:-**

JNV should provide a platform to the alumni to reach out to their alma mater and get in touch with fellow alumni for a common purpose of supporting their JNVs and making collective contribution for the society. The Alumni Meets may be conducted at two levels- At JNV level and at Regional Office level.

#### **JNV Level Alumni Meet:**

- Every JNV should conduct an Alumni Meet once a year on the **first Sunday of December**.
- The JNV should invite ex-students for Alumni Meet being organized on a particular date (1<sup>st</sup> Sunday of December) by brief advertisement in the local newspaper as well as through social media / SMS / email etc.
- The alumni of 25<sup>th</sup> year of pass out batch should be the focus batch in the Alumni Meet at JNV level, of that particular year and individual invitation should be sent to each and every alumni of focus batch. The assistance of few active alumni of 25<sup>th</sup> year of batch, may be taken to connect and invite all alumni in the Meet.
- For the JNVs which have alumni batches older than 25 years, they can organize Alumni Meet for 25<sup>th</sup> year batch and older batches together in the forthcoming year and subsequently organize Alumni Meet with focus on 25<sup>th</sup> year batch in preceding years.
- The JNVs which have not completed 25 years for any Alumni batch may continue to organize Alumni Meet for all batches together.
- A Registration Desk for alumni attending the Meet may be arranged by the JNV for updating the record of alumni.
- The following programmes may be conducted during Alumni Meet :
  - Welcome of alumni
  - Special talk by notable alumni and interaction with students.
  - Special lunch with all Staff members and students.
  - Friendly sports Matches/ Fun games.
  - A brief cultural programme may be organized in the Vidyalaya where ex- students may be invited to participate. However, the items of cultural program should be strictly appropriate for a co- educational residential school.
- The expenditure on refreshment, lunch, tea etc should be met from the Mess budget of the Vidyalaya.
- Identification of Support by Alumni for the JNV and for mentoring of current students.
- Information may be updated in Alumni Records at JNV and on NVS Alumni Portal as well.
- **Regional Alumni Meet:**
  - Every region should conduct a regional level alumni meet for the whole region by inviting notable alumni of different JNVs to encourage them for greater involvement with JNVs.
  - The Regional Office should decide the convenient date after JNV level Alumni Meets preferably in the month of April and the venue may be a JNV at approachable place in the region.
  - The Notable Alumni from the region and from JNVs of other regions who are working in that particular region, may be invited for the Regional Alumni Meet.
  - Regional Office may devise a mechanism for registration of alumni for Regional Alumni Meet well before the scheduled date of Alumni Meet.
  - The alumni who are placed outside country or cannot attend the Meet physically, may be given the facility to join the Meet virtually.
  - An Officer from NVS Headquarter may also attend the Regional Alumni Meet.
  - The profile of notable alumni of the region should be displayed on the website of the concerned regional office.
- **Suggestive Programmes for the Regional Alumni Meet:**  
The following programmes may be conducted during the Regional Alumni Meet:
  - Welcome & Introduction of Alumni
  - Speech by few selected Alumni.
  - Interaction session
  - Brief cultural programme by alumni.
  - Address by NVS officials
  - Lunch
- **Alumni Portal of NVS:**  
To bring the NVS alumni on one platform, NVS have recently launched an Alumni Portal (Link <https://sis.nvsonline.in/NVS/Alumni>). The JNVs are requested to communicate the information



regarding NVS alumni portal to the Alumni Association functional for the JNV and encourage the Alumni to register on the portal so that a central data base of Alumni can be maintained. Alumni from one JNV can connect to wide Diaspora of NVS alumni a record of contribution of NVS alumni towards the JNVs can be maintained.

#### **(4) Session with Notable Alumni in JNV:**

JNV should invite the Notable NVS Alumni including Alumni of other JNVs working in the district for special talk/enrichment/ career guidance session etc. They may also be invited for Annual Day /Annual Sports Day of the Vidyalaya.

### **121) SWACHH BHARAT ABHIYAN:**

The Abhiyan was launched by Hon'ble Prime Minister Narendra Modi on 2nd of October, 2014 at Rajghat, New Delhi with an aim to make India clean. It aims to provide sanitation facilities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness and safe and adequate drinking water supply by 2nd October, 2019. It will be a befitting tribute to the Father of the Nation on his 150th birth anniversary. However, it has been clearly declared that the campaign is not only the duty of the Government but each and every citizen of the country is equally responsible to keep the nation clean or swachh.

In Navodaya perspective, We being a Residential System should also focus on Proper Sanitation, use of safe drinking water, good hygiene practices that enhance the well being of students, contribute to learning achievements and sustain a healthy school environment and equity at the same time. It requires consistent efforts and effective channels of disseminating messages in the morning assembly, prayer time, house meetings, through interactions and CCA Competitions. Life skills-based Hygiene Educational so helps the students to develop and practice proper hygiene.

#### **Activities to be conducted during Swachhata Pakhwada (1<sup>st</sup> September to 15<sup>th</sup> September):**

The Swachhata Pakhwada will be observed ensuring focused participation of students, teachers and community (including VMC/PTC) with an aim to promote Covid related preparedness among the school community.

Swachhata Shapath will be organized in all JNVs (with sufficient physical distancing considering the common space or in the concerned classrooms).

Meetings of VMC/PTAs or between parents and teachers can be held (in small groups) in the first week of the Pakhwada to highlight the importance of cleanliness & sanitation and Hand-washing, Use of Mask & Social Distancing among children and teachers; and to encourage and inspire them to continue with the good practices for hygiene and sanitation in school as well as home.

Teachers to inspect water and sanitary facilities in every JNV to do a quick assessment of water, sanitation and hygiene facilities and make proposal/plan for repair and upkeep of the facilities, if required.

Competitions for safe, clean and well maintained premises and toilets in JNVs may be organized. Painting/ Essay/ Quiz/ Slogan writing/ model making competition for students on cleanliness and hygiene practices in JNV may be conducted.

- Swachhata awareness messages to be posted on the website of the JNV, photographs on Swachhata may be displayed in JNVs.
- All teachers and Principals should complete the online training module provided on DIKSHA on WASH related precautions for School, if they have not done so far.
- All kinds of waste material like sanitation waste, used and disposed masks, broken furniture, unusable equipment, defunct vehicles etc. should be completely removed from the premises of JNVs and disposed off as per procedure.

- Banning use of single use plastic with in JNV premises.
- Awareness about stopping use of Single Use Plastic and mitigation of plastic pollution, while adhering to 3 R (Reduce, Reuse and Recycle) principles.
- Daily cleaning and disinfection of frequently used surfaces.
- IEC material may be displayed on walls of JNVs and appropriate sites/websites for visibility of teachers and students.

**e. Action to be taken on Hygiene & Sanitation of JNVs:**

- Availability of separate toilets/urinals for boys & girls, their cleanliness & maintenance is to be ensured at all times.
- To ensure safe & adequate potable water in the campus.
- Health & hygiene of student's viz. medical care, health records, regular bathing, washing of clothes, proper turn out is to be taken care at all times.
- Visit of houses everyday by the HM/ AHM/ staff nurse & formal inspection twice a week by the Principal, thrice in a week by the Vice-Principal & associated staff to ensure proper cleanliness, sanitation & turnout. The minutes of the inspection is to be recorded & made available to RO/ Hqrs
- Cleanliness & maintenance of entire vidyalaya campus as per guidelines issued.
- The cleanliness & maintenance of internal roads, drainage system, sewer lines, septic tank, over head tank, disposal of waste etc. Must be periodically carried out as per guidelines issued & report made available to RO/Hqrs
- The efforts should be made to promote the awareness of swachhata campaign at the cluster/ community/ district level as pace setting activity & minutes recorded.
- To arrange a quarterly meeting with VMC, VAC to seek their cooperation and to tap the resources for further improvement of cleanliness, sanitation & hygiene in the campus.
- A comprehensive report pertaining to self-awareness & change in behavioural aspects of students & staff towards the sensitization & Institutionalization of swachhata campaign should be submitted.
- Any suggestion/ assistance/ guidelines required, if any, at the level of RO's/ Hqrs for further improvement towards the swachhata campaign may be sought in the further course of action.

**122) AADHAAR ENROLMENT:**

Aadhaar is a 12-digit unique identity number that can be obtained by residents of India based on their biometric and demographic data. It is being recognized as a platform for online verification of the identity of a resident of India. It is expected that the demand for Aadhaar authentication for availing various services and benefits would increase in the future.

UIDAI (Unique Identification Authority of India) has extended all support to the NVS in order to ensure 100% Aadhaar enrolment of Navodaya students, one Aadhaar Enrolment Kit (AEK) per school for enrolment as well as updating of Aadhaar data of the children has been provided. Every Vidyalaya should ensure that AEKs are functional and availability of trained staff for handling the AEK and ensure 100% Aadhaar registration of all JNV students.

**123). UDISE + (UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION):**

UDISE+ (Unified District Information System for Education+) is a database about schools in India. The database was developed at the National University for Educational Planning and Administration and initiated in 2012-13 integrating DISE for elementary education and SEMIS for secondary education. From 2018-19, it has been decided to launch the UDISE+ (i.e., UDISE plus) application, so that it becomes an effective tool for decision making on a real-time basis. The UDISE + data are used extensively for planning and monitoring development interventions in the SSA (Sarva Siksha Abhiyan)

and RMSA (Rashtriya Madhyamik Shiksha Abhiyan) and other programmes of the Govt. Now, U-DISE plus also serves as the major source of official statistics.

Every JNV has to keep its data intact and updated all the time to submit the same whenever required by the concerned Regional Offices/Headquarters from time to time. JNVs are responsible for entering the data and updating it from time to time.

Following actions are to be taken by JNVs -

- JNVs should depute dedicated staff preferably an office staff (JSA/SSA/OS) to submit the information on UDISE + portal. The work of submitting the information on UDISE + portal should not be delegated to other staff of the JNV.
- JNVs have to fill/update the information in following modules of UDISE + portal –
  - Profile & facilities
  - Teacher module
  - Students module
- From academic session 2023-24 onwards, NVS has been assigned the role of a “State” on UDISE+ portal. The NVS is responsible for filling of DCF in online mode, ensure the accuracy of the data filled and final authentication of the data in respect of all JNVs.
- All JNVs have been provided login credentials.
- In each regional office an Assistant Commissioner has been made Nodal officer, to verify the information filled by JNVs.
- The issues faced by JNVs regarding updation of information on UDISE + portal are addressed at NVS level.

## 124) APAAR ID:

APAAR, which stands for **Automated Permanent Academic Account Registry**, is a specialized identification system designed for all students in India. This initiative is part of the 'One Nation, One Student ID' program launched by the government, aligning with the new National Education Policy of 2020.

APAAR ensures accountability and transparency in education by tracking student progress and streamlining academic records. It enhances efficiency, removes duplication, minimizes fraud, and includes co-curricular achievements for holistic student development.

APAAR ID - a unique 12-digit code will help students to digitally store, manage, and access all their academic credits, including Score card, marksheets, gradesheet, degrees, diplomas, certificates & co-curricular accomplishments. This ID functions as a permanent digital identity for the student in the education ecosystem.

Since no additional certificates are required to be provided except sharing APAAR id where all credentials are stored, there is no fear of losing hard copy certificates and hence useful for all type of use cases such as transfer from one school to the other, entrance examination, admission, job application, skilling, upskilling etc

APAAR ID system is designed to provide a unique, lifelong 12-digit identifier for all school-enrolled students. The provision will enable us to facilitate targeted interventions that will improve school enrolments, learning outcomes and seamless management of academic records among many other benefits.

The APAAR ID system provides direct benefit to various stakeholders in various areas such as:

1. **Unified Tracking:** It enables comprehensive monitoring of students' educational journeys, helping reduce dropout rates, tracking of Out of School Children (OoSC) and enhance learning outcomes.
2. **Digital Integration:** APAAR ID is directly linked to the Digi Locker eco system, facilitating the digital storage of academic achievements, including exam results, holistic report cards and extra-curricular accomplishments.

3. **Seamless Transitions:** It ensures smooth transfer of academic records when students move between schools, districts, or states owing to multiple reasons.
4. **Visualization of learning pathway :** Integration of APAAR ID with the IT system will allow for macro and micro analysis of educational interventions and outcomes at all levels of administration.

The creation of APAAR ID of students by the school has been enabled through the UDISE+ portal. At school level, Vice Principal/Senior Teacher may be designated as nodal person for ensuring creation of APAAR ID for students in JNVs with in stipulated timeline. **It is mandatory for all JNVs to generate APAAR ID for all students.** For generating an APAAR ID, the following prerequisites must be checked:

1. Student should have Aadhaar
2. The name of student as per student records in UDISE+ must match with the name of the student as per Aadhaar

As soon as APAAR ID is generated, it is pushed into student's DigiLocker Account. Student can find virtual APAAR ID Card in issued document section of DigiLocker. The status of APAAR ID generation can also be checked in the UDISE+ Portal under the APAAR Module, which displays a list of students along\*\* with their APAAR ID status.

One Assistant Commissioner from each region is designated as 'APAAR NODAL OFFICER' for overseeing the exercise of creation of APAAR ID in the region.

Detailed documents on APAAR implementation are made available at: <https://apaar.education.gov.in/resource> and may be utilized by schools for collecting parent/guardian consent and spreading awareness on generating APAAR IDs. The multi-lingual resources would help in ensuring that APAAR ID, its functions and feature are well understood for diverse stake holders. These resources are available at <https://apaar.education.gov.in/resource>

### **125). SHAALA DARPAN:**

As per the directions of MHRD, a centralized ERP system "Shaala Darpan" has been developed to reduce duplication of effort and increases transparency & efficiency of work. This system will lead to the development of model-based decision process, a step ahead of database systems.

This ERP platform ensure easy transfer of data and virtual sharing of the information from JNVs to NVS Headquarters. This will help the communication and sharing of data hassle free. Many Teachers and Officials have been trained as 'Master Trainers' for the effective implementation of the Shala Darpan Project. All JNVs can go through the manuals available at <https://navodaya.gov.in/nvs/en/Home1> which gives complete guidelines for feeding, editing and updating the data. It is mandatory for all JNVs to feed the required information inthe Shaala Darpan portal as desired by the Samiti and getting it updated from time to time. The complete modules of School Registration should be updated by the JNV and information should be verified/ updated every month. Likewise correct and complete details of all students should be filled by the JNV and updation of the same should be undertaken on regular basis. The Principal of JNV should verify the updation of all details on monthly basis and Assistant Commissioner Cluster in-charge should also check that all JNVs of the cluster have their SIS regularly updated.

### **126) CENTRALIZED AADHAR BASED ATTENDANCE SYSTEM FOR ALL THE UNITES OF NVS (HQ/ROs/JNVs/NLIs)**

Centralized Biometric Attendance System has been made live w.e.f. 01.10.2023 for all unites of NVS HQ/RO/NLI/JNVs). The access to register the new employees fo the concerned unit has been givent to the Nodal Officers' login (Nodal Officers have been nominated by JNV concerned). Nodal officers has to ensure the registration/ transfer of the employees in the online portal. The Report Section in Nodal Officer Login of concerned unit helps in real time monitoring of



employees's attendance. The Nodal officer of each JNV will be able to track the real time employee's attendance for JNV concerned. DC RO will be able to track the real time attendance of all the employees of ROs as well as JNVs concerned. For any help regarding AEBAS, the helpdesk Email is: [helpdesk.aebas@gmail.com](mailto:helpdesk.aebas@gmail.com) and Help Desk Number: 0120-2975706.

## 127) JNV SIGN BOARD

Being residential schools, sign boards at various strategic points specifying direction and location accuracy are of great significance in JNVs. At the main entrance of the Vidyalaya the Name board is to be fixed in a distinctive and impressive way containing all necessary details like: Name of the school, address of the organization, logo of NVS, year of establishment etc. These details are to be given in all three languages: local, Hindi, and English so as to comply with the official language guidelines and to uphold our commitment towards national integration. A comprehensive site map indicating the location of various buildings is to be placed at a noticeable spot at the main entrance itself. Various other sign boards are also to be installed at strategic points, leading to Academic Block, Administrative Block, Dormitories, Staff Residences, Dining hall, Playground etc as per the requirement of the JNV. Directional Sign boards of the Vidyalaya are to be placed at various junctions leading to the venue of the Vidyalaya.

### PM SHRI JNV SIGN BOARD:

All JNVs of Phase-I & II under PM SHRI scheme will prefix PM SHRI School with their name. The common template for prefixing PM SHRI School to be followed is given below:

	पीएम श्री स्कूल जवाहर नवोदय विद्यालय (नवोदय विद्यालय समिति की एक इकाई) शिक्षा मंत्रालय, स्कूली शिक्षा एवं साक्षरता विभाग भारत सरकार गाँव: _____ जिला: _____ राज्य: _____ पिन कोड: _____	PM SHRI School Jawahar Navodaya Vidyalaya (A unit of Navodaya Vidyalaya Samiti) Ministry of Education, Deptt. Of School Education & Literacy Govt. of India Village _____ District _____ State _____ Pin Code: _____	

In JNVs not covered under PM SHRI scheme, the Sign Board of School will be as given below:

<b>JAWAHAR NAVODAYA VIDYALAYA.....</b> <b>(A UNIT OF NAVODAYA VIDYALAYA SAMITI)</b> <b>MINISTRY OF EDUCATION, DEPT. OF SCHOOL EDUCATION &amp; LITERACY</b> <b>GOVERNMENT OF INDIA</b> <b>Village:</b> <b>District:</b> <b>Pin Code</b>	<b>जवाहर नवोदय विद्यालय.....</b> <b>(नवोदय विद्यालय समिति की एक इकाई )</b> <b>शिक्षा मंत्रालय, स्कूल शिक्षा एवं साक्षरता विभाग</b> <b>भारत सरकार</b> <b>गाँव:</b> <b>ज़िला:</b> <b>पिन कोड:</b>
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**NAVODAYA VIDYALAYA SAMITI**  
**List of documents/ Handbook and Important Links**

**A. National Education policy – 2020**

S.No.	Item	Link
1	NEP-2020 (English)	<a href="https://drive.google.com/file/d/1vfq77jps0VsstdMVvpEaTwW XvK0HEhpj/view?usp=sharing">https://drive.google.com/file/d/1vfq77jps0VsstdMVvpEaTwW XvK0HEhpj/view?usp=sharing</a>
2	NEP-2020 (Hindi)	<a href="https://drive.google.com/file/d/1nJF-28Np3dmgEt3vDZKJ8GgAI2_720u/view?usp=sharing">https://drive.google.com/file/d/1nJF-28Np3dmgEt3vDZKJ8GgAI2_720u/view?usp=sharing</a>

**B. National Curriculum Framework (SE)-2023**

S.No.	Item	Link
1	NCF (SE)-2023	<a href="https://drive.google.com/file/d/1WovMsit5i3ObfpSZfSUXhOU Y6lh_ leVr/view?usp=drive_link">https://drive.google.com/file/d/1WovMsit5i3ObfpSZfSUXhOU Y6lh_ leVr/view?usp=drive_link</a>

**C. CBSE Curriculum**

S.No.	Item	Link
1	Class IX-X & XI-XII	<a href="https://cbseacademic.nic.in/">https://cbseacademic.nic.in/</a>

**D. Handbooks (NCERT / CBSE)**

S.No.	Item	Link
1	Teachers' Resource for <b>Achieving Learning Outcomes</b>	<a href="https://drive.google.com/file/d/1s9xnANxNWbQ405DXfpW-YvW5GNDU-vAS/view?usp=sharing">https://drive.google.com/file/d/1s9xnANxNWbQ405DXfpW-YvW5GNDU-vAS/view?usp=sharing</a>
2	Handbook on <b>21<sup>st</sup> Century Skills</b>	<a href="https://drive.google.com/file/d/1WHc0b8Dwpwe4NkEyJI592NNrcvx4z2M4/view?usp=sharing">https://drive.google.com/file/d/1WHc0b8Dwpwe4NkEyJI592NNrcvx4z2M4/view?usp=sharing</a>
3	Handbook on <b>Joyful Learning</b>	<a href="https://drive.google.com/file/d/1Mth6E0SDY840an78gX6Rn_bLDkTfLzt0/view?usp=sharing">https://drive.google.com/file/d/1Mth6E0SDY840an78gX6Rn_bLDkTfLzt0/view?usp=sharing</a>
4	Handbook on <b>Experiential Learning</b>	<a href="https://drive.google.com/file/d/1A_eQKXoFLiGtyuAfLUJSzl7zh hL86Jqw/view?usp=sharing">https://drive.google.com/file/d/1A_eQKXoFLiGtyuAfLUJSzl7zh hL86Jqw/view?usp=sharing</a>
5	Handbook on <b>Art Integrated Learning</b>	<a href="https://drive.google.com/file/d/1SbhyqYvQtIGBvPBTcdyWvoP6zplmenN0/view?usp=sharing">https://drive.google.com/file/d/1SbhyqYvQtIGBvPBTcdyWvoP6zplmenN0/view?usp=sharing</a>
6	Handbook on <b>Inclusive Education</b>	<a href="https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view?usp=sharing">https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view?usp=sharing</a>
7	Teacher Energized Resource Manual: <b>MATHS(Class VI)</b>	<a href="https://drive.google.com/file/d/18ltFtAXRpqftFv-gMV7zDNCiu9VqXStw/view?usp=sharing">https://drive.google.com/file/d/18ltFtAXRpqftFv-gMV7zDNCiu9VqXStw/view?usp=sharing</a>
8	Teacher Energized Resource Manual: <b>SCIENCE (Class VI)</b>	<a href="https://drive.google.com/file/d/1I9J9TcoGmg7QF-Rkn4sAcms9vepMfzgy/view?usp=sharing">https://drive.google.com/file/d/1I9J9TcoGmg7QF-Rkn4sAcms9vepMfzgy/view?usp=sharing</a>
9	Teacher Energized Resource Manual: <b>MATHS(Class VII)</b>	<a href="https://drive.google.com/file/d/1EswBWwhs0tg-gJ1pN8UX40S63UESZNzVe/view?usp=sharing">https://drive.google.com/file/d/1EswBWwhs0tg-gJ1pN8UX40S63UESZNzVe/view?usp=sharing</a>
10	Teacher Energized Resource Manual: <b>SCIENCE(Class VII)</b>	<a href="https://drive.google.com/file/d/1r0ckeoQ2SvqculZXH329A9ESokbLf00S/view?usp=sharing">https://drive.google.com/file/d/1r0ckeoQ2SvqculZXH329A9ESokbLf00S/view?usp=sharing</a>
11	Teacher Energized Resource Manual: <b>MATHS (Class VIII)</b>	<a href="https://drive.google.com/file/d/1T3pVmVNGF6gWBdj2_7AcBvmdWsLUGsaz/view?usp=sharing">https://drive.google.com/file/d/1T3pVmVNGF6gWBdj2_7AcBvmdWsLUGsaz/view?usp=sharing</a>

12	Teacher Energized Resource Manual: <b>SCIENCE (Class VIII)</b>	<a href="https://drive.google.com/file/d/1dnMSft5smV7iviacmmLXQkorX5iEjbf/view?usp=sharing">https://drive.google.com/file/d/1dnMSft5smV7iviacmmLXQkorX5iEjbf/view?usp=sharing</a>
13	Teacher Energized Resource Manual: <b>MATHS (Class IX)</b>	<a href="https://drive.google.com/file/d/128BWUEmFj0KWtyBGVs9y9C-r0cbrPxOC/view?usp=sharing">https://drive.google.com/file/d/128BWUEmFj0KWtyBGVs9y9C-r0cbrPxOC/view?usp=sharing</a>
14	Teacher Energized Resource Manual: <b>SCIENCE (Class IX)</b>	<a href="https://drive.google.com/file/d/1ZaNS3lobR4qQfdpdz99vz9ZTs p0zzwKS/view?usp=sharing">https://drive.google.com/file/d/1ZaNS3lobR4qQfdpdz99vz9ZTs p0zzwKS/view?usp=sharing</a>
15	Teacher Energized Resource Manual: <b>MATHS (Class X)</b>	<a href="https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns 8lofdHb/view?usp=sharing">https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns 8lofdHb/view?usp=sharing</a>
16	Teacher Energized Resource Manual: <b>SCIENCE (Class X)</b>	<a href="https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d 86yHBH6QJ/view?usp=sharing">https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d 86yHBH6QJ/view?usp=sharing</a>
17	Teacher's Handbook on <b>Mathematical Literacy</b>	<a href="https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGv Qeje1W4Wy/view?usp=sharing">https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGv Qeje1W4Wy/view?usp=sharing</a>
18	Teacher's Handbook on <b>Reading Literacy</b>	<a href="https://drive.google.com/file/d/1MDOS1zdvgZJ- _ByAleX2sxK7Q4sRIRA_/view?usp=sharing">https://drive.google.com/file/d/1MDOS1zdvgZJ- _ByAleX2sxK7Q4sRIRA_/view?usp=sharing</a>
19	Teacher's Handbook on <b>Scientific Literacy</b>	<a href="https://drive.google.com/file/d/1LIEkamXulPOIf7G0rPK5QwFc4 12oJsq8/view?usp=sharing">https://drive.google.com/file/d/1LIEkamXulPOIf7G0rPK5QwFc4 12oJsq8/view?usp=sharing</a>
20	Handbook – Reading Literacy Practice Book for Students	<a href="https://drive.google.com/file/d/1Lo71yMpOSi8sK5WNW- z39VgqwWHp1YtT/view?usp=share_link">https://drive.google.com/file/d/1Lo71yMpOSi8sK5WNW- z39VgqwWHp1YtT/view?usp=share_link</a>
21	Handbook – Mathematical Literacy Practice Book for Students	<a href="https://drive.google.com/file/d/1ogojYqil5F8MzrUELfjKSWT 900uCfRy/view?usp=sharing">https://drive.google.com/file/d/1ogojYqil5F8MzrUELfjKSWT 900uCfRy/view?usp=sharing</a>
22	Principals Handbook	<a href="https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5 bgsltu33/view?usp=sharing">https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5 bgsltu33/view?usp=sharing</a>
23	Handbook for Teachers	<a href="https://drive.google.com/file/d/1Ri1iVhytJWZQacxhZqPBxD zGJAogAnM/view?usp=sharing">https://drive.google.com/file/d/1Ri1iVhytJWZQacxhZqPBxD zGJAogAnM/view?usp=sharing</a>
24	Handbook for Students	<a href="https://drive.google.com/file/d/1nT7LnIPm0bHlyCR_LhQS9q- lcWMjC1JA/view?usp=sharing">https://drive.google.com/file/d/1nT7LnIPm0bHlyCR_LhQS9q- lcWMjC1JA/view?usp=sharing</a>
25	Handbook of Assessment and Evaluation	<a href="https://drive.google.com/file/d/1KDIADPAZ- 6KOPbaIFCwVXyMwqvY5qJ/view?usp=share_link">https://drive.google.com/file/d/1KDIADPAZ- 6KOPbaIFCwVXyMwqvY5qJ/view?usp=share_link</a>
26	Handbook – SAFAL (Structured Assessment for Analyzing Learning)  Key Features Video – SAFAL	<a href="https://drive.google.com/file/d/1aAVSKLH6NxVkJd1AkiNBb8 lqhub2Gmv7/view?usp=share_link">https://drive.google.com/file/d/1aAVSKLH6NxVkJd1AkiNBb8 lqhub2Gmv7/view?usp=share_link</a>  <a href="http://cbseacademic.nic.in/safal_video.html">http://cbseacademic.nic.in/safal_video.html</a>
27	Standards for Excellence in School Education	<a href="https://drive.google.com/file/d/1o1CBYQfSjgAjpXPyrtdB73AA XBv1XTV6/view?usp=share_link">https://drive.google.com/file/d/1o1CBYQfSjgAjpXPyrtdB73AA XBv1XTV6/view?usp=share_link</a>
28	Handicrafts – Student Workbook	<a href="https://drive.google.com/file/d/1XilJjh_OsblQwbEm7E_1jx0I- nPUMaUe/view?usp=share_link">https://drive.google.com/file/d/1XilJjh_OsblQwbEm7E_1jx0I- nPUMaUe/view?usp=share_link</a>
29	SQAA (School Quality Assessment & Assurance)	<a href="https://drive.google.com/file/d/1wEqod5Gr72UdgVkkbAJHHjf V6U900Xi9/view?usp=sharing">https://drive.google.com/file/d/1wEqod5Gr72UdgVkkbAJHHjf V6U900Xi9/view?usp=sharing</a>
30	A suggested assessment framework for CBSE Science, Mathematics and English for Classes 6 to 10	<a href="https://drive.google.com/file/d/1mZ60EUdviYMjEOoOBA_Co URt_ZgyMhR4/view?usp=sharing">https://drive.google.com/file/d/1mZ60EUdviYMjEOoOBA_Co URt_ZgyMhR4/view?usp=sharing</a>
31	Cyber Safety Manual	<a href="https://drive.google.com/file/d/1soPoZHc3OcmeW5GFIbhoN ciNoJCmWgJU/view?usp=sharing">https://drive.google.com/file/d/1soPoZHc3OcmeW5GFIbhoN ciNoJCmWgJU/view?usp=sharing</a>
32	Mental Health and Wellbeing	<a href="https://drive.google.com/file/d/1DjwtlAeFg_K8Z8QtUih34I_m MFGJw305/view?usp=sharing">https://drive.google.com/file/d/1DjwtlAeFg_K8Z8QtUih34I_m MFGJw305/view?usp=sharing</a>

33	CBSE Handbook on Eco Club for Mission LiFE & Water Conservation	<a href="https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsIu33/view?usp=sharing">https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsIu33/view?usp=sharing</a>
34	Joyful Teaching and Learning of Mathematics	<a href="https://drive.google.com/file/d/12CpdxTbcP_MXh4GfE9K-a9MG7UaizFn6/view?usp=sharing">https://drive.google.com/file/d/12CpdxTbcP_MXh4GfE9K-a9MG7UaizFn6/view?usp=sharing</a>
35	PARAMPARA: India's Culture of Climate Friendly Sustainable Practices	<a href="https://drive.google.com/file/d/1Efi1vCpgLFze4SrPiDxB12ZDa4lmiyaZ/view?usp=share_link">https://drive.google.com/file/d/1Efi1vCpgLFze4SrPiDxB12ZDa4lmiyaZ/view?usp=share_link</a>
36	India – Unity in Cultural Diversity	<a href="https://dsel.education.gov.in/sites/default/files/book_unity_in_diversity.pdf">https://dsel.education.gov.in/sites/default/files/book_unity_in_diversity.pdf</a>
37	Guidelines for implementation of 10 Bagless days	<a href="https://drive.google.com/file/d/1wDATnicnA8DI09h_FHsamSk_2yGLWDRx/view?usp=drive_link">https://drive.google.com/file/d/1wDATnicnA8DI09h_FHsamSk_2yGLWDRx/view?usp=drive_link</a>
38	NVS Physical Education and Sports Modalities – 2023-24	<a href="https://drive.google.com/file/d/1aLigSKeDfYk3vajxugjKVWNMXJpuijwn/view">https://drive.google.com/file/d/1aLigSKeDfYk3vajxugjKVWNMXJpuijwn/view</a>
39	CBSE Handbook for Inclusive Education	<a href="https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view?usp=share_link">https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view?usp=share_link</a>
40	NIOS course material for person with disabilities	<a href="https://nios.ac.in/online-course-material/course-material-for-divyang-students.aspx">https://nios.ac.in/online-course-material/course-material-for-divyang-students.aspx</a>
41	Sugamya Pustakalaya – Digital Library for CWSN	<a href="https://library.daisyindia.org/NALP/welcomeLink.action">https://library.daisyindia.org/NALP/welcomeLink.action</a>
42	CBSE ASL Guidelines for Teachers	<a href="https://cbseacademic.nic.in/web_material/ASL/2013/2.%20ASL%20Guide%20for%20Teachers.pdf">https://cbseacademic.nic.in/web_material/ASL/2013/2.%20ASL%20Guide%20for%20Teachers.pdf</a>
43	School innovation Council Guidelines of MoE	<a href="https://sic.mic.gov.in/theme1/sic/images/SIC-document.pdf">https://sic.mic.gov.in/theme1/sic/images/SIC-document.pdf</a>
44	ATL Curriculum and Resources	<a href="https://aim.gov.in/atl-curriculum.php">https://aim.gov.in/atl-curriculum.php</a>
45	ATL Tinkering Curriculum	<a href="https://aim.gov.in/atl-curriculum-hindi.php">https://aim.gov.in/atl-curriculum-hindi.php</a>
46	NVS Guidelines for 50 hours of CPD for Teachers, VPs & PPLs	<a href="https://drive.google.com/file/d/1yfeVqiU-2QjGzhQq_oQiqxF0-5QOFkQF/view?usp=drive_link">https://drive.google.com/file/d/1yfeVqiU-2QjGzhQq_oQiqxF0-5QOFkQF/view?usp=drive_link</a>
47	NCERT Health & Physical Education: A teacher guide for class VI, VII & VIII	<a href="https://ncert.nic.in/other-publications.php?ln=">https://ncert.nic.in/other-publications.php?ln=</a>
48	CBSE Mainstreaming Health and Physical Education	<a href="https://cbseacademic.nic.in/web_material/CurriculumMain21/Coscholastic/Health_and_Physical_Education(HPE)IX-XII.pdf">https://cbseacademic.nic.in/web_material/CurriculumMain21/Coscholastic/Health_and_Physical_Education(HPE)IX-XII.pdf</a>
49	Early identification and Intervention for mental health problems in School going Children MoE Mental Health Module	<a href="https://drive.google.com/file/d/1k3Q5wlpQwip-9gpfJC4j1NKb9eGRlhuv/view?usp=share_link">https://drive.google.com/file/d/1k3Q5wlpQwip-9gpfJC4j1NKb9eGRlhuv/view?usp=share_link</a>
50	Toy_based_pedagogy	<a href="https://drive.google.com/file/d/1YtSnQLQiD2UjkgXs1Tcf-KRZ-9qeIR3/view?usp=share_link">https://drive.google.com/file/d/1YtSnQLQiD2UjkgXs1Tcf-KRZ-9qeIR3/view?usp=share_link</a>
51	Mission LiFE A life style for Environment	<a href="https://drive.google.com/file/d/1LVVEWvCwktKy4JxICANz4eqcyClrobRF/view?usp=share_link">https://drive.google.com/file/d/1LVVEWvCwktKy4JxICANz4eqcyClrobRF/view?usp=share_link</a>
52	Yuva Tourism Clubs A handbook for Schools	<a href="https://drive.google.com/file/d/1TO0LGtN2ugtsf5jrpgCR8PMJLTYKEtFG/view?usp=share_link">https://drive.google.com/file/d/1TO0LGtN2ugtsf5jrpgCR8PMJLTYKEtFG/view?usp=share_link</a>
53	Guidelines of School Safety and Security 2021	<a href="https://drive.google.com/file/d/1wDATnicnA8DI09h_FHsamSk_2yGLWDRx/view?usp=drive_link">https://drive.google.com/file/d/1wDATnicnA8DI09h_FHsamSk_2yGLWDRx/view?usp=drive_link</a>
54	Mental Health and well-being of Students a Survey 2022	<a href="https://drive.google.com/file/d/1DJpBNAg8M1MpllgVaShucmSigrH-KvNy/view?usp=share_link">https://drive.google.com/file/d/1DJpBNAg8M1MpllgVaShucmSigrH-KvNy/view?usp=share_link</a>



55	School Safety Policy 2016	<a href="https://drive.google.com/file/d/1PP6Cp61aVjyYp_Xaq6wklVT-9xmV6Q4a/view?usp=share_link">https://drive.google.com/file/d/1PP6Cp61aVjyYp_Xaq6wklVT-9xmV6Q4a/view?usp=share_link</a>
56	Guidelines for Tobacco free Educational Institution (TFEI)	<a href="https://drive.google.com/file/d/1i7FOzJD-F-SaK7aFwKUKFYKEIue6Cnux/view?usp=sharing">https://drive.google.com/file/d/1i7FOzJD-F-SaK7aFwKUKFYKEIue6Cnux/view?usp=sharing</a>
57	Safety and Security of Students in JNVs: A compendium of Circulars	<a href="https://drive.google.com/file/d/1BDQjJSJbvD0EtjFL5yi3yt0mpCZDqH4b/view?usp=share_link">https://drive.google.com/file/d/1BDQjJSJbvD0EtjFL5yi3yt0mpCZDqH4b/view?usp=share_link</a>
58	National Policy for promoting innovations in Schools November 2022	<a href="https://drive.google.com/file/d/1SfvhLookXKG4HU7eQfdeAhP2EYZh_G9Q/view?usp=share_link">https://drive.google.com/file/d/1SfvhLookXKG4HU7eQfdeAhP2EYZh_G9Q/view?usp=share_link</a>
59	National Professional Standards for Teachers (NPST)	<a href="https://drive.google.com/file/d/11q6NhLZVLv3uFi-9c9GWSjjadXxKFeQl/view?usp=drive_link">https://drive.google.com/file/d/11q6NhLZVLv3uFi-9c9GWSjjadXxKFeQl/view?usp=drive_link</a>
60	National Mentoring Mission – Bluebook (NMM)	<a href="https://drive.google.com/file/d/1hVIZ5DjOYctN7qK3OHQgbqmrnh47NHgW/view?usp=drive_link">https://drive.google.com/file/d/1hVIZ5DjOYctN7qK3OHQgbqmrnh47NHgW/view?usp=drive_link</a>
61	Handbook on Life Skills Education for Prevention of Substance Use among Adolescents	<a href="https://drive.google.com/file/d/1yT4ZDeaJIAGcmnVKaRjeCIXQsaAfgzek/view?usp=drive_link">https://drive.google.com/file/d/1yT4ZDeaJIAGcmnVKaRjeCIXQsaAfgzek/view?usp=drive_link</a>
62	Handbook on Substance Use Prevention in School Settings	<a href="https://drive.google.com/file/d/1vRu4219h8INyJr7HI4Xby9uQpKZ9fu3r/view?usp=drive_link">https://drive.google.com/file/d/1vRu4219h8INyJr7HI4Xby9uQpKZ9fu3r/view?usp=drive_link</a>
63	Exploring Career Paths with Career Cards - Vol 1	<a href="https://drive.google.com/file/d/1H43vOv4uj2hWDAf4DTB8iRv_WxFtSl_r/view?usp=drive_link">https://drive.google.com/file/d/1H43vOv4uj2hWDAf4DTB8iRv_WxFtSl_r/view?usp=drive_link</a>
64	Exploring Career Paths with Career Cards - Vol 2	<a href="https://drive.google.com/file/d/1T3k8SIP6J_rUL3OFhVZVuTMGtT1pZH9N/view?usp=drive_link">https://drive.google.com/file/d/1T3k8SIP6J_rUL3OFhVZVuTMGtT1pZH9N/view?usp=drive_link</a>

# Annual Pedagogical Plan for Leading Learning

School Name: \_\_\_\_\_

Affiliation Number: \_\_\_\_\_

UDISE Number: \_\_\_\_\_

Academic Session: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

**Descriptor1: Engaging in Teachers' Professional Development**

**School's Vision Statement:**

**School's Values:**

**Areas of strengths**

**Areas of improvements**

	Step 1	Step 2	Step 3		Step 4	Step 5
<b>ACTIONABLES</b>	<b>Where are we now as a school?</b>	<b>What do we need to do in the coming year?</b>	<b>How will we achieve what we want to do?</b>	<b>Who is responsible?</b>	<b>What is the Timeline for implementation?</b>	<b>What will the impact look like?</b>

A school may use many rows as required depending on the number of focus areas.

\*This is a sample example shared to facilitate the completion of the APP.

**Descriptor2: Initiating Innovations in Schools**

	Step 1	Step 2	Step 3		Step 4	Step 5
<b>ACTIONABLES</b>	Where are we now as a school?	What do we need todo in the coming year?	How will we achievewhat we want to do?	Who is responsible ?	What is the time line for implementation?	What will the impact look like?

A school may use many rows as required depending on the number of focus areas.

\*This is a sample example shared to facilitate the completion of the APP.

**Descriptor3:Leading the Teaching-Learning Process**

	Step 1	Step 2	Step 3		Step 4	Step 5
<b>ACTIONABLES</b>	Where are we now as a school?	What do we needto do in the coming year?	How will we achievewhat we want to do?	Who is responsible ?	What is thetimeline for Implementation?	What will the impactlook like?

A school may uses many rows as required depending on the number of focus areas.

\*This is a sample example shared to facilitate the completion of the APP.

**Descriptor4: Developing a Learning Culture**

	Step 1	Step 2	Step 3		Step 4	Step 5
<b>ACTIONABLES</b>	Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for Implementation?	What will the impact look like?

A school may use many rows as required depending on the number of focus areas.

\*This is a sample example shared to facilitate the completion of the APP.

**Descriptor5:Building an Inclusive Culture**

	Step 1	Step 2	Step 3		Step 4	Step 5
<b>ACTIONABLES</b>	Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible ?	What is the timeline for Implementation?	What will the impact looklike?

A school may use many rows as required depending on the number of focus areas.

\*This is a sample example shared to facilitate the completion of the APP.

## ANNEXURE III

## JNV WISE LIST OF VARIOUS PROGRAMES / LABS / SKILL LABS

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP		OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
						SKILL LAB 1	SKILL LAB 2				
1	BHOPAL	BALOD	PHASE 2	_	Under PM SHRI	_	_	_	English	YES	
2	BHOPAL	BALODA BAZAR	PHASE 1	_	Under PM SHRI	Automotive Service Technician	AR-VR (It-Ites)	_	English	_	YES
3	BHOPAL	BALRAMPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
4	BHOPAL	BASTAR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician	_	_	_	YES
5	BHOPAL	BEMETARA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
6	BHOPAL	BIJAPUR	PHASE 1	_	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	_	_	
7	BHOPAL	BILASPUR	PHASE 1	YES	Functional	Assistant Tour Guide (406)	AR-VR (It-Ites)	_	_	_	YES
8	BHOPAL	DANTEWADA	PHASE 1	_	Under PM SHRI	Assistant Beauty Therapist	AR-VR (It-Ites)	_	English	_	YES
9	BHOPAL	DHAMTARI	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	English	YES	YES
10	BHOPAL	DURG	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
11	BHOPAL	GARIYABAND	PHASE 2	YES	Under PM SHRI	_	_	_	English	_	
12	BHOPAL	JANJGIR CHAMPA	PHASE 1	YES	Functional	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	_	_	_	YES
13	BHOPAL	JASHPUR	PHASE 1	_	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	_	_	YES
14	BHOPAL	KABIRDHAM	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent	_	_	_	YES
15	BHOPAL	KANKER	PHASE 1	YES	Functional	Assistant Beauty Therapist	AR-VR (It-Ites)	_	_	_	YES
16	BHOPAL	KONDAGAON	No	_	No	_	_	_	_	_	
17	BHOPAL	KORBA	PHASE 1	_	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
18	BHOPAL	KOREA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Sales Associate	_	_	_	YES
19	BHOPAL	MAHASAMUND	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Design Assistant	Apparel	_	_	YES
20	BHOPAL	MUNGELI	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	_	_	YES
21	BHOPAL	NARAYANPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
22	BHOPAL	RAIGARH	PHASE 1	_	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	_	_	
23	BHOPAL	RAIPUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	_	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
24	BHOPAL	RAJNANDGAON	PHASE 1	YES	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	Banking Financial Service	English	YES	YES
25	BHOPAL	SUKMA - I	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
26	BHOPAL	SUKMA - II	PHASE 1	_	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	_	English	_	YES
27	BHOPAL	SURAJPUR	PHASE 1	_	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
28	BHOPAL	SURGUJA	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
29	BHOPAL	AGAR MALWA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
30	BHOPAL	ALIRAJPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
31	BHOPAL	ANUPPUR	PHASE 2	_	Under PM SHRI	Assistant Beauty Therapist	AR-VR (It-Ites)	_	_	_	
32	BHOPAL	ASHOKNAGAR	PHASE 2	_	Functional	_	_	_	_	_	
33	BHOPAL	BALAGHAT	PHASE 2	_	Under PM SHRI	_	_	_	English	YES	
34	BHOPAL	BARWANI	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
35	BHOPAL	BETUL	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
36	BHOPAL	BHIND	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
37	BHOPAL	BHOPAL	PHASE 2	YES	Under PM SHRI	Assistant Tour Guide	AR-VR (It-Ites)	Hospitality & Management	English	YES	
38	BHOPAL	BURHANPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
39	BHOPAL	CHHATARPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
40	BHOPAL	CHHINDWARA	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
41	BHOPAL	DAMOH	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	
42	BHOPAL	DATIA	PHASE 2	_	Under PM SHRI	AR-VR (It-Ites)	Design Assistant (829)	1.Apparel 2.Sanitary Napkin Plant	_	_	
43	BHOPAL	DEWAS	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
44	BHOPAL	DHAR	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
45	BHOPAL	DINDORI	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
46	BHOPAL	GUNA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
47	BHOPAL	GWALIOR	PHASE 2	YES	Under PM SHRI	_	_	Sanitary Napkin Plant	English	_	
48	BHOPAL	HARDA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
49	BHOPAL	HOSHANGABAD	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
50	BHOPAL	INDORE	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
51	BHOPAL	JABALPUR	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	IT-ITes	_	_	
52	BHOPAL	JHABUA - I	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	_	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
53	BHOPAL	JHABUA - II	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	_	YES
54	BHOPAL	KATNI	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
55	BHOPAL	KHANDWA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
56	BHOPAL	KHARGONE	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
57	BHOPAL	MANDLA	PHASE 3	YES	Under PM SHRI	_	_	_	_	_	
58	BHOPAL	MANDSAUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
59	BHOPAL	MORENA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
60	BHOPAL	NARSINGHPUR	PHASE 2	_	Functional	_	_	_	English	_	
61	BHOPAL	NEEMUCH	PHASE 2	_	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	
62	BHOPAL	PANNA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
63	BHOPAL	RAISEN	PHASE 2	_	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	_	_	_	
64	BHOPAL	RAJGARH	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
65	BHOPAL	RATLAM - I	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
66	BHOPAL	RATLAM - II	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
67	BHOPAL	REWA	PHASE 3	_	Under PM SHRI	_	_	_	_	_	
68	BHOPAL	SAGAR	PHASE 3	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	_	_	_	
69	BHOPAL	SATNA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
70	BHOPAL	SEHORE	PHASE 2	YES	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	_	_	_	
71	BHOPAL	SEONI	PHASE 2	_	Functional	_	_	_	_	_	
72	BHOPAL	SHAHDOL	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
73	BHOPAL	SHAJAPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
74	BHOPAL	SHEOPUR	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
75	BHOPAL	SHIVPURI	PHASE 2	_	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	
76	BHOPAL	SIDHI	PHASE 2	_	Functional	_	_	_	_	_	
77	BHOPAL	SINGRAULI	No	_	No	_	_	_	_	_	
78	BHOPAL	TIKAMGARH	PHASE 2	_	Functional	_	_	_	_	_	
79	BHOPAL	UJJAIN - I	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	
80	BHOPAL	UJJAIN - II	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
81	BHOPAL	UMARIA	PHASE 2	_	Under PM SHRI	_	_	_	English	_	



SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
82	BHOPAL	VIDISHA	PHASE 2	YES	Functional	General Duty Assistance (413)	Artificial Intelligence (817)	-	-	-	
83	BHOPAL	ANGUL	PHASE 1	-	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	Virtual Reality	Hindi	YES	YES
84	BHOPAL	BALASORE	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
85	BHOPAL	BARGARH	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
86	BHOPAL	BHADRAK	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
87	BHOPAL	BOLANGIR	PHASE 1	-	Functional	AR-VR (It-Ites)	Artificial Intelligence (817)	-	-	-	YES
88	BHOPAL	BOUDH	PHASE 1	-	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	-	-	-	YES
89	BHOPAL	CUTTACK	PHASE 1	YES	Under PM SHRI	Multiskills Assisstant (416)	AR-VR (It-Ites)	Multiskill Foundation	-	-	YES
90	BHOPAL	DEOGARH	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Baking/Food Production	Hindi	YES	YES
91	BHOPAL	DHENKANAL	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	Artificial Intelligence (817)	Baking/Food Production	Hindi	YES	YES
92	BHOPAL	GAJAPATI	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
93	BHOPAL	GANJAM	PHASE 1	YES	Under PM SHRI	Store Operation (401)	Artificial Intelligence (817)	-	Hindi	-	YES
94	BHOPAL	JAGATSINGHPUR	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
95	BHOPAL	JAJPUR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Design Assistant (829)	-	-	-	YES
96	BHOPAL	JHARSUGUDA	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
97	BHOPAL	KALAHANDI	PHASE 1	YES	Under PM SHRI	Multiskills Assisstant (416)	AR-VR (It-Ites)	-	-	-	YES
98	BHOPAL	KENDRAPARA	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	-	-	-	YES
99	BHOPAL	KEONJHAR	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
100	BHOPAL	KHURDA	PHASE 1	YES	Under PM SHRI	Store Operation (401)	Artificial Intelligence (817)	-	-	-	YES
101	BHOPAL	KORAPUT	PHASE 1	-	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	-	-	-	YES
102	BHOPAL	MALKANGIRI - I	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
103	BHOPAL	MALKANGIRI - II	PHASE 2	-	Under PM SHRI	-	-	-	Hindi	-	
104	BHOPAL	MAYURBHANJ	PHASE 1	-	Under PM SHRI	Solanaceous Crop Cultivator (408)	Artificial Intelligence (817)	-	-	-	YES
105	BHOPAL	NABARANGPUR	PHASE 1	-	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	-	-	-	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
106	BHOPAL	NAYAGARH	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	YES	
107	BHOPAL	NUAPADA	PHASE 1	–	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	–	–	–	YES
108	BHOPAL	PHULBANI	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	–	–	–	YES
109	BHOPAL	PURI	PHASE 1	YES	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	–	Hindi	YES	YES
110	BHOPAL	RAYAGADA	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
111	BHOPAL	SAMBALPUR	PHASE 1	YES	Functional	AR-VR (It-Ites)	Design Assistant (829)	Apparel	Hindi	YES	YES
112	BHOPAL	SONEPUR	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	–	–	–	YES
113	BHOPAL	SUNDARGARH	PHASE 1	YES	Functional	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	–	–	YES
114	CHANDIGARH	CHANDIGARH	PHASE 1	YES	Functional	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES
115	CHANDIGARH	BILASPUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
116	CHANDIGARH	CHAMBA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Beauty Therapist (807)	–	–	–	YES
117	CHANDIGARH	HAMIRPUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
118	CHANDIGARH	KANGRA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	YES	YES
119	CHANDIGARH	KINNAUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	Sanitary Napkin Plant	–	–	YES
120	CHANDIGARH	KULLU	PHASE 1	YES	Functional	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
121	CHANDIGARH	LAHAUL SPITI	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
122	CHANDIGARH	MANDI	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
123	CHANDIGARH	SHIMLA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
124	CHANDIGARH	SIRMAUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
125	CHANDIGARH	SOLAN	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
126	CHANDIGARH	UNA	PHASE 1	YES	Functional	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
127	CHANDIGARH	ANANTNAG	PHASE 1	–	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	–	–	–	YES
128	CHANDIGARH	BANDIPORA	No		No						

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
129	CHANDIGARH	BARAMULLA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
130	CHANDIGARH	BUDGAM	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
131	CHANDIGARH	DODA	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
132	CHANDIGARH	GANDERBAL	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	English	YES	YES
133	CHANDIGARH	JAMMU-I	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	Apparel	–	–	YES
134	CHANDIGARH	JAMMU-II	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	English	–	YES
135	CHANDIGARH	KATHUA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
136	CHANDIGARH	KISHTWAR	No	–	No	–	–	–	–	–	
137	CHANDIGARH	KULGAM	No	–	No	–	–	–	–	–	
138	CHANDIGARH	KUPWARA	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
139	CHANDIGARH	POONCH	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
140	CHANDIGARH	PULWAMA	No	–	No	–	–	–	–	–	
141	CHANDIGARH	RAJOURI	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	English	YES	YES
142	CHANDIGARH	RAMBAN	No	–	No	–	–	–	–	–	
143	CHANDIGARH	REASI	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
144	CHANDIGARH	SAMBA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
145	CHANDIGARH	SHOPIAN	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
146	CHANDIGARH	UDHAMPUR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	YES
147	CHANDIGARH	KARGIL	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES
148	CHANDIGARH	LEH	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Tour Guide (806)	Baking/ Food Production	–	–	YES
149	CHANDIGARH	AMRITSAR (AWAN)	PHASE 1	YES	Functional	AR-VR (It-Ites)	Installation Technician - Computing And Peripherals (847)	–	English	YES	YES
150	CHANDIGARH	AMRITSAR-II	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
151	CHANDIGARH	BARNALA	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Tour Guide (806)	–	–	–	YES
152	CHANDIGARH	BHATINDA	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Beauty Therapist (807)	–	English	–	YES
153	CHANDIGARH	F/GARH SAHIB	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
154	CHANDIGARH	FARIDKOT	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
155	CHANDIGARH	FAZILKA	PHASE 2	–	Under PM SHRI	–	–	–	English	–	–
156	CHANDIGARH	FEROZEPUR	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	Tour Guide (806)	Virtual Reality	English	YES	YES
157	CHANDIGARH	GURDASPUR	PHASE 2	–	Under PM SHRI	–	–	–	English	–	–
158	CHANDIGARH	HOSHIARPUR	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
159	CHANDIGARH	JALANDHAR	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	Beauty Therapist (807)	–	–	–	YES
160	CHANDIGARH	KAPURTHALA	PHASE 2	YES	Functional	–	–	–	–	–	–
161	CHANDIGARH	LUDHIANA	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	–
162	CHANDIGARH	MANSA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Beauty Therapist (807)	–	–	–	YES
163	CHANDIGARH	MOGA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	English	–	YES
164	CHANDIGARH	MOHALI	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	Baking/Food Production	English	YES	YES
165	CHANDIGARH	MUKTSAR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	YES
166	CHANDIGARH	PATHANKOT	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
167	CHANDIGARH	PATIALA	PHASE 2	YES	Functional	–	–	–	–	–	–
168	CHANDIGARH	ROPAR	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Installation Technician - Computing And Peripherals (847)	–	–	–	YES
169	CHANDIGARH	S.B.S. NAGAR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	English	YES	YES
170	CHANDIGARH	SANGRUR	PHASE 1	YES	Under PM SHRI	Assistant Tour Guide (406)	Installation Technician - Computing And Peripherals	Sanitary Napkin Plant	English	–	YES
171	CHANDIGARH	TRAN-TARAN	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES
172	HYDERABAD	CAR NICOBAR	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
173	HYDERABAD	MIDDLE ANDAMAN	PHASE 1	YES	Functional	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	–
174	HYDERABAD	SOUTH ANDAMAN	No	–	No	–	–	–	–	–	–
175	HYDERABAD	ANANTAPUR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
176	HYDERABAD	CHITTOOR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
177	HYDERABAD	EAST GODAVARI - I	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
178	HYDERABAD	EAST GODAVARI - II	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
179	HYDERABAD	GUNTUR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
180	HYDERABAD	KADAPA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Installation Technician - Computing And Peripherals (847)	-	-	-	YES
181	HYDERABAD	KRISHNA	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
182	HYDERABAD	KURNOOL	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
183	HYDERABAD	NELLORE	PHASE 1	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
184	HYDERABAD	PRAKASAM - I	PHASE 1	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	YES	YES
185	HYDERABAD	PRAKASAM - II	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Baking/ Food Production	Hindi	-	YES
186	HYDERABAD	SRIKAKULAM	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
187	HYDERABAD	VISAKHAPATNAM	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	YES	
188	HYDERABAD	VIZIANAGARAM	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
189	HYDERABAD	WEST GODAVARI	PHASE 1	YES	Under PM SHRI	Hand Embroider (414)	AR-VR (It-Ites)	Apparel	Hindi	-	YES
194	HYDERABAD	BAGALKOT	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
190	HYDERABAD	BANGALORE RURAL	PHASE 2	-	Functional	-	-	-	Hindi	YES	YES
191	HYDERABAD	BANGALORE URBAN	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	YES	YES
192	HYDERABAD	BELGAUM	PHASE 2	-	Under PM SHRI	-	-	Automotive	-	-	
193	HYDERABAD	BELLARY	PHASE 2	-	Functional	-	-	-	Hindi	-	
195	HYDERABAD	BIDAR	PHASE 2	-	Under PM SHRI	AR-VR (It-Ites)	Agriculture Extension Worker (808)	-	-	-	
196	HYDERABAD	BIJAPUR	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	
197	HYDERABAD	CHAMARAJNAGAR	PHASE 2	-	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	-	Hindi	-	
198	HYDERABAD	CHIKKABALLAPURA	PHASE 1	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
199	HYDERABAD	CHIKKAMAGAL URU	PHASE 1	YES	Functional	General Duty Assistance (413)	Artificial Intelligence (817)	-	Hindi	-	YES
200	HYDERABAD	CHITRADURGA	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	Apparel	-	-	YES
217	HYDERABAD	DAKSHINA KANNADA	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
201	HYDERABAD	DAVANGERE	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
202	HYDERABAD	DHARWAD	PHASE 2	YES	Under PM SHRI	-	-	Automotive	-	-	
203	HYDERABAD	GADAG	PHASE 1	-	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	Automotive	-	-	YES
204	HYDERABAD	HASSAN	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
205	HYDERABAD	HAVERI	PHASE 2	-	Under PM SHRI	-	-	Automotive	Hindi	-	
206	HYDERABAD	KALABURAGI - I	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
207	HYDERABAD	KALABURAGI - II	PHASE 2	-	Functional	AR-VR (It-Ites)	Agriculture Extension Worker (808)	-	-	-	
208	HYDERABAD	KODAGU	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
209	HYDERABAD	KOLAR	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
210	HYDERABAD	KOPPAL	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
211	HYDERABAD	MANDYA	PHASE 1	-	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	-	Hindi	YES	YES
212	HYDERABAD	MYSORE	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	Baking/Food Production	Hindi	-	YES
214	HYDERABAD	RAICHUR	PHASE 2	-	Functional	General Duty Assistance (413)	Installation Technician - Computing And Peripherals (847)	-	Hindi	-	
215	HYDERABAD	RAMANAGARA	No	-	No	-	-	-	-	-	
216	HYDERABAD	SHIMOGA	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	YES
218	HYDERABAD	TUMKUR	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	Hindi	-	
219	HYDERABAD	UDUPI	PHASE 1	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
213	HYDERABAD	UTTARA KANNADA	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	Automotive	-	-	
220	HYDERABAD	YADGIR	PHASE 1	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
221	HYDERABAD	ALLEPPEY	PHASE 2	YES	Functional	–	–	–	–	–	–
222	HYDERABAD	CALICUT (KOZIKODE)	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Virtual Reality	–	–	–
224	HYDERABAD	ERNAKULAM	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	YES	–
225	HYDERABAD	IDUKKI	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	–
223	HYDERABAD	KANNUR	PHASE 2	–	Functional	–	–	–	Hindi	YES	–
226	HYDERABAD	KASARGOD	PHASE 2	YES	Functional	–	–	Sanitary Napkin Plant	Hindi	YES	–
227	HYDERABAD	KOLLAM	PHASE 2	YES	Functional	–	–	–	Hindi	–	–
228	HYDERABAD	KOTTAYAM	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	YES	–
229	HYDERABAD	MALAPPURAM	PHASE 2	–	Under PM SHRI	–	–	–	Hindi	–	–
230	HYDERABAD	PALAKKAD	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	–	–
231	HYDERABAD	PATHANAMTHITTA	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	–
233	HYDERABAD	THIRUANANTHAPURAM	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	–	–
232	HYDERABAD	THRISSUR	PHASE 2	–	Under PM SHRI	–	–	–	Hindi	–	–
234	HYDERABAD	WAYANAD	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	–	–
235	HYDERABAD	MINICOY	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
236	HYDERABAD	KARAIKAL	PHASE 1	YES	Functional	AR-VR (It-Ites)	Installation Technician - Computing And Peripherals (847)	–	–	–	YES
237	HYDERABAD	MAHE	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	–	–
238	HYDERABAD	PUDUCHERRY	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	YES
239	HYDERABAD	YANAM	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
240	HYDERABAD	ADILABAD	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	–
241	HYDERABAD	KARIMNAGAR	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	–
242	HYDERABAD	KHAMMAM	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Installation Technician - Computing And Peripherals (847)	–	Hindi	–	–
243	HYDERABAD	MAHABOOB NAGAR (NAGARKURNOOL)	PHASE 2	YES	Under PM SHRI	–	–	Sanitary Napkin Plant	–	–	–
244	HYDERABAD	MEDAK	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
245	HYDERABAD	NALGONDA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	YES
246	HYDERABAD	NIZAMABAD	PHASE 2	YES	Functional	AR-VR (It-Ites)	Artificial Intelligence (817)	–	Hindi	–	
247	HYDERABAD	RANGA REDDY	PHASE 2	YES	Under PM SHRI	–	–	–	Hindi	YES	
248	HYDERABAD	WARANGAL	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	
251	JAIPUR	EAST DELHI	No	–	No	–	–	–	–	–	
249	JAIPUR	JAFFARPUR KALAN	PHASE 2	YES	Under PM SHRI	–	–	–	English	YES	
250	JAIPUR	MUNGESHPUR	PHASE 2	YES	Functional	–	–	–	English	YES	
253	JAIPUR	NORTH DELHI	No	–	No	–	–	–	–	–	
252	JAIPUR	SHAHDARA	No	–	No	–	–	–	–	–	
254	JAIPUR	AMBALA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Design Assistant (829)	–	–	–	YES
255	JAIPUR	BHIWANI	PHASE 2	–	Functional	–	–	–	English	YES	
256	JAIPUR	FARIDABAD	PHASE 1	YES	Under PM SHRI	–	–	Apparel	English	–	YES
257	JAIPUR	FATEHABAD	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	–	–	YES
258	JAIPUR	GURUGRAM	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Logistics	–	English	–	YES
259	JAIPUR	HISSAR	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	English	–	YES
260	JAIPUR	JHAJJAR	PHASE 1	YES	Under PM SHRI	Automotive Service Technician (404)	AR-VR (It-Ites)	Automotive	English	–	YES
261	JAIPUR	JIND	PHASE 1	YES	Functional	Artificial Intelligence (417)	Design Assistant (829)	–	–	–	YES
262	JAIPUR	KAITHAL	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
263	JAIPUR	KARNAL	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
264	JAIPUR	KURUKSHETRA	PHASE 1	YES	Functional	AR-VR (It-Ites)	Design Assistant (829)	–	–	–	YES
265	JAIPUR	MOHINDERGARH	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
266	JAIPUR	NUH	PHASE 2	–	Under PM SHRI	–	–	Sanitary Napkin Plant	–	–	
267	JAIPUR	PALWAL	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	
268	JAIPUR	PANCHKULA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	YES
269	JAIPUR	PANIPAT	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	YES	YES
270	JAIPUR	REWARI	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	YES	YES
271	JAIPUR	ROHTAK	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	–	–	YES



SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
272	JAIPUR	SIRSA	PHASE 1	–	Functional	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	–	–	YES
273	JAIPUR	SONEPAT	PHASE 1	YES	Under PM SHRI	–	–	–	English	–	YES
274	JAIPUR	YAMUNANAGAR	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	–	–	YES
275	JAIPUR	AJMER	PHASE 1	YES	Functional	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
276	JAIPUR	ALWAR	PHASE 1	YES	Functional	AR-VR (It-Ites)	General Duty Assistance (813)	–	–	–	YES
277	JAIPUR	BANSWARA-I	PHASE 1	YES	Under PM SHRI	–	–	–	–	–	
278	JAIPUR	BANSWARA-II	PHASE 1	–	Under PM SHRI	–	–	Sanitary Napkin Plant	English	–	YES
279	JAIPUR	BARAN	PHASE 1	–	Functional	–	–	–	English	YES	YES
280	JAIPUR	BARMER	PHASE 1	YES	Functional	General Duty Assistance (413)	Design Assistant (829)	–	–	–	YES
281	JAIPUR	BHARATPUR	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Design Assistant (829)	–	English	–	YES
282	JAIPUR	BHILWARA	PHASE 1	YES	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	–	English	–	YES
283	JAIPUR	BIKANER	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Design Assistant (829)	–	–	–	YES
284	JAIPUR	BUNDI	PHASE 1	YES	Under PM SHRI	–	–	–	English	–	YES
285	JAIPUR	CHITTORGARH	PHASE 1	YES	Functional	Artificial Intelligence (417)	Design Assistant (829)	–	English	–	YES
286	JAIPUR	CHURU	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	–	YES
287	JAIPUR	DAUSA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Design Assistant (829)	–	–	–	YES
288	JAIPUR	DHOLPUR	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	Baking/Food Production	–	–	YES
289	JAIPUR	DUNGARPUR	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES
290	JAIPUR	HANUMANGARH	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Design Assistant (829)	–	English	–	YES
291	JAIPUR	JAIPUR	PHASE 1	YES	Functional	Artificial Intelligence (417)	General Duty Assistance (813)	Virtual Reality	–	–	YES
292	JAIPUR	JAISALMER	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	YES	
293	JAIPUR	JALORE	PHASE 1	–	Functional	Hand Embroider (414)	General Duty Assistance (813)	–	–	–	YES
294	JAIPUR	JHALAWAR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	English	–	YES
295	JAIPUR	JHUNJHUNU	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
296	JAIPUR	JODHPUR	PHASE 1	YES	Under PM SHRI	Artificial Intellig.	Design Assistant	–	English	–	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
297	JAIPUR	KARALI	PHASE 1	–	Under PM SHRI	–	–	Apparel	English	–	YES
298	JAIPUR	KOTA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
299	JAIPUR	NAGPUR	PHASE 1	–	Functional	AR-VR (It-Ites)	General Duty Assistance (813)	–	English	–	YES
300	JAIPUR	PALI	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
301	JAIPUR	PRATAPGARH	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
302	JAIPUR	RAJSAMAND	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	–	–	YES
303	JAIPUR	SAWAI MADHOPUR	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
304	JAIPUR	SIKAR	PHASE 1	–	Functional	–	–	–	–	–	YES
305	JAIPUR	SIROHI	PHASE 1	–	Under PM SHRI	–	–	–	English	–	YES
306	JAIPUR	SRI GANGANAGAR-I	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	English	–	YES
307	JAIPUR	SRI GANGANAGAR-II	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	Design Assistant (829)	–	–	–	YES
308	JAIPUR	TONK	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Design Assistant (829)	–	English	–	YES
309	JAIPUR	UDAIPUR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Design Assistant (829)	–	English	–	YES
310	LUCKNOW	AGRA	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Food Production/Hm	–	–	
311	LUCKNOW	ALIGARH	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Logistics	–	–	–	
313	LUCKNOW	AMBEDKAR NAGAR	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
314	LUCKNOW	AMETHI	PHASE 3	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	English	–	
315	LUCKNOW	AURIYA	PHASE 2	–	Under PM SHRI	–	–	–	English	–	
316	LUCKNOW	AZAMGARH	PHASE 2	–	Under PM SHRI	–	–	–	–	–	YES
317	LUCKNOW	BADAUN	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
318	LUCKNOW	BAGPAT	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Baking/Food Production	–	–	YES
319	LUCKNOW	BAHRAICH	PHASE 2	–	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	
320	LUCKNOW	BALLIA	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
321	LUCKNOW	BALRAMPUR	PHASE 2	–	Under PM SHRI	Hand Embroider (414)	AR-VR (It-Ites)	–	–	–	
322	LUCKNOW	BANDA	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
323	LUCKNOW	BARABANKI	PHASE 2	–	Under PM SHRI	Automotive	AR-VR (It-Ites)	Automotive	English	–	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
324	LUCKNOW	BAREILLY	PHASE 2	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	-	-	-	YES
325	LUCKNOW	BASTI	PHASE 2	YES	Under PM SHRI	Field Technician - Other Home Appliances (420)	AR-VR (It-Ites)	-	-	-	
326	LUCKNOW	BHADOHI	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	Sales Associate (801)	-	-	-	
327	LUCKNOW	BIJNOR	PHASE 2	-	Functional	General Duty Assistance (413)	AR-VR (It-Ites)	-	-	-	YES
328	LUCKNOW	BULANDSHAHA R	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
329	LUCKNOW	CHANDALI	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
330	LUCKNOW	CHITRAKOOT	PHASE 2	YES	Functional	General Duty Assistance (413)	AR-VR (It-Ites)	-	-	-	
331	LUCKNOW	DEORIA	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
332	LUCKNOW	ETAH	PHASE 2	-	Under PM SHRI	Hand Embroider (414)	AR-VR (It-Ites)	-	-	-	
333	LUCKNOW	ETAWAH	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
334	LUCKNOW	FAIZABAD	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
335	LUCKNOW	FARRUKHABAD	PHASE 2	YES	Functional	-	-	-	English	YES	YES
336	LUCKNOW	FATEHPUR	PHASE 2	-	Functional	-	-	Sanitary Napkin Plant	-	-	
337	LUCKNOW	FIROZABAD	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
338	LUCKNOW	G B NAGAR	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
339	LUCKNOW	GHAZIABAD	PHASE 2	-	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	YES
340	LUCKNOW	GHAZIPUR	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
341	LUCKNOW	GONDA	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker (808)	-	-	-	
342	LUCKNOW	GORAKHPUR	PHASE 2	YES	Functional	-	-	-	-	-	
343	LUCKNOW	HAMMIRPUR	PHASE 2	-	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	-	-	-	
344	LUCKNOW	HAPUR	No	-	No	-	-	-	-	-	
345	LUCKNOW	HARDOI	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
346	LUCKNOW	HATHRAS	PHASE 2	-	Under PM SHRI	-	-	-	English	-	YES
347	LUCKNOW	J P NAGAR	PHASE 2	-	Functional	-	-	-	-	-	YES
348	LUCKNOW	JALAUN	PHASE 2	-	Under PM SHRI	-	-	-	English	-	
349	LUCKNOW	JAUNPUR	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
350	LUCKNOW	JHANSI	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Apparel	English	-	YES
351	LUCKNOW	KANNAUJ	PHASE 2	-	Under PM SHRI	-	-	-	-	-	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
352	LUCKNOW	KANPUR DEHAT	PHASE 2	_	Under PM SHRI	Logistics	AR-VR (It-Ites)	1. Automotive 2. Virtual Reality	English	_	YES
353	LUCKNOW	KANPUR NAGAR	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	Automotive	_	_	YES
354	LUCKNOW	KASHGANJ	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
355	LUCKNOW	KAUSHAMBI	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
356	LUCKNOW	KUSHINAGAR	PHASE 2	YES	Under PM SHRI	_	_	_	English	YES	
357	LUCKNOW	LAKHIMPURI KHIRI	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	_	_	_	
358	LUCKNOW	LALITPUR	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	
359	LUCKNOW	LUCKNOW	PHASE 2	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	Artificial Intelligence (817)	_	_	_	YES
360	LUCKNOW	MAHARAJGANJ	PHASE 1	_	Under PM SHRI	Logistics	General Duty Assistance (813)	Baking/Food Production	_	_	YES
361	LUCKNOW	MAHOBA	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
362	LUCKNOW	MAINPURI	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	_	_	_	
363	LUCKNOW	MATHURA	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
364	LUCKNOW	MAU	PHASE 2	_	Functional	_	_	_	_	_	
365	LUCKNOW	MEERUT	PHASE 2	_	Functional	_	_	_	_	_	YES
366	LUCKNOW	MIRZAPUR	PHASE 2	_	Under PM SHRI	_	_	_	English	YES	
367	LUCKNOW	MORADABAD	PHASE 2	_	Under PM SHRI	Automotive Service Technician (404)	AR-VR (It-Ites)	Automotive	_	_	
368	LUCKNOW	MUZAFFARNAGAR	PHASE 2	YES	Under PM SHRI	_	_	_	_	_	YES
369	LUCKNOW	PILIBHIT	PHASE 2	_	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	_	_	_	
370	LUCKNOW	PRATAPGARH	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
312	LUCKNOW	PRAYAGRAJ	PHASE 2	YES	Functional	_	_	_	_	_	
371	LUCKNOW	RAEBARELI	PHASE 2	YES	Under PM SHRI	Automotive Service Technician (404)	General Duty Assistance (813)	Automotive	_	_	
372	LUCKNOW	RAMPUR	PHASE 2	_	Under PM SHRI	_	_	_	English	_	
373	LUCKNOW	SAHARANPUR	PHASE 2	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	_	_	_	
374	LUCKNOW	SAMBHAL	PHASE 2	_	Under PM SHRI	_	_	_	_	_	
375	LUCKNOW	SANT KABIR NAGAR	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker (808)	_	English	YES	
376	LUCKNOW	SHAHJAHANPUR	PHASE 2	_	Under PM SHRI	Artificial Intelleg.	General Duty Ass	_	_	_	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
377	LUCKNOW	SHAMLI	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	English	YES	
378	LUCKNOW	SHRAWASTI	PHASE 2	–	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	–	–	–	
379	LUCKNOW	SIDHARTH NAGAR	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
380	LUCKNOW	SITAPUR	PHASE 2	YES	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	–	English	–	
381	LUCKNOW	SITAPUR-II	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
382	LUCKNOW	SONEBHADRA	PHASE 2	–	Under PM SHRI	–	–	–	English	–	
383	LUCKNOW	SULTANPUR	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
384	LUCKNOW	UNNAO	PHASE 2	–	Under PM SHRI	Automotive Service Technician (404)	Equity Dealer/ Mutual Fund Agent (805)	Automotive	–	–	
385	LUCKNOW	VARANASI	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	Food Production/ Hm	English	YES	
386	LUCKNOW	ALMORA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	Automotive	English	YES	
387	LUCKNOW	BAGESHWAR	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
388	LUCKNOW	CHAMOLI	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	Sanitary Napkin Plant	–	–	
389	LUCKNOW	CHAMPAWAT	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	English	YES	YES
390	LUCKNOW	DEHRADUN	PHASE 1	YES	Functional	General Duty Assistance (413)	AR-VR (It-Ites)	–	English	–	YES
391	LUCKNOW	HARIDWAR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
392	LUCKNOW	NAINITAL	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Technician (804)	Automotive	English	YES	
393	LUCKNOW	PAURI GARHWAL	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
394	LUCKNOW	PITHORAGARH	PHASE 1	YES	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	–	–	–	YES
395	LUCKNOW	RUDRAPRAYAG	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
396	LUCKNOW	TEHRI GARHWAL	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
397	LUCKNOW	U.S. NAGAR	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	Automotive	English	–	YES
398	LUCKNOW	UTTARKASHI	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	Apparel	–	–	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
399	PATNA	ARARIA	PHASE 1	_	Functional	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
400	PATNA	ARWAL	PHASE 2	_	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	_	_	_	
401	PATNA	AURANGABAD	PHASE 1	YES	Under PM SHRI	_	_	_	_	_	YES
402	PATNA	BANKA	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	_	YES
403	PATNA	BEGUSARAI	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	_	YES
404	PATNA	BHAGALPUR	PHASE 1	YES	Functional	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
405	PATNA	BHOJPUR	PHASE 1	_	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
406	PATNA	BUXAR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
407	PATNA	DARBHANGA	PHASE 1	YES	Under PM SHRI	_	_	_	_	_	YES
408	PATNA	E. CHAMPARAN	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	_	English	YES	YES
409	PATNA	GAYA - I	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
410	PATNA	GAYA - II	PHASE 3	_	Under PM SHRI	_	_	_	_	_	
411	PATNA	GOPALGANJ	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	_	_	_	
412	PATNA	JAMUI	PHASE 1	_	Under PM SHRI	_	_	_	_	_	YES
413	PATNA	JEHANABAD	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	
414	PATNA	KAIMUR	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	English	YES	YES
415	PATNA	KATI HAR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	_	_	_	YES
416	PATNA	KHAGARIA	No	_	No	_	_	_	_	_	
417	PATNA	KISHANGANJ	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
418	PATNA	LAKHISARAI	PHASE 1	_	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	Baking/ Food Production	_	_	YES
419	PATNA	MADHEPURA	PHASE 1	_	Functional	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	YES
420	PATNA	MADHUBANI	PHASE 2	_	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	_	_	_	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
421	PATNA	MUNGER	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	YES
422	PATNA	MUZAFFARPUR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	YES
423	PATNA	NALANDA (RAJGIR)	PHASE 1	YES	Functional	Solanaceous Crop Cultivator (408)	General Duty Assistance (813)	–	–	–	YES
424	PATNA	NAWADA	PHASE 1	–	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	English	–	YES
437	PATNA	PASCHMI CHAMPARAN	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
425	PATNA	PATNA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	English	–	YES
426	PATNA	PURNEA	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	YES
427	PATNA	ROHTAS	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	English	–	
428	PATNA	SAHARSA	PHASE 1	YES	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	Multiskill Foundation	–	–	YES
429	PATNA	SAMASTIPUR	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	YES
430	PATNA	SARAN	PHASE 1	–	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	YES
431	PATNA	SHEIKHPURA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Ag.	–	English	YES	YES
432	PATNA	SHEOHAR	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
433	PATNA	SITAMARHI	PHASE 2	–	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	–	–	–	
434	PATNA	SIWAN	PHASE 2	–	Functional	General Duty Assistance (413)	AR-VR (It-Ites)	–	English	YES	
435	PATNA	SUPAUL	PHASE 2	–	Under PM SHRI	–	–	–	–	–	
436	PATNA	VAISHALI	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	YES
438	PATNA	BOKARO	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Automotive Service Technician (804)	1. Automotive 2. Sanitary Napkin Plant	–	–	YES
439	PATNA	CHATRA	PHASE 1	–	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	–	English	–	YES
440	PATNA	DEOGHAR	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	–	–	–	YES
441	PATNA	DHANBAD	PHASE 1	YES	Under PM SHRI	–	–	–	English	–	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
442	PATNA	DUMKA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	-	-	-	YES
443	PATNA	E. SINGHBHUM	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	-	-	-	YES
444	PATNA	GARHWA	PHASE 1	-	Under PM SHRI	General Duty Assistance (413)	Equity Dealer/ Mutual Fund Agent (805)	-	-	-	YES
445	PATNA	GIRIDIH	PHASE 2	-	Functional	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	-	English	YES	
446	PATNA	GODDA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	-	-	-	YES
447	PATNA	GUMLA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	-	English	-	YES
448	PATNA	HAZARIBAGH	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	Virtual Reality	English	YES	YES
449	PATNA	JAMTARA	PHASE 1	YES	Under PM SHRI	-	-	-	-	-	YES
450	PATNA	KHUNTI	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
451	PATNA	KODERMA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	Sanitary Napkin Plant	English	YES	YES
452	PATNA	LATEHAR	PHASE 1	-	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	-	English	-	YES
453	PATNA	LOHARDAGA	PHASE 1	-	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	-	-	-	YES
454	PATNA	PAKUR - I	PHASE 1	-	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	-	-	-	YES
455	PATNA	PAKUR - II	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
456	PATNA	PALAMU - I	No	-	No	-	-	-	-	-	
457	PATNA	PALAMU - II	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
458	PATNA	RAMGARH	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
459	PATNA	RANCHI	PHASE 1	YES	Functional	AR-VR (It-Ites)	Automotive Service Technician (804)	Automotive	English	YES	YES
460	PATNA	SAHEBGANJ	PHASE 1	-	Under PM SHRI	AR-VR (It-Ites)	General Duty Assistance (813)	-	English	-	YES
461	PATNA	SARAIKELA	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	Beauty Therapist (807)	Automotive	-	-	YES
462	PATNA	SIMDEGA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	-	-	-	YES
463	PATNA	W. SINGHBHUM	PHASE 1	YES	Functional	General Duty Assistance (413)	Automotive Service Tech.	1. Automotive 2. Baking/ Food Prod.	-	-	YES



SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
464	PATNA	ALIPURDWAR	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Artificial Intelligence (817)	-	-	-	
465	PATNA	BANKURA	PHASE 2	YES	Under PM SHRI	General Duty Assistance (413)	Automotive Service Technician (804)	1. Automotive 2. Virtual Reality	Hindi	YES	
466	PATNA	BIRBHUM	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	-	Hindi	-	
467	PATNA	BURDWAN	PHASE 2	YES	Functional	AR-VR (It-Ites)	General Duty Assistance (813)	Sanitary Napkin Plant	Hindi	-	
468	PATNA	COOCHBEHAR	No	-	No	-	-	-	-	-	
469	PATNA	DAKSHIN DINAJPUR	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	-	-	-	
470	PATNA	DARJEELING	No	-	No	-	-	-	-	-	
471	PATNA	E. MEDINIPUR	PHASE 2	YES	Functional	AR-VR (It-Ites)	General Duty Assistance (813)	-	Hindi	-	
472	PATNA	HOOGLY	PHASE 2	YES	Under PM SHRI	-	-	-	Hindi	YES	
473	PATNA	HOWRAH	No	-	No	-	-	-	-	-	
474	PATNA	JALPAIGURI	PHASE 2	-	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	-	-	-	
475	PATNA	MURSHIDABAD	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	Food Production/ Hm	Hindi	-	
476	PATNA	N 24 PARGANA	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
477	PATNA	NADIA	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
479	PATNA	PURULIA	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	Automotive Service Technician (804)	Automotive	Hindi	-	
480	PATNA	S.24 PARAGANAS - II	PHASE 2	-	Functional	-	-	-	Hindi	-	
481	PATNA	UTTAR DINAJPUR	No	-	No	-	-	-	-	-	
478	PATNA	W. MEDINAPUR	PHASE 2	YES	Functional	Artificial Intelligence (417)	Installation Technician - Computing And Peripheral	-	Hindi	-	
483	PUNE	DAMAN	PHASE 1	-	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	-	-	-	
484	PUNE	DIU	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
482	PUNE	SILVASSA	PHASE 1	YES	Functional	Artificial Intelligence (417)	Automotive Service Technician (804)	-	-	-	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
485	PUNE	NORTH GOA	PHASE 2	–	Under PM SHRI	Assistant Tour Guide (406)	General Duty Assistance (813)	–	–	–	
486	PUNE	SOUTH GOA	PHASE 1	YES	Under PM SHRI	–	–	–	Hindi	YES	YES
487	PUNE	AHMEDABAD	PHASE 2	–	Functional	Artificial Intelligence (417)	Automotive Service Technician (804)	Automotive	Hindi	YES	
488	PUNE	AMRELI	PHASE 1	YES	Under PM SHRI	–	–	Apparel	Hindi	YES	YES
489	PUNE	ANAND	PHASE 1	YES	Under PM SHRI	–	–	Baking/ Food Production	–	–	YES
490	PUNE	ARVALI	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	YES
491	PUNE	BANASKANTHA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	Hindi	YES	YES
492	PUNE	BHARUCH	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	YES
493	PUNE	BHAVNAGAR	PHASE 1	YES	Under PM SHRI	–	–	Baking/ Food Production	Hindi	YES	YES
494	PUNE	BOTAD	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
495	PUNE	CHOTA UDAIPUR	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
496	PUNE	DAHOD-I	PHASE 1	–	Functional	Artificial Intelligence (417)	General Duty Assistance (813)	–	Hindi	–	YES
497	PUNE	DAHOD-II	PHASE 3	–	Under PM SHRI	–	–	–	–	–	
498	PUNE	DANGS	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
499	PUNE	DEVBHUMI DWARKA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	Hindi	–	YES
500	PUNE	GANDHINAGAR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Automotive Service Technician (804)	Automotive	Hindi	–	YES
501	PUNE	GIR SOMNATH	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
502	PUNE	JAMNAGAR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
503	PUNE	JUNAGADH	PHASE 3	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	
504	PUNE	KHEDA	PHASE 1	YES	Under PM SHRI	Automotive Service Technician (404)	AR-VR (It-Ites)	Automotive	–	–	YES
505	PUNE	KUTCH	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Automotive Service Tech.	–	–	–	YES
506	PUNE	MAHISAGAR	PHASE 3	–	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	Hindi	–	
507	PUNE	MEHSANA	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
508	PUNE	MORBI	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
509	PUNE	NARMADA	No	–	No	–	–	–	–	–	–
510	PUNE	NAVSARI	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
511	PUNE	PANCHMAHAL	PHASE 1	YES	Under PM SHRI	–	–	Virtual Reality	Hindi	–	YES
512	PUNE	PATAN	PHASE 1	–	Under PM SHRI	–	–	Automotive	Hindi	–	YES
513	PUNE	PORBANDAR	PHASE 1	YES	Functional	Assistant Tour Guide (406)	AR-VR (It-Ites)	–	–	–	YES
514	PUNE	RAJKOT	PHASE 1	YES	Under PM SHRI	Automotive Service Technician (404)	AR-VR (It-Ites)	–	–	–	YES
515	PUNE	SABARKANTHA	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	–
516	PUNE	SURAT	PHASE 2	–	Under PM SHRI	–	–	Baking/ Food Production	–	–	–
517	PUNE	SURENDRANAGAR	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker (808)	–	Hindi	–	YES
518	PUNE	TAPI	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	YES
519	PUNE	VADODARA	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	–	–	–	YES
520	PUNE	VALSAD	PHASE 1	YES	Under PM SHRI	–	–	–	–	–	YES
521	PUNE	AHMEDNAGAR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	Automotive	Hindi	–	YES
522	PUNE	AKOLA	PHASE 1	–	Under PM SHRI	Artificial Intelligence (417)	Beauty Therapist (807)	–	–	–	YES
523	PUNE	AMRAVATI	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	Hindi	–	YES
524	PUNE	AURANGABAD (CHATTARPATI SAMBHAJINAGAR	PHASE 1	YES	Under PM SHRI	–	–	Sanitary Napkin Plant	–	–	YES
525	PUNE	BEED	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	YES
526	PUNE	BHANDARA	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	–	–
527	PUNE	BULDHANA	PHASE 1	–	Functional	Artificial Intelligence (417)	Agriculture Extension Worker (808)	–	–	–	YES
528	PUNE	CHANDRAPUR	PHASE 1	–	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	Hindi	–	YES
529	PUNE	DHULE	PHASE 2	YES	Under PM SHRI	–	–	–	–	–	–
530	PUNE	GADCHIROLI	PHASE 1	YES	Under PM SHRI	Assistant Beauty Therapis	Agriculture Extension Worker	–	–	–	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
531	PUNE	GONDIA	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	Hindi	YES	YES
532	PUNE	HINGOLI	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	_	_	_	YES
533	PUNE	JALGAON	PHASE 1	YES	Under PM SHRI	Assistant Tour Guide (406)	General Duty Assistance (813)	_	Hindi	YES	YES
534	PUNE	JALNA	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker (808)	_	_	_	YES
535	PUNE	KOLHAPUR	PHASE 1	YES	Functional	Solanaceous Crop Cultivator (408)	Installation Technician - Computing And Peripherals (847)	_	Hindi	YES	YES
536	PUNE	LATUR	PHASE 1	YES	Under PM SHRI	_	_	_	Hindi	_	YES
537	PUNE	NAGPUR	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	_	Hindi	_	YES
538	PUNE	NANDED	PHASE 1	_	Under PM SHRI	_	_	_	Hindi	_	YES
539	PUNE	NANDURBAR-I	PHASE 1	_	Under PM SHRI	_	_	_	_	_	YES
540	PUNE	NANDURBAR-II	PHASE 1	_	Under PM SHRI	Solanaceous Crop Cultivator (408)	Beauty Therapist (807)	_	_	_	YES
541	PUNE	NASIK	PHASE 1	_	Functional	AR-VR (It-Ites)	Beauty Therapist (807)	_	Hindi	_	YES
542	PUNE	OSMANABAD	PHASE 1	_	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
543	PUNE	PALGHAR	PHASE 1	_	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	_	_	_	YES
544	PUNE	PARBHANI	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Agriculture Extension Worker (808)	_	_	_	YES
545	PUNE	PUNE	PHASE 1	YES	Under PM SHRI	Automotive Service Technician (404)	AR-VR (It-Ites)	Automotive	Hindi	_	YES
546	PUNE	RAIGAD	PHASE 1	_	Under PM SHRI	_	_	_	_	_	YES
547	PUNE	RATNAGIRI	PHASE 1	YES	Under PM SHRI	Multiskills Assisstant (416)	Agriculture Extension Worker (808)	_	_	_	YES
548	PUNE	SANGLI	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	_	_	_	YES
549	PUNE	SATARA	PHASE 1	YES	Under PM SHRI	AR-VR (It-Ites)	Agriculture Extension Worker (808)	_	_	_	
550	PUNE	SINDHUDURG	PHASE 1	_	Under PM SHRI	_	_	_	_	_	YES
551	PUNE	SOLAPUR	PHASE 1	YES	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	_	Hindi	_	YES
552	PUNE	WARDHA	PHASE 1	YES	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker	Sanitary Napkin Plant	Hindi	YES	YES

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
553	PUNE	WASHIM	PHASE 1	-	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	-	-	-	YES
554	PUNE	YAVATMAL	PHASE 1	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	-	-	-	YES
555	SHILLONG	ANJAW	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
556	SHILLONG	CHANGLANG	PHASE 1	YES	Under PM SHRI	-	-	-	-	-	YES
557	SHILLONG	DIBANG VALLEY	PHASE 3	-	Under PM SHRI	Assistant Tour Guide (406)	General Duty Assistance (813)	-	-	-	
558	SHILLONG	EAST KAMENG	PHASE 2	-	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	-	-	-	
559	SHILLONG	EAST SIANG	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
560	SHILLONG	KURUNG KUMEY	No	-	No	-	-	-	-	-	
561	SHILLONG	LOHIT (NAMSAI)	PHASE 1	YES	Under PM SHRI	-	-	-	-	-	YES
562	SHILLONG	LONGDING (OLD TIRAP)	PHASE 1	-	Under PM SHRI	-	-	-	-	-	
563	SHILLONG	LOWER DIBANG VALLEY	PHASE 1	-	Functional	-	-	-	-	-	YES
564	SHILLONG	LOWER SUBANSIRI	PHASE 2	-	Functional	Artificial Intelligence (417)	Tour Guide (806)	-	-	-	
565	SHILLONG	PAPUMPARE	PHASE 2	-	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	-	-	-	
566	SHILLONG	TAWANG	PHASE 2	YES	Functional	Artificial Intelligence (417)	Tour Guide (806)	-	-	-	
567	SHILLONG	TIRAP (NEW)	No	-	No	-	-	-	-	-	
568	SHILLONG	UPPER SIANG	No	-	No	-	-	-	-	-	
569	SHILLONG	UPPER SUBANSIRI	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	Agriculture Extension Worker (808)	-	-	-	
570	SHILLONG	WEST KAMENG	PHASE 1	-	Under PM SHRI	-	-	-	-	-	
571	SHILLONG	WEST SIANG	PHASE 1	YES	Under PM SHRI	-	-	-	-	-	YES
572	SHILLONG	BAKSA	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
573	SHILLONG	BARPETA	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
574	SHILLONG	BONGAIGAON	PHASE 2	YES	Under PM SHRI	-	-	-	-	-	
575	SHILLONG	CACHAR	PHASE 2	YES	Under PM SHRI	Assistant Beauty Therapist (407)	AR-VR (It-Ites)	-	-	-	
576	SHILLONG	CHIRANG	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
577	SHILLONG	DARRANG	PHASE 2	-	Under PM SHRI	General Duty Assistance (413)	AR-VR (It-Ites)	-	-	-	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
578	SHILLONG	DHEMAJI	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
579	SHILLONG	DHUBRI	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
580	SHILLONG	DIBRUGARH	PHASE 2	YES	Functional	–	–	–	–	–	–
581	SHILLONG	GOALPARA	PHASE 2	YES	Under PM SHRI	General Duty Assistance (413)	Artificial Intelligence (817)	–	Hindi	YES	–
582	SHILLONG	GOLAGHAT	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
583	SHILLONG	HAILAKANDI	PHASE 2	–	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	Sanitary Napkin Plant	Hindi	YES	–
584	SHILLONG	JORHAT	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	General Duty Assistance (813)	–	–	–	–
585	SHILLONG	KAMRUP	PHASE 2	YES	Functional	Multiskills Assisstant (416)	AR-VR (It-Ites)	Multiskill Foundation	–	–	–
586	SHILLONG	KAMRUP METRO	No	–	No	–	–	–	–	–	–
587	SHILLONG	KARBI ANGLONG - I	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
588	SHILLONG	KARBI ANGLONG - II	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
589	SHILLONG	KARIMGANJ	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
590	SHILLONG	KOKRAJHAR	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	–
591	SHILLONG	LAKHIMPUR	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
592	SHILLONG	MORIGAON	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
593	SHILLONG	N.C. HILLS (DIMA HASAO)	PHASE 1	–	Under PM SHRI	–	–	–	–	–	YES
594	SHILLONG	NAGAON	PHASE 2	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
595	SHILLONG	NALBARI	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	–
596	SHILLONG	SIVASAGAR	PHASE 2	YES	Under PM SHRI	AR-VR (It-Ites)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	–
597	SHILLONG	SONITPUR	PHASE 2	–	Functional	–	–	–	–	–	–
598	SHILLONG	TINSUKIA	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
599	SHILLONG	UDALGURI	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	Equity Dealer/ Mutual Fund Agent (805)	–	–	–	–
600	SHILLONG	BISHNUPUR	PHASE 2	YES	Functional	Multiskills Assisstant (416)	AR-VR (It-Ites)	1. Apparel 2. Virtual Reality	Hindi	YES	–
601	SHILLONG	CHANDEL	PHASE 2	YES	Under PM SHRI	Artificial Intellig.	AR-VR (It-Ites)	–	–	–	–

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
602	SHILLONG	CHURACHANDPUR	PHASE 2	YES	Under PM SHRI	Multiskills Assistant (416)	AR-VR (It-Ites)	-	-	-	
603	SHILLONG	IMPHAL EAST	PHASE 2	YES	Functional	Assistant Beauty Therapist	AR-VR (It-Ites)	Virtual Reality	Hindi	YES	
604	SHILLONG	IMPHAL WEST	PHASE 2	YES	Functional	-	-	Sanitary Napkin Plant	Hindi	YES	
605	SHILLONG	SENAPATI - I	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
606	SHILLONG	SENAPATI - II	PHASE 3	-	Under PM SHRI	-	-	-	-	-	
607	SHILLONG	TAMENGLONG	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	-	-	-	
608	SHILLONG	THOUBAL	PHASE 3	-	Under PM SHRI	Multiskills Assistant (416)	Agriculture Extension Worker (808)	-	-	-	
609	SHILLONG	UKHRUL - I	PHASE 2	-	Functional	Multiskills Assistant (416)	AR-VR (It-Ites)	-	-	-	
610	SHILLONG	UKHRUL - II	No	-	No	-	-	-	-	-	
611	SHILLONG	EAST GARO HILLS	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	Baking/ Food Production	-	-	
612	SHILLONG	EAST JAINTIA HILLS	No	-	No	-	-	-	-	-	
613	SHILLONG	EAST KHASI HILLS - I	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
614	SHILLONG	EAST KHASI HILLS - II	No	-	No	-	-	-	-	-	
615	SHILLONG	NORTH GARO HILLS	No	-	No	-	-	-	-	-	
616	SHILLONG	RIBHOI	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	Tour Guide (806)	-	-	-	
617	SHILLONG	SOUTH GARO HILLS	PHASE 2	-	Under PM SHRI	Assistant Tour Guide (406)	AR-VR (It-Ites)	-	-	-	
618	SHILLONG	SOUTH W. KHASI HILLS	No	-	Under PM SHRI	-	-	-	-	-	
622	SHILLONG	SOUTH W.GARO HILLS	PHASE 2	YES	Functional	-	-	-	-	-	
619	SHILLONG	WEST GARO HILLS	No	-	No	-	-	-	-	-	
620	SHILLONG	WEST JAINTIA HILLS	PHASE 1	YES	Functional	-	-	-	-	-	YES
621	SHILLONG	WEST KHASI HILLS	PHASE 2	-	Under PM SHRI	Store Operation	Tour Guide (806)	-	Hindi	-	
623	SHILLONG	AIZAWL	PHASE 2	-	Under PM SHRI	-	-	-	-	-	
624	SHILLONG	CHAMPHAI	PHASE 2	-	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	-	-	-	
625	SHILLONG	KOLASIB	PHASE 2	-	Under PM SHRI	Store Operation	AR-VR (It-Ites)	-	-	-	
626	SHILLONG	LAWNGTLAI	PHASE 1	-	Functional	-	-	-	-	-	

SI	REGION	JNV	PM SHRI	VIGYAN JYOTI	ATL	SANKALP Skill Lab 1	SANKALP Skill Lab 2	OTHER SKILL LAB	LANGUAGE LAB	PERSONALISED LEARNING LAB	SOIL TESTING LAB
627	SHILLONG	LUNGLEI	PHASE 1	–	Under PM SHRI	–	–	–	–	–	–
628	SHILLONG	MAMIT	PHASE 3	–	Under PM SHRI	–	–	–	–	–	–
629	SHILLONG	SAIHA	PHASE 3	–	Under PM SHRI	–	–	–	–	–	–
630	SHILLONG	SERCHHIP	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
631	SHILLONG	DIMAPUR	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
632	SHILLONG	KIPHIRE	No	–	No	–	–	–	–	–	–
633	SHILLONG	KOHIMA	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
634	SHILLONG	LONGLENG	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
635	SHILLONG	MOKOKCHUNG	PHASE 2	–	Under PM SHRI	General Duty Assistance (413)	Design Assistant (829)	–	–	–	–
636	SHILLONG	MON	PHASE 1	–	Under PM SHRI	–	–	–	–	–	–
637	SHILLONG	PEREN	PHASE 2	–	Functional	Artificial Intelligence (417)	Tour Guide (806)	–	–	–	–
638	SHILLONG	PHEK	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
639	SHILLONG	TUENSANG	PHASE 1	–	Under PM SHRI	–	–	–	–	–	–
640	SHILLONG	WOKHA	PHASE 1	–	Under PM SHRI	–	–	–	–	–	–
641	SHILLONG	ZUNHEBOTO	PHASE 2	–	Under PM SHRI	–	–	–	–	–	–
642	SHILLONG	EAST SIKKIM	PHASE 2	YES	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
643	SHILLONG	NORTH SIKKIM	PHASE 1	YES	Under PM SHRI	–	–	–	–	–	–
644	SHILLONG	SOUTH SIKKIM	PHASE 1	–	Under PM SHRI	–	–	Multiskill Foundation	Hindi	–	–
645	SHILLONG	WEST SIKKIM	PHASE 1	–	Under PM SHRI	–	–	–	–	–	–
646	SHILLONG	DHALAI	PHASE 1	YES	Functional	–	–	–	–	–	YES
647	SHILLONG	GOMATI	PHASE 1	YES	Functional	Artificial Intelligence (417)	AR-VR (It-Ites)	–	Hindi	YES	YES
648	SHILLONG	KHOWAI	PHASE 2	YES	Under PM SHRI	Solanaceous Crop Cultivator (408)	AR-VR (It-Ites)	–	–	–	–
649	SHILLONG	NORTH TRIPURA	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
650	SHILLONG	SEPAHIJALA	PHASE 2	–	Under PM SHRI	Artificial Intelligence (417)	AR-VR (It-Ites)	–	–	–	–
651	SHILLONG	SOUTH TRIPURA	PHASE 1	–	Under PM SHRI	–	–	–	Hindi	YES	YES
652	SHILLONG	UNAKOTI	No	–	No	–	–	–	–	–	–
653	SHILLONG	WEST TRIPURA	No	–	No	–	–	–	–	–	–



## ANNEXURE IV

**EXAMPLES OF LEARNING OUTCOMES FROM DIFFERENT SUBJECTS**  
(As per CBSE Circular No. Acad-34/2020 dated 14<sup>th</sup> May 2020)

<b>ACTION VERB</b>	<b>OBJECT</b>	<b>CONDITION</b>
<b>MATHEMATICS</b>		
Students will be able to correctly solve	Geometry problems using the Pythagorean Theorem	at least 8 out of 10 problems.
Students will be able to interpret	5-words problems by expressing them in Equation form	Based on their knowledge Of linear equations in two variables.
<b>SCIENCE</b>		
Students will be able to draw a diagram of	Life cycle of butterfly	after going through the topic metamorphosis in butterfly.
Students will be able to	Accurately describe the cause and nature a fine green layer on copper utensils	On completing a lesson on chemical change.
<b>LANGUAGE</b>		
Students will be able to identify	the exposition, climax and resolution points in the plot of a reading text	At the end of the reading text.
Students will be able to draw	Connections different ideas between	using background knowledge from area adding text.
Students will be able to form predictions	About the next course of events in a story from Malgudi Days	By working collaboratively with other members of reading club of school and by using at least three pieces of textual evidence from the story.
<b>SOCIALSCIENCE</b>		
Students will be able to defend	the action of Mahatma Gandhi in a formal class debate	After the history lesson on Chauri Chaura event.
Students will be able to justify	Why they would make a good Minister	After studying the roles and responsibilities of central/state government in India.
Students will be able to differentiate	between climate weather and	By illustrating the case of their local city.

The context or condition can come before Action verb if semantic accuracy demands so.

## ANNEXURE-V

**SUGGESTIVE ACTIVITIES FOR COMPETENCY BASED LEARNING BASED ON  
EXPERIENTIAL PEDAGOGY  
(As per CBSE Circular No. Acad-34/2020 dated 14<sup>th</sup> May 2020)**

<b>E</b> Energize learners	Before starting class	<ul style="list-style-type: none"> <li>✓ Pre-assessment quiz</li> <li>✓ Podcast</li> <li>✓ Email with an exciting write up</li> <li>✓ Book</li> <li>✓ Article</li> <li>✓ News</li> <li>✓ Brochure</li> </ul>
	To start class	<ul style="list-style-type: none"> <li>✓ Lay down the Learning Outcomes and Goals to be achieved in the class</li> <li>✓ Opening question</li> <li>✓ Interactive group/class activity</li> </ul>
<b>N</b> Navigate content	Teach	<ul style="list-style-type: none"> <li>✓ Online</li> <li>✓ Video/visual</li> <li>✓ Handouts</li> <li>✓ Lecture</li> <li>✓ Demonstrate</li> <li>✓ Story-telling/ Toy Based</li> <li>✓ Art/ Sports Integration</li> <li>✓ Auditory/kinesthetic (tactile) learning exercise</li> <li>✓ Experience</li> </ul>
	Review	<ul style="list-style-type: none"> <li>✓ Group activity</li> <li>✓ Team activity</li> <li>✓ Peer teaching-learning</li> <li>✓ Concept map</li> <li>✓ Case studies</li> <li>✓ Quiz</li> <li>✓ Role-play</li> <li>✓ Song/artwork</li> </ul>

<b>G</b> Generate Meaning	Move to long term memory through reflection: ask the class the following and tell them to enter into their portfolio	<ul style="list-style-type: none"> <li>✓ What did you learn</li> <li>✓ What does this learning mean to you</li> <li>✓ How did you learn—what was the Aha moment</li> <li>✓ Portfolio/journal</li> <li>✓ Flip chart – how is the concept used in real life; how is the concept connected to other concepts from this subject, and from other subjects</li> <li>✓ How will you apply this to real life</li> </ul>
<b>A</b> Apply to real life	Demonstrate skills	<ul style="list-style-type: none"> <li>✓ Give a problem related to the concept / learning Outcome; ask students to come out with solutions in groups/teams</li> <li>✓ Ask each group/team to prepare their understanding of the concept in the form of art work, power point, comic strips, new magazine, memes, brochures, song, etc; rest of the groups to ask questions</li> <li>✓ Give a problem based on cross-curricular linkages and undertake above two steps</li> <li>✓ Example: A group may decide to express their understanding of the Universe through a travel brochure to the Milky Way. Let each group decide on their own.</li> </ul>
<b>G</b> Gauge the Learning	Look how much you have learnt ;all this also goes into the portfolio/journal	<ul style="list-style-type: none"> <li>✓ Presentations of above by each group, followed by Self-assessment and/ or Peer-assessment of whether Outcome of Learning is achieved</li> <li>✓ Assessment of Learning Outcomes through competency-based items</li> <li>✓ Quizzes/cross word puzzles</li> <li>✓ Projects</li> </ul>
<b>E</b> Extend	Extended activities	<ul style="list-style-type: none"> <li>✓ Podcast</li> <li>✓ Extra material /link for further study</li> <li>✓ Extra assessment items linked to Learning Outcomes for Homework</li> <li>✓ Send follow up or summary through email/note</li> <li>✓ 1:1 coaching for those who need help</li> </ul>

Jawahar Navodaya Vidyalaya \_\_\_\_\_

**Competency Based Lesson/Unit Plan**

1. Name of the Teacher \_\_\_\_\_ Designation \_\_\_\_\_
2. Subject \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_
3. Lesson/Unit Name \_\_\_\_\_
4. No. of periods required \_\_\_\_\_ Duration From \_\_\_/\_\_\_/\_\_\_ To \_\_\_/\_\_\_/\_\_\_

**A. Curricular Competencies to be developed (As per NCF- SE 2023)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B. Learning Outcomes:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C. Details of Pedagogical Strategies/Process (Art integrated /Sportsintegrated/Storytellingbased/Toy based /Any other pedagogy):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**D. Topic of the lesson for presentation by the students (once in a week by rearrangingclassroom setting suitable for group work):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E. Name 21<sup>st</sup>Century Skills to be developed:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**F. Activities/Experiments/Hands-on-learning/Projects:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**G. Interdisciplinary linkage and infusion of Life Skills, Values, Gender Sensitivity andEnvironmental Awareness:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

H. **Resources** (including ICT)

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I. **Assessment items for measuring the attainment of learning outcomes in the class and as home assignments** (Teacher should plan Assessment Items and link the same with learning outcomes mentioned in Para A):

Items	No of Items	Sl.No. of LO	Items	No. of Items	Sl.No. of LO
Oral Quiz			Presentation		
Portfolio			Puzzle		
Multiple choice Questions			Group Project		
Very Short Answer Questions			Individual Project		
Short Answer Questions			Any other Item		
Long Answer Questions					
Competency based Questions					

**Note:** The teacher will keep the records of all assessment items.

J. **Remedial Teaching Plans/Plan for unfinished portion of previous unit:**

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K. **Inclusive Practices**(Activities/Support measures for Differently abled students):

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Date: \_\_/\_\_/\_\_\_\_ ( Signature of the teacher)

Remarks of the Principal/Vice Principal:

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(Signature of Principal/ Vice Principal)

## Curriculum Goals and Competencies as per NCF-SE 2023

### Middle Stage

Curriculum Goals	Competencies	
<b>Language 1 (R1)</b>		
<b>CG-1</b> Develops the capacity for effective communication using language skills for description, analysis, and response	C-1.1	Identifies main points and summarizes from a careful listening and reading of the text (news articles, reports, and editorials)
	C-1.2	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)
	C-1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevance to context, with sensitivity)
	C-1.4	Writes different kinds of letters, essays, and reports in appropriate style and registers for different media for different audiences and purposes
	C-1.5	Creates content for audio, visual, or both for different audiences and purposes
<b>CG-2</b> Appreciates the language and literary and cultural heritage in and related to language by exploring the various forms of literary devices	C-2.1	Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive)
	C-2.2	Identifies literary devices [simile, metaphor, personification (the alankaras), hyperbole (athishayokthi), and alliteration (anuprasa)] and idioms, proverbs, and riddles by reading a variety of literature
	C-2.3	Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings
<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure) and use them in oral and written expression.	C-3.1	Interprets and understands the basic linguistic aspects (rules) such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature, and applies them while writing
	C-3.2	Writes prose, poetry, and drama by using appropriate style and language
<b>CG-4</b> Develops the ability to write, reviews and uses the Library to find references	C-4.1	Reads, Responds to, and critically reviews books of varied genres (fiction and non-fiction)
	C-4.2	Uses books and other media resources effectively to find references to use in projects and other activities
<b>CG-5</b> Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
	C-5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
	C-5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)
<b>Language 2 (R2)</b>		

<b>CG-1</b> Develops independent reading comprehension and summarizing skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and shows interest in reading books	C-1.1	Applies varied comprehension strategies (inferring, predicting) to understand different texts
	C-1.2	Identifies main points, summarises after a careful reading of the text, and responds coherently
	C-1.3	Identifies and appreciates the main idea in the various texts
	C-1.4	Shows interest in choosing and reading a variety of books
<b>CG-2</b> Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	C-2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs
	C-2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
<b>CG-3</b> Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	C-3.1	Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes
<b>CG-4</b> Explores different literary devices and forms of literature	C-4.1	Identifies and appreciates different forms of literature (samples of prose, poetry, and plays)
	C-4.2	Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing
<b>CG-5</b> Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	C-5.1	Uses appropriate grammar and structure in their writing
<b>CG-6</b> Develops an appreciation of the distinctive features of the language including its alphabet and script sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1	Understands the phonetics and script of the language, the number of the vowels and consonants, and how they interact and are used
	C-6.2	Engages in the use of puns, rhymes, alliteration and other wordplays in the language, to make speech and writing more interesting and enjoyable
	C-6.3	Becomes familiar with some of the major word games in the language, e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords
<b>Language 3 (R3)</b>		
<b>CG-1</b> Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	C-1.1	Makes conversations relevant to the context
	C-1.2	Listens to varied texts (stories, poems, and conversations) and summarizes core ideas from the material.
	C-1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches)
<b>CG-2</b> Develops fluency and the ability to comprehend what they read	C-2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation
	C-2.2	Comprehends the meaning of stories, poems, conversations, posters, and instructions and the

		main idea in the text
<b>CG-3</b> Develops the ability to express their understanding, experiences, feelings, and ideas in writing instructions, invitations, and letters	C-3.1	Writes a paragraph to express their understanding and experiences
<b>Mathematics</b>		
<b>CG-1</b> Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	C-1.1	Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers
	C-1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns
	C-1.3	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
	C-1.4	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line
	C-1.5	Explores the idea of percentage and applies it to solve problems
	C-1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
<b>CG-2</b> Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	C-2.1	Understands equality between numerical expressions and learns to check arithmetical equations
	C-2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable
	C-2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
	C-2.4	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems
	C-2.5	Develops own methods to solve puzzles and problems using algebraic thinking
<b>CG-3</b> Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	C-3.1	Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
	C-3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
	C-3.3	Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems



	C-3.4	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
	C-3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
<b>CG-4</b> Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C-4.1	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
	C-4.2	Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3	Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
	C-4.4	Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
<b>CG-5</b> Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	C-5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
	C-5.2	Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations
<b>CG-6</b> Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	C-6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry
<b>CG-7</b> Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	C-7.1	Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions
	C-7.2	Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
<b>CG-8</b> Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	C-8.1	Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
	C-8.2	Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms
<b>CG-9</b> Knows and appreciates the development of mathematical ideas over a period of time and the	C-9.1	Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.

contributions of past and modern mathematicians from India and across the world	C-9.2	Knows and appreciates the contributions of specific Indian mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)
<b>CG-10</b> Knows about and appreciates the interaction of Mathematics with each of their other school subjects	C-10.1	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports
<b>Science</b>		
<b>CG-1</b> Explores the world of matter and its constituents, properties, and behaviour	C-1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
	C-1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
	C-1.3	Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
	C-1.4	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
<b>CG-2</b> Explores the physical world in scientific and mathematical terms	C-2.1	Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
	C-2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
	C-2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)
	C-2.4	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
	C-2.5	Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
<b>CG-3</b> Explores the living world in scientific terms	C-3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)

	C-3.2	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
	C-3.3	Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
	C-3.4	Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
<b>CG-4</b> Understands the components of health, hygiene, and well being	C-4.1	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
	C-4.2	Examines different dimensions of diversity of food — sources, nutrients, climatic conditions, diets
	C-4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
	C-4.4	Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
<b>CG-5</b> Understands the interface of Science, Technology, and Society	C-5.1	Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history
	C-5.2	Shares views on news and articles related to the impact that Science/Technology and society have on each other
<b>CG-6</b> Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C-6.1	Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
	C-6.2	Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)
<b>CG-7</b> Communicates questions, observations, and conclusions related to Science	C-7.1	Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
	C-7.2	Designs and builds simple models to demonstrate scientific concepts
	C-7.3	Represents real world events and relationships through diagrams and simple mathematical representations

<b>CG-8</b> Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C-8.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
<b>CG-9</b> Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	C-9.1	States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
	C-9.2	States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate
<b>Social Science</b>		
<b>CG-1</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
	C-1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
<b>CG-2</b> Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1	Explains and analyses major changes in the past and their impact on society
	C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
<b>CG-3</b> Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies
	C-3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies
<b>CG-4</b> Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society
	C-4.2	Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general
<b>CG-5</b> Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues	C-5.1	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
	C-5.2	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure

		equity, inclusion, and justice
<b>CG-6</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1	Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
	C-6.2	Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies
	C-6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
	C-6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
<b>CG-7</b> Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including ayurveda and yoga
	C-7.2	Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country
	C-7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
<b>CG-8</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1	Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives
	C-8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage
	C-8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
<b>CG-9</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
<b>CG-10</b> Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different	C-10.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its

disciplines that constitute it	history
<b>CG-11</b> In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	<b>Note:</b> Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10

### Art Education

#### Learning Standards – 1

#### (Visual Arts)

<b>CG-1</b> Develops openness to explore and express themselves through various Art forms	C-1.1	Expresses confidently their personal and everyday life experiences through various Visual Art forms
	C-1.2	Demonstrates flexibility in the process of collaboratively developing Visual Arts practice
<b>CG-2</b> Applies their imagination and creativity to explore alternative ideas through the Arts	C-2.1	Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as gender roles)
	C-2.2	Connects visual imagery, symbols, and visual metaphors
<b>CG-3</b> Understands and applies artistic elements, processes, and techniques	C-3.1	Demonstrates care and makes informed choices while using various materials, tools, and techniques in the Visual Arts
	C-3.2	Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process
<b>CG-4</b> Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	C-4.1	Demonstrates familiarity with various local and regional forms of Art
	C-4.2	Describes the life and work of a few visual artists in their region and across India

#### (Theatre)

<b>CG-1</b> Develops openness to explore and express themselves through various Art forms	C-1.1	Expresses their personal and everyday life experiences through various Drama activities confidently
	C-1.2	Demonstrates flexibility in the process of collaboratively developing Drama
<b>CG-2</b> Applies their imagination and creativity to explore alternative ideas through the Arts	C-2.1	Creates and performs Drama based on situations/stories that challenge stereotypes observed in their surroundings (such as gender roles)
	C-2.2	Connects elements of Drama, themes and symbols with personal experiences, emotions, and imaginations
<b>CG-3</b> Understands and applies artistic elements, processes, and techniques	C-3.1	Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of Dramatic Arts
	C-3.2	Refines ideas and techniques from the stage of planning to the final presentation in Drama for external audiences, and reviews the entire process
<b>CG-4</b> Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	C-4.1	Demonstrates familiarity with various local and regional forms of Theatre
	C-4.2	Describes the life and work of a few Theatre artists and performers in their region and across India

#### (Music)

<b>CG-1</b> Develops openness to explore and express themselves through various Art forms	C-1.1	Expresses confidently their personal and everyday life experiences through a variety of musical activities
	C-1.2	Demonstrates flexibility in the process of collaboratively developing Music practices

<b>CG-2</b> Applies their imagination and creativity to explore alternative ideas through the Arts	C-2.1	Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as gender roles)
	C-2.2	Connects elements of Music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations
<b>CG-3</b> Understands and applies artistic elements, processes, and techniques	C-3.1	Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in Music
	C-3.2	Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process
<b>CG-4</b> Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	C-4.1	Demonstrates familiarity with various local and regional forms of Music
	C-4.2	Describes the life and work of a few local musicians and performers in their region and across India
<b>(Dance and Movement)</b>		
<b>CG-1</b> Develops openness to explore and express themselves through various Art forms	C-1.1	Expresses confidently their personal and everyday life experiences through a variety of Dance and Movement activities
	C-1.2	Demonstrates flexibility in the process of collaborating and developing Dance and Movement practices
<b>CG-2</b> Applies their imagination and creativity to explore alternative ideas through the Arts	C-2.1	Creates and performs Dance and Movement sequences that challenge stereotypes observed in their surroundings (such as gender roles)
	C-2.2	Connects elements of Dance and Movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations
<b>CG-3</b> Understands and applies artistic elements, processes, and techniques	C-3.1	Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using Dance and Movement techniques
	C-3.2	Reworks ideas and methods of expression used in Dance and Movement from the Stage of planning to the final performance and reviews the entire process
<b>CG-4</b> Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices	C-4.1	Demonstrates familiarity with various local and regional forms of Dance and Movement
	C-4.2	Describes the life and work of a few local dancers and movement artists in their region and across India
<b>Learning Standards – 2</b>		
<b>CG-1</b> Develops knowledge about various Art forms of the region/ state and develops artistic processes and skills in some of the Art forms they are exposed to	C-1.1	Demonstrates basic skills in the Arts they are exposed to and creates own variations (e.g., Mandana/ alpana/ kolam/ aipan, narrating stories from the Panchatantra using local forms of puppetry, performing folk songs/dances of their region)
	C-1.2	Describes the different materials, tools, and techniques used in local art forms in their region/state, and uses them with care while creating their own artwork (e.g., describes the process of natural dyeing used in Kalamkari, and experiments with creating artwork using colours sourced from natural materials around them, such as plants, vegetables, charcoal, soil, brick)
	C-1.3	Recognises multiple viewpoints and shares own thoughts and feelings while responding to a variety of Arts and cultural practices from their region/state (e.g., watches a traditional folk-dance performance specific to their state/ region either live or online, shares their responses and interprets meanings and emotions conveyed by different movements and rhythms)
<b>Physical Education</b>		
<b>Learning Standards – 1</b>		

<b>CG-1</b> Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.1	Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision)
	C-1.2	Demonstrates rhythmic movement skills (locomotor, and non-locomotor) such as smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo, and flow
	C-1.3	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
	C-1.4	Exhibits manipulation of space and equipment in the context of a game
	C-1.5	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
	C-1.6	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus
<b>CG-2</b> Exhibits sensitivity in their personal and social behaviour towards themselves and others	C-2.1	Reflects on their personal reactions during an interaction/activity with others
	C-2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
	C-2.3	Creates and teaches the rules of game to others
	C-2.4	Creates and applies safety rules and protocols for physical activity
	C-2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
	C-2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
<b>CG-3</b> Demonstrates and practices physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	C-3.1	Designs multiple strategies for a game and chooses strategies according to the context
	C-3.2	Demonstrates calmness and courage in difficult situations
<b>CG-4</b> Plans and achieves personal physical fitness goals with little help from Teachers	C-4.1	Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record
<b>CG-5</b> Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-5.1	Discusses activities that bring personal satisfaction
	C-5.2	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact
	C-5.3	Identifies the relationship between rhythmic movement and their aesthetic value
<b>Learning Standards – 2</b>		
<b>CG-1</b> Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.1	Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/kicking/hitting a ball far with precision)
	C-1.2	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender
	C-1.3	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects
<b>CG-2</b> Exhibits sensitivity in their personal	C-2.1	Reflects on their personal reactions during an interaction/activity with others



and social behaviour towards themselves and others	C-2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries
	C-2.3	Creates and teaches the rules of a game to others
	C-2.4	Creates and applies safety rules and protocols for physical activity
	C-2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes
	C-2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person
<b>CG-3</b> Demonstrates self-awareness and mental engagement in physical activity/game situations	C-3.1	Designs and executes simple strategies for a game
	C-3.2	Demonstrates calmness and courage in difficult situations
<b>Vocational Education</b>		
<b>CG-1</b> Develops basic skills and allied knowledge of work and associated materials/ procedures	C-1.1	Identifies and uses tools for practice
	C-1.2	Approaches tasks in a planned and systematic manner
	C-1.3	Maintains and handles materials/equipment for the required activity
<b>CG-2</b> Understands the place and usefulness of vocational skills and vocations in the world of work	C-2.1	Describes the contribution of vocation in the world of work
	C-2.2	Applies skills and knowledge learned in the area
	C-2.3	Evaluates and quantifies the associated products/ materials
<b>CG-3</b> Develops essential values/ disposition while working across areas	C-3.1	Develops the following values/disposition while engaging in work: <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Persistence and focus</li> <li>• Curiosity and creativity</li> <li>• Empathy and sensitivity</li> <li>• Collaboration and teamwork</li> <li>• Willingness to do physical work</li> </ul>
<b>CG-4</b> Develops basic skills and allied knowledge to run and contribute to the home	C-4.1	Applies the acquired vocational skills and knowledge in a home setting

### Secondary Stage

Curriculum Goals	Competencies	
<b>Language 1 (R1)</b>		
<b>CG-1</b> Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material)	C-1.1	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
	C-1.2	Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others
	C-1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal
	C-1.4	Scripts to inform and communicate ideas effectively with the use of technology

<b>CG-2</b> Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing	C-2.1	Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)
	C-2.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
	C-2.3	Composes literary texts by using appropriate literary devices
<b>CG-3</b> Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	C-3.1	Analyses and evaluates the different audio and written material
	C-3.2	Argues with proper rationale by carefully evaluating premises
<b>CG-4</b> Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages	C-4.1	Recognises the multilingual nature of Indian society and richness of its literary work through reading texts and watching content of different genres
	C-4.2	Appreciates the richness of culture and heritage in the different works of regional language literature and their connections
	C-4.3	Shows an understanding of the role of language in the formation of our identities and culture
	C-4.4	Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences
	C-4.5	Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country
<b>Language 2 (R2)</b>		
<b>CG-1</b> Uses language for effective communication through various oral activities (discussions, interviews, public speeches) and writing activities (essays, letters, articles), including new media (email, audio, and visual material)	C-1.1	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
	C-1.2	Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others
	C-1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.
	C-1.4	Scripts to inform and communicate ideas effectively with the use of technology
<b>CG-2</b> Uses Language to develop	C-2.1	Analyses and evaluates different audio and written material

reasoning and argumentation skills by engaging with a variety of audio and written material	C-2.2	Argues with a proper rationale by carefully evaluating premises
<b>CG-3</b> Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through an analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing	C-3.1	Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)
	C-3.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
	C-3.3	Composes literary texts using appropriate literary devices
<b>Language 2 (R3)</b>		
<b>CG-1</b> Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and uses various strategies to write for different audiences	C-1.1	Identifies main points, summarises after a careful reading of the text, and responds coherently
	C-1.2	Uses strategies to organise ideas and information to write for an intended purpose and audience
<b>CG-2</b> Develops the capacity for effective oral and written communication in different situations (formal and informal)	C-2.1	Listens critically and reads different news articles, reports, and editorials to express opinions
	C-2.2	Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)
	C-2.3	Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form
	C-2.4	Writes different kinds of letters and essays in an appropriate language for different audiences
<b>CG-3</b> Explores different forms of literature (samples from early to contemporary period)	C-3.1	Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)
<b>CG-4</b> Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression	C-4.1	Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech
<b>CG-5</b> Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays	C-5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
	C-5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable

and games unique to the language	C-5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)
<b>Mathematics</b>		
<b>CG-1</b> Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets	C-1.1	Develops understanding of numbers, including the set of real numbers and its properties
<b>CG-2</b> Builds deductive and inductive logic to prove theorems related to numbers and their relationships (such as '√2 is an irrational number', recursion relation for Virahanka numbers, formula for the sum of the first n square numbers)	C-2.1	Extends the understanding of powers (radical powers) and exponents
<b>CG-3</b> Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.1	States and motivates/proves remainder theorem, factor theorem, and division algorithm
	C-3.2	Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables or single polynomial equations) and draws conclusions about a situation being modelled
	C-3.3	Learns Brahmagupta's quadratic formula (in both symbolic and poetic form) and its derivation, and uses it to solve some of the poetic puzzles of Bhaskara as well as modern-day problems
<b>CG-4</b> Analyses characteristics and properties of two dimensional geometric shapes and develops mathematical arguments to explain geometric relationships	C-4.1	Describes relationships including congruence of two dimensional geometric shapes (such as lines, angles, triangles) to make and test conjectures and solve problems
	C-4.2	Proves theorems using Euclid's axioms and postulates for triangles and quadrilaterals, and applies them to solve geometric problems
	C-4.3	Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of $\pi$
	C-4.4	Understands the irrationality of $\pi$ , the best approximations to $\pi$ discovered over human history, and the first exact formula (infinite series) for $\pi$ given by Madhava
	C-4.5	Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting a pair of linear equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices

	C-4.6	Understands the definitions of the basic trigonometric functions, their history and motivation (including the introduction of the sin and cos functions by Aryabhata using chords), and their utility across the sciences
<b>CG-5</b> Derives and uses formulae to calculate areas of plane figures, and surface areas and volumes of solid objects	C-5.1	Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula
	C-5.2	Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations)
<b>CG-6</b> Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability	C-6.1	Applies measures of central tendencies such as mean, median, and mode
	C-6.2	Applies concepts from probability to solve problems on the likelihood of everyday events
<b>CG-7</b> Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.1	Proves mathematical statements and carries out geometric constructions using stated assumptions, axioms, postulates, definitions, and mathematics vocabulary
	C-7.2	Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'
	C-7.3	Proves theorems using Euclid's axioms and postulates – for angles, triangles, quadrilaterals, circles, area-related theorems for triangles and parallelograms
	C-7.4	Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors, triangles, and other polygons, satisfying given constraints
<b>CG-8</b> Builds skills such as visualisation, optimisation, representation, and mathematical modelling along with their application in daily life	C-8.1	Models daily-life phenomena and uses representations such as graphs, tables, and equations to draw conclusions
	C-8.2	Uses two-dimensional representations of three-dimensional objects to visualise and solve problems such as those involving surface area and volume
	C-8.3	Employs optimisation strategies to maximise desired quantities (such as area, volume, or other output) under given constraints
<b>CG-9</b> Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/ algorithms	C-9.1	Decomposes a problem into sub problems
	C-9.2	Describes and analyses a sequence of instructions being followed
	C-9.3	Analyses similarities and differences among problems to make one solution or procedure work for multiple problems
	C-9.4	Engages in algorithmic problem solving to design such solutions
<b>CG-10</b> Knows and appreciates important contributions of mathematicians from India and around the world	C-10.1	Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, algebra)

	C-10.2	Recognises modern contributions to Mathematics made in both India and abroad, and understands the next frontiers and next major open questions in the field of Mathematics
<b>CG-11</b> Explores connections of Mathematics with other Subjects	C-11.1	Applies mathematical knowledge and tools to analyse problems/ situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports
<b>Science</b>		
<b>CG-1</b> Explores the world of matter, its interactions, and properties at the atomic level	C-1.1	Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on atomic structure (Bohr's model) and properties (valency)
	C-1.2	Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)
	C-1.3	Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal, and non-metal, reversible, and irreversible)
<b>CG-2</b> Explores the physical world around them, and understands scientific principles and laws based on observations and analysis	C-2.1	Applies Newton's laws to explain the effect of forces (change in state of motion — displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension
	C-2.2	Explains the relationship between mass and weight using universal law of gravitation and connect it to laws of motion
	C-2.3	Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)
	C-2.4	Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm's law), and applies it to everyday usage (electricity bill, short circuit, safety measures)
	C-2.5	Defines work in scientific terms, and represents the relationship between potential and kinetic energy (conservation of energy) in mathematical expressions
	C-2.6	Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)
	C-2.7	Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different

		instruments
<b>CG-3</b> Explores the structure and function of the living world at the cellular level	C-3.1	Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes
	C-3.2	Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction
	C-3.3	Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)
<b>CG-4</b> Explores interconnectedness between organisms and their environment	C-4.1	Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic/ heterotrophic nutrition) to classify them into five-kingdoms
	C-4.2	Illustrates different levels of organisations of living organisms (from molecules to organisms)
	C-4.3	Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level
	C-4.4	Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)
	C-4.5	Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms
<b>CG-5</b> Draws linkages between scientific knowledge and knowledge across other curricular areas	C-5.1	Explores how literature and the arts have influenced Science
	C-5.2	Examines a case study related to the use of Science in human life from the perspective of Social Sciences and ethics (e.g., Marie Curie, Jenner, treatment of patients with mental illness, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)
	C-5.3	Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)
<b>CG-6</b> Understands and appreciates the contribution of India through history and the present times to the overall field of Science,	C-6.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner

including the disciplines that constitute it		
<b>CG-7</b> Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions	C-7.1	States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
	C-7.2	States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate
<b>CG-8</b> Explores the nature of Science by doing Science	C-8.1	Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results
	C-8.2	Designs and implements a plan for scientific inquiry formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data — primary and secondary — in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)
<b>Social Science</b>		
<b>CG-1</b> Understands and analyses the important phases in Indian history and draws insights to understand present-day India	C-1.1	Explains historical events and processes using different types of sources, with specific examples from Indian history
	C-1.2	Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa.
	C-1.3	Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)
	C-1.4	Explains the growth of new indigenous ideas across India including in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, ahimsa, the six systems of Indian philosophy, Ayurveda, yoga, the 22 shrutis of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of Indian and world history
<b>CG-2</b> Analyses the important phases in world history and draws insights to	C-2.1	Explains historical events and processes with different types of sources, with specific examples from world history



understand the present-day world	C-2.2	Explains and analyses the chronology of human life from its beginnings to nomadism to settled life and other phases of human civilisation
	C-2.3	Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
	C-2.4	Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history
	C-2.5	Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds
<b>CG-3</b> Understands the idea of a nation and the emergence of the modern Indian Nation	C-3.1	Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent
	C-3.2	Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma, self-sacrifice, ahimsa) that played a part in achieving Independence
<b>CG-4</b> Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.1	Locates physiographic regions of India and the climatic zones of the world on a globe/map
	C-4.2	Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
	C-4.3	Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife
	C-4.4	Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
	C-4.5	Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the

		measures that must be taken to reverse them
	C-4.6	Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
<b>CG-5</b> Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.1	Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, sanghas and ganas, village councils and committees, Uthiramerur inscriptions)
	C-5.2	Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation
	C-5.3	Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
	C-5.4	Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government
	C-5.5	Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
	<b>CG-6</b> Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	C-6.1
C-6.2		Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success
C-6.3		Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment
C-6.4		Understands that a progressive society and nation such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to

		address those challenges to become ever more prosperous, inclusive, just, and harmonious
<b>CG-7</b> Develops an understanding of the economy of a nation, with specific reference to India	C-7.1	Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)
	C-7.2	Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
	C-7.3	Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
	C-7.4	Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time
<b>CG-8</b> Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	C-8.1	Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level
	C-8.2	Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets
	C-8.3	Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
	C-8.4	Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress
	C-8.5	Appreciates the connections between economic development and the environment, and the broader indicators of societal well-being beyond GDP growth and income
<b>CG-9</b> Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	C-9.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner
<b>Art Education</b>		
<b>Learning Standards – 1</b>		
<b>(Visual Arts)</b>		

<b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts	C-1.1	Evaluates own interest in Visual Art forms by considering its scope of practice and application (Fine Arts, crafts, applied art/ design, Art research and management)
	C-1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in the Visual Arts
<b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life	C-2.1	Applies the elements and principles of Visual Arts into their artwork and incorporates these into their routine life
	C-2.2	Analyses the development of visual expression across a series of works
<b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian art forms	C-3.1	Extends explorations and refines techniques in the Visual Arts through regular practice
	C-3.2	Incorporates ideas and elements from various genres of Indian Visual Arts (traditional, popular, contemporary) into their artwork
<b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	C-4.1	Analyses commonalities and differences among diverse forms of Visual Arts, cultures, and aesthetic sensibilities in India and the rest of the world
	C-4.2	Evaluates artwork based on creative expression, artistry, and social context
<b>(Theatre)</b>		
<b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts	C-1.1	Evaluates own interest in Dramatic Arts by considering its scope of practice and application (acting, direction and design, story/playwriting, backstage, research and stage management)
	C-1.2	Initiates discussions and takes steps to find more information and resources for pursuing their interest in Dramatic Arts
<b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life	C-2.1	Applies the elements and principles of Drama into their performance practices and incorporates these into their routine life
	C-2.2	Analyses the development of Drama process and performance across a series of work
<b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian art forms	C-3.1	Extends explorations and refines techniques in Drama through regular practice and rehearsals
	C-3.2	Incorporates ideas and elements from various genres of Indian Dramatic Arts (traditional, popular, contemporary) into their own Drama work
<b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	C-4.1	Analyses commonalities and differences among diverse forms of Theatre, cultures, and aesthetic sensibilities in India and the rest of the world
	C-4.2	Evaluates Drama and Theatre performances based on creative expression, artistry, and social context
<b>(Music)</b>		

<b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts	C-1.1	Evaluates own interest in Music by considering its scope of practice and application (performance, composing, production, sound arts and design, recording, Music research and management)
	C-1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in Music
<b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life	C-2.1	Applies the elements and principles of Music into their musical works and incorporates these into their routine life
	C-2.2	Analyses the development of musical expression across a series of musical projects
<b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian art forms	C-3.1	Extends explorations and refines techniques in Music through regular practice and rehearsals
	C-3.2	Incorporates ideas and elements from various genres of Indian Music (traditional, popular, contemporary) into their own musical work
<b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	C-4.1	Analyses commonalities and differences among diverse forms of Music, cultures, and their aesthetic sensibilities in India and the rest of the world
	C-4.2	Evaluates musical work based on creative expression, artistry, and social context
<b>(Dance and Movement)</b>		
<b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts	C-1.1	Evaluates their interest in forms of Dance and Movement by considering its scope of practice and application (performance, choreography, production, recording, Dance and Movement research and management)
	C-1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in Dance and Movement
<b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life	C-2.1	Applies the elements and principles of Dance and Movement into their performance work, and incorporates these into their routine life
	C-2.2	Analyses the development of expression in Dance and Movement work across a series of Movement projects
<b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian art forms	C-3.1	Extends explorations and refines techniques in Dance and Movement through regular practice and rehearsals
	C-3.2	Incorporates ideas and elements from various genres of Indian Dance and Movement (traditional, popular, contemporary) into their own artwork
<b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	C-4.1	Analyses commonalities and differences among diverse forms of Indian Dance and Movement, cultures, and their aesthetic sensibilities
	C-4.2	Evaluates dance/movement work based on creative expression, artistry and social context
<b>Learning Standards – 2</b>		

<b>CG-1</b> Develops capacities in any one form of Visual or Performing Arts and develops an appreciation for diverse Art practices and traditions in India	C-1.1	Demonstrates rigour and regularity in art-making processes, rehearsals, and performance/displays at the school level and inter-school events (e.g., regularly practises Drama or Music and rehearses specific pieces for performance at an event, allocates a few hours a week to practise vocal/instrumental techniques, and rehearses group song with peers)
	C-1.2	Imaginatively applies artistic techniques, tools, and materials to express their ideas and feelings while working in the Visual or Performing Arts (e.g., experiments with a variety of threads, needles, and stitch patterns in embroidery; experiments with found materials to create musical instruments)
	C-1.3	Appreciates diverse forms of artistic expression on the basis of artistic qualities and social context (e.g., appreciates the different forms of classical dance practiced in India)
<b>Physical Education</b>		
<b>Learning Standards – 1</b>		
<b>CG-1</b> Demonstrates high level of competence in the understanding of movement concepts, strategies, and principles while engaging in and performing physical activities including sports and dance	C-1.1	Exhibits proficiency in all movement and motor skills required to participate and excel in at least one sport /yoga/or any other physical activity (team, dual, individual)
	C-1.2	Explains role of rhythmic drills to improve their game
	C-1.3	Exhibits the ability to use complex movement concepts and principles to develop and refine their game/sports skills
	C-1.4	Exhibits and explains manipulation of space and equipment in the context of a game
	C-1.5	Applies knowledge and understanding of movements and skills to develop a physical activity plan for themselves, follow a routine, and assess independently
<b>CG-2</b> Exhibits sensitivity and learn to manipulate their personal and social behaviour towards themselves and others	C-2.1	Reflects upon their and other’s behaviour before, during and after the physical activity in the long term. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, personal interests
	C-2.2	Articulates the importance of emotional and mental support to others as well as improving performance and encouraging others to do so (by analysing the behaviour of student when someone is emotionally or physically hurt and how their support may improve the others performance)
	C-2.3	Modifies/creates new games and rules that are more inclusive in nature
	C-2.4	Creates and applies safety rules, protocols for physical activity, and visualises how they can be applied outside the field as well

	C-2.5	Demonstrates fairness, and responsible behaviour in tough contexts and situations
	C-2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully, and enjoys the game
<b>CG-3</b> Demonstrates social sensitivity and mental engagement in physical activity/game situations	C-3.1	Designs and uses multiple strategies in a game and has the ability to make new strategic moves in challenging game situations (e.g., a student's plan A and B both failed and strategizes a plan C during the game)
	C-3.2	Understands and deals with their own and others' emotions and the thinking process during the game
	C-3.3	Demonstrates calmness and courage in difficult situations and is able to calm their teammates
	C-3.4	Regulates the intensity in different situations
<b>CG-4</b> Plans personal physical fitness goals independently and monitors them	C-4.1	Sets multiple physical activity and fitness goals such as improving multiple shots or their overall match performance
	C-4.2	Assesses their progress in terms of efforts, processes, and outcomes
	C-4.3	Prepares, plans, and schedules their own exercises and warmups in consultation with their teacher to get maximum benefits
<b>CG-5</b> Learns about the value of physical activity for health, enjoyment, challenge, expression, and social interaction	C-5.1	Illustrates the role of Physical Education for positive social interaction while discussing physical activity throughout history and culture
	C-5.2	Examines the role of physical activity in improving self-confidence and self-esteem
	C-5.3	Appreciates the aesthetic appeal of a performance such as someone's classy straight drive, a beautiful freekick, effortless smashing of the ball, well-placed drop shot, speedy smash
	C-5.4	Expresses self through dance, gymnastics, or any physical activity
<b>CG-6</b> Assesses their own growth and development	C-6.1	Examines the role of different factors which affect growth and development such as heredity, immediate environment, diet, diseases, state of mind, and physical activity
	C-6.2	Analyses the relationship of nutrition, physical activity, and mental health with skeletal health, muscles, strength, endurance, flexibility, and agility
	C-6.3	Classifies the common injuries of bones and muscles and describes protocol for seeking medical help for themselves and others in that situation, like providing first aid in such situations
	C-6.4	Outlines and challenges the societal beliefs and taboos associated with different aspects of growth and development at adolescent age
<b>CG-7</b> Learns about tournaments at the	C-7.1	Charts the various tournaments at international, national, State, district, and block levels

international, national, state, district, and block levels	C-7.2	Describes the participation criteria and rules of tournaments
	C-7.3	Summarises the support or organisational structures to participate in tournaments
	C-7.4	Explains the different forms and procedures for participating in Tournaments
<b>Learning Standards – 2</b>		
<b>CG-1</b> Demonstrates competence in the understanding of movement concepts, strategies and principles while engaging in and performing physical activities, including sports	C-1.1	Exhibits all movement and motor skills required to participate and play in at least one sport /yoga/or any other physical activity (team, dual, individual)
	C-1.2	Exhibits the ability to use complex movement concepts and principles to develop and refine one's own game/sports skills
	C-1.3	Applies knowledge and understanding of movements and skills to develop their own physical activity plan, follows a routine, and assesses independently
<b>CG-2</b> Exhibits sensitivity and learns to regulate their personal and social behaviour towards themselves and others	C-2.1	Reflects upon their own and others' behaviour before, during, and after the physical activity (This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, personal interests)
	C-2.2	Articulates the importance of a team-Member's support to improve performance in the game (by analysing the behaviour of students when someone is emotionally or physically hurt and how their support may improve the performance of the others)
	C-2.3	Modifies/creates new games and rules that are more inclusive in nature
	C-2.4	Creates and applies safety rules and protocols for physical activity and visualises how they can be applied outside the field as well
	C-2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations
	C-2.6	Exhibits modesty after an exceptional performance and accepts defeat gracefully and enjoys the game
<b>CG-3</b> Demonstrates social sensitivity and mental engagement in physical activity/game situations	C-3.1	Designs and executes multiple strategies for the game
	C-3.2	Understands and deals with their own and others' emotions and the thinking process during the game
	C-3.3	Demonstrates calmness and courage in difficult situations and can calm their teammates
<b>CG-4</b> Learns to connect physical activity with health, enjoyment, challenge, expression, and social interaction	C-4.1	Discusses activities that bring personal satisfaction
	C-4.2	Identifies diverse cultures with special reference to dance, physical activity, local games, and spaces to interact
<b>CG-5</b> Learns about tournaments at the	C-5.1	Charts the various tournaments at international, national, State, district, and block levels



international, national, State, district, and block levels	C-5.2	Describes the participation criteria and rules of tournament
	C-5.3	Summarises the support structure or organisational structure to participate in tournaments
	C-5.4	Explains the different forms and procedures for participating in tournaments
<b>Vocational Education</b>		
<b>CG-1</b> Develops in-depth basic skills and allied knowledge of work and their associated materials/procedures	C-1.1	Perform procedures competently through required tools/equipment
	C-1.2	Differentiates between effective and non-effective practices in completing the task
<b>CG-2</b> Develops essential values while working in a specific vocation	C-2.1	Develops the following values while engaging in work: <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Persistence and focus</li> <li>• Curiosity and creativity</li> <li>• Empathy and sensitivity</li> <li>• Collaboration and teamwork</li> <li>• Willingness to do physical work</li> </ul>
<b>CG-3</b> Develops basic skills and allied knowledge to run and contribute to the home	C-3.1	Applies the acquired vocational skills and knowledge in a home setting



## JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

ANNEXURE-VIII

### ACADEMIC SESSION: 2025 - 26 REPORT CARD FOR CLASS XI

Photograph

Roll No:  
 APAAR ID:  
 Student's Name:  
 Name of the Mother:  
 Name of the Father:  
 Date of Birth:  
**Part A: Scholastic Area**

Scholastic Areas:	Term-1								Term-2							Total of weightage of Theory MM 100(I + Q)	Over all Theory marks converted to MM 80 / 70 / 60	Average marks of Practical/ Internal Assessment MM 20 / 30/40 (Average of F & N)	Total of Theory & Practical / Internal Assessment MM 100 ( S + T )	Grades	
	Marks in UT-1(MM40)	Marks in UT-2(MM40)	Marks in best UT	Marks in Half Yearly Examination(MM 80/ 70/ 60)	Practical / Internal assessment ( MM 20/ 30 / 40)	Total marks (theory) Half yearly examination + best UT	Total of theory marks + best UT converted to 100 marks	Weightage (Theory ) Term-1 ( 40%of H)	Marks in UT-3(MM40)	Marks in UT-4(MM40)	Marks in best UT	Marks in Annual Examination( MM 80/ 70/ 60)	Practical / Internal assessment ( MM 20/ 30 / 40)	Total marks (theory) Annual examination + best UT	Total of theory marks + best UT converted to 100 marks						Weightage (Theory ) Term- 2 (60 % of P)
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Subject-1																					
Subject-2																					
Subject-3																					
Subject-4																					
Subject-5																					
Additional Subject																					
Total Marks																					

#### Part B: Co-Scholastic Area (on a 09-point (A to E))

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
SEWA(Community service/Pace setting Activity)		
Health & Physical Education		

#### Part C: 10 Bagless days

Participation (Yes/No)	During vacation	During

**Part D: Discipline ( On a 03-point grading scale A,B,C)**

Co-Scholastic Areas	Term - 1 (Grade)	Term - 2 (Grade)
Discipline		

**Part E: General studies ( on 8 point grading Scale A1, A2, B1, B2, C1, C2, D1, D2)**

Co-Scholastic Areas	Over all
General Studies	

**Part F: Any Outstanding Achievement during the session\_\_\_\_\_**

**Part G: Attendance**

Term	Total Number of working days	Number of days attended the school	% attendance
Term-1			
Term-2			

**Result:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Signature of Class Teacher \_\_\_\_\_

Signature of Principal \_\_\_\_\_

**Grading Scale for Co-scholastic Areas: Grades are awarded on a 05-point grading scale as follows**

GRADE	CONNOTATION
A	EXEMPLARY
B	PROFICIENT
C	DEVELOPING
D	EMERGING
E	BEGINNER

**Grading Scale for Discipline: Grades are awarded on a 03-point grading scale as follows**

GRADE	CONNOTATION
A	OUTSTANDING
B	VERY GOOD
C	FAIR

(Note: Student's Report of Fitness Assessment should be attached and provided to the student along with the report card)



# JAWAHAR NAVODAYA VIDYALAYA

ANNEXURE-IX

## ACADEMIC SESSION: 2024 - 25 REPORT CARD FOR CLASS IX

Photograph

Roll No.:  
 APAAR ID:  
 Student's Name:  
 Name of the Mother:  
 Name of the Father:  
 Date of Birth:

### Part A: Scholastic Area

Scholastic Areas:	Term-1									Term-2									Over All Marks MM 100 (J + S)	Over All Grade on the basis of T)		
	Subject Name	Marks in PWT-1 (MM40)	Marks in PWT-2 (MM40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05)	Marks in Half Yearly Examination (MM 80 M)	Total Marks (MM 100)	Weightage of Term -1 (40% of I)	Marks in PWT-3	Marks in PWT-4 (MM40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05)	Marks in Annual Examination (MM 80)	Total Marks (MM 100)			Weightage of Term -2 (60% of R)	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U		
English																						
Hindi																						
Language 3																						
Mathematics																						
Science																						
Social Science																						
Skill Subject/ Additional																						
Sanskrit/ Foreign Language																						
Total Marks																						

**Part B: Co-Scholastic Area (on a 05-point (A-E) grading)**

Co-Scholastic Areas	Term – 1 Grade	Term – 2 Grade
SEWA(Community service/Pace setting Activity)		
Art Education		
Health & Physical Education		

**Part C: 10 Bagless days**

Participation (Yes/No)	During vacation	During school

**Part D: Discipline (03-point, A-C grading scale)**

Co-Scholastic Areas	Term – 1 Grade	Term – 2 Grade
Discipline		

**Part E: Any Outstanding Achievement during the session \_\_\_\_\_**

**Part F: Attendance**

Term	Total Number of working days	Number of days attended the school	% attendance
Term-1			
Term-2			

**Result:** \_\_\_\_\_

**Date:**.....

**Signature of Class Teacher** \_\_\_\_\_

**Signature of Principal** \_\_\_\_\_

**Grading Scale for Co-scholastic Areas: Grades are awarded on a 05-point grading scale as follows**

GRADE	CONNOTATION
A	EXEMPLARY
B	PROFICIENT
C	DEVELOPING
D	EMERGING
E	BEGINNER

**Grading Scale for Discipline: Grades are awarded on a 03-point grading scale as follows**

GRADE	CONNOTATION
A	OUTSTANDING
B	VERY GOOD
C	FAIR

(Note: Student’s Report of Fitness Assessment should be attached and provided to the student along with the report card)

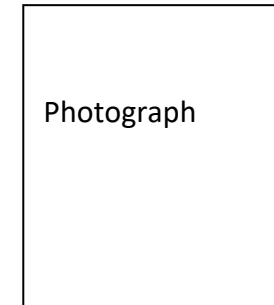


**JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_**

**ACADEMIC SESSION: 2025 – 26**

**REPORT CARD FOR CLASS VI – VIII**

**Roll No:**  
**APAAR ID:**  
**Student's Name:**  
**Name of the Mother:**  
**Name of the Father:**  
**Date of Birth:**



Scholastic Areas:	Term-1										Term-2									40% of Term – 1 ( 40 % of j)	60% of Term – 2 ( 60 % of s )	Over All marks (40 % of Term-1& 60 % of Term-2)	Over all Grade
	Subject Name	Marks in PWT-1 (MM40)	Marks in PWT-2 (MM40)	Weightage of Best PWT (Converted to 20 marks)	Weightage of Multiple Assessment (10 M)	Weightage of Portfolio (10 M)	Weightage of Subject Enrichment Activities (10 M)	Marks in Half Yearly Examination ( MM 80 M)	Half yearly marks converted to 50 marks	Total Marks (MM 100) ( d+ e+f+ g+ l )	Marks in PWT-3 (MM40)	Marks in PWT-4 (MM40)	Weightage of Best PWT (Converted to 20 marks)	Weightage of Multiple Assessment (10 M)	Weightage of Portfolio (10 M)	Weightage of Subject Enrichment Activities (10 M)	Examination ( MM 80 M) converted to 50 marks	Annual marks converted to 50 marks	Total Marks (MM 100) ( m + n +o + p + r )				
a	b	c	d	e	f	g	H	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	
English																							
Hindi																							
Regional Language																							
Mathematics																							
Science																							
Social Science																							
Art Education																							
Physical Education																							
Vocational education																							
Sanskrit/ Foreign Language																							
Total Marks																							

**Part B: Co-Scholastic Area(on a 03 -point (A-C) grading**

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
Community service/Pace setting Activity		
Art Education		
Health & Physical Education		

**Part C: 10 Bagless days**

Participation (Yes/No)	During vacation	During school

**Part D: (on a 03 -point (A-C) grading**

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
Discipline		

**Part E: Any Outstanding Achievement during the session\_\_\_\_\_**

**Part F: Attendance**

Term	Total Number of working days	Number of days attended the school	% attendance
1			
2			

**Result:** \_\_\_\_\_

**Date:**.....

**Signature of Class Teacher**

**Signature of Principal**

**Instructions: A) Grading Scale for Scholastic Areas:  
Grades are awarded on a 08-point grading scale as follows:**

Marks Range	Grades
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & Below	Needs Improvement

**B) Grading Scale for Co-Scholastic Area & Discipline**

Grade	Connotation
A	OUTSTANDING
B	VERY GOOD
C	FAIR

\*A student attending 12 hours of modules is treated as qualified.

(Note: Student’s Report of Fitness Assessment should be attached and provided to the student along with the report card)





## ANNEXURE-XII

## JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

## Report of Checking of Home work/ class work/ Assignment

Date of submission of note book to Principal/Vice Principal \_\_\_\_\_

Class \_\_\_\_\_ Name of Teacher \_\_\_\_\_

No. of students in the Class \_\_\_\_\_

Name of students not completing Home work

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Subject \_\_\_\_\_

Designation \_\_\_\_\_

No. of note Books submitted \_\_\_\_\_

Action taken by the Teacher \_\_\_\_\_

Date : \_\_\_/\_\_\_/\_\_\_

Sign. of Teacher: \_\_\_\_\_

**Principal/Vice-Principal Remarks :-**

- 1 **No. of notebooks Found - not checked** \_\_\_\_\_
- 2 **Maintenance of notebooks by students:** Excellent/Good/Average/Poor
- 3 **Quality of Checking**
  - a) Regular Topic wise Yes/No
  - b) Correct Answer given Yes/No
  - c) Checking up to date Yes/No
  - d) All note books signed Yes/No
  - e) Mentioning date of Signature Yes/No
- 4 **Quality of Assignments:**
  - a) Legible, Heading/Important points  
Yes/No Underlined and illustrations given
  - b) Answers are complete, Relevant, Clear Yes/No
  - c) Index is maintained Yes/No
- 5 **Quality of Work :- Adequate & balanced**  
Yes/No

Date : \_\_\_/\_\_\_/\_\_\_

Sign. of Principal/Vice-Principal

Noted by the Teacher : \_\_\_\_\_

Date : \_\_\_/\_\_\_/\_\_\_

**Jawahar Navodaya Vidyalaya\_\_\_\_\_**

**Monthly House Prefects Meeting with Principal in the Presence of HouseMasters**

**For the month of\_\_\_\_\_Date of the meeting: \_\_\_\_\_/\_\_\_\_/\_\_\_\_**

Sl.No	Name of theHouse	Name of the House Masters present	Name of theHouse captain present	Problems of students & house as discussed	Action takenin brief	Remark s(if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

## Jawahar Navodaya Vidyalaya\_\_\_\_\_

**Monthly Class Prefects Meeting with Principal in the Presence of Class Teachers**

For the month of \_\_\_\_\_ Date of the meeting : \_\_\_/\_\_\_/\_\_\_

Sl.No	Class	Name of the Class Teacher present	Name of the Class Prefect present	Problems of students & class as discussed	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

**Jawahar Navodaya Vidyalaya\_\_\_\_\_**

**Monthly Staff Meeting**

**For the month of\_\_\_\_\_Date of the meeting :\_\_/\_\_\_/\_\_\_**

Sl.No	Agenda Points discussed	Problem relating to Staff	Academic Problems Related to students	Hazardous Points identified, if any	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

**Jawahar Navodaya Vidyalaya\_\_\_\_\_**

**Monthly Maintenance & Repair (M&R) Committee**

**Meeting For the month of\_\_Date of the meeting:\_\_\_/\_\_\_/ \_\_\_**

Sl. No	Name of the HouseBuilding	Nature/ Details of Problem	Hazardous points, if any	Action taken in brief	Remarks (if any)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Sign of Vice Principal

Sign of Principal

**Jawahar Navodaya Vidyalaya\_\_\_\_\_**

**Monthly Mess Committee Meeting**

**For the month of\_\_\_\_\_Date of the meeting:\_\_\_/\_\_\_/\_\_\_**

Sl. No	Last Menu Discussed	Name of the Student Present	Name of Teachers/ Staff Present	Problems raised by the Students	Action taken in brief	Revised Menu Chart (may be attached)	Remarks
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Sign of Vice Principal

Sign of Principal

JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

**MONTHLY COVERAGE OF SYLLABUS**

MONTH/YEAR \_\_\_\_\_

Class:

Section :

Name of Class Teacher:

Name of Class Prefect :

Sl.No.	Subject	No. of Unit/chapter allotted for the month	No. of Unit/Chapter covered	Reason for not completing syllabus (if any)	Signature of Subject Teacher

Date: \_\_\_/\_\_\_/\_\_\_

**Signature of Class Teacher**

**Signature of Class Prefect**

**Signature of Vice-Principal**

**Signature of Principal**



JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

## CLASS ABSENTEE DIARY

DATE : \_\_\_ / \_\_\_ / \_\_\_

Class:

Section:

Name of the Class Prefect:

Name of the classTeacher:

Period	Subject	Class Strength	Present	Leave	Sick	On Duty	Absent (Name of Absent)	Sign. of Subject Teacher
I								
II								
III								
IV								
V								
VI								
VII								
VIII								

Any extra present/Leave/Absent (With Name):

Reason of Extra present/leave/ absent:

Sign. of Class Teacher

**Note:**

- 1 The Class teachers will record the status of student attendance of the day before 1st period and ensure that this diary is available in each period in the Class.
- 2 Subject teachers will record the name of extra present/leave/absent student before starting of teaching. If any student is absent, it should be immediately intimated to principal/Vice-Principal
- 3 Class Prefect will submit this diary to Principal/Vice-Principal daily after VIII period.
- 4 Principal/Vice-Principal will be available after VIII period in the academic block for supervision of this diary.

Signature of Class Prefect

Signature of Vice-Principal/Principal

Signature of MOD



**PRE-INSPECTION DETAILS FOR PANEL INSPECTION OF  
Jawahar Navodaya Vidyalaya:**

.....



**NAVODAYA VIDAYALAYA SAMITI**  
**REGIONAL OFFICE: \_\_\_\_\_**

**(A critical observation on the information submitted by the Principal must be recorded  
by the Inspectors in the space provided)**

**1. JNV Details:**

i.	JNV( District)	
ii.	UDISE CODE	
iii.	CBSE Affiliation Number	
iv.	CBSE School Number	
v.	Address (with Pin-code)	
vi.	Year of Establishment	
vii.	JNV Campus (Permanent/ Temporary)	
viii.	Building Type (CBRI / CPWD)	
ix.	Category of the JNV (A/B/C)	
x.	Highest Class	
xi.	Student Strength (Including Staff wards)	Boys:      Girls:      Total:
xii.	Streams Available in Class XI	1: 2: 3:
xiii.	Migration Linkage to the JNV	
xiv.	Migration Linkage(One Way / Both Way/Not functional)	
xv.	Third Language	
xvi.	Name of Cluster	
xvii.	Name of the cluster In-charge AC	
xviii.	Distance of the JNV from District Hq.	
xix.	Phase/ Year of JNV under PM SHRI Scheme	

**2. Staff Details:**

**Detail of Principal & Vice Principal**

S. No.	Principal/ V. Principal	1. Name 2. Mobile Number 3. Official E-mail ID 4. Personal E-mail ID	Subject at PG level	Date of Joining in the present JNV
1	Principal	1.		
		2.		
		3.		
		4.		
2	Vice Principal	1.		
		2.		
		3.		
		4.		

**Staff Position: Teaching**

Position	PGTs	TGTs	Misc. / Creative
Sanctioned			
Posted (Regular)			
Vacancy (with subjects)			
Filled on Contract (Subject)			
Post vacant even after contract engagement			

**Staff Position: Non-Teaching**

Position	S. N.	O.S.	SSA	JSA	S.K.	CA	L. A.	ECP	COOK	M. H.	CCS	CH	DRI.	Post vacant even after outsourcing of services
Sanctioned														
Posted														
Vacant														

**Manpower engaged through outsourcing of services**

Number of manpower engaged for								
Cooking	Assistant for cooking	House Keeping (lady / gents)	Security <small>D.ave</small>	Electrical & Plumbing	Gardening	Multi-Tasking	Matron	Clerical Work

**Compassionate Appointment if any made under contract/Daily wages due to the death of any staff during Covid 19**

Name of the deceased employee	Name of the dependent employed and relationship	Post engaged on contract/Daily wages

**3. Pre- Mature Transfer Certificate issued since last Panel Inspection:**

S. No.	Session	Name of the Student	Class	Date of TC Issued	Reason of issue of TC	Official granting permission for issue of TC (With letter No, & Date)

**4. Untoward Incidents**

**Indiscipline Cases since last panel Inspection:**

Sl. No.	Whether group/ individual act of indiscipline	Date of act of indiscipline	Classes/ Houses involved	Act of Indiscipline pertains to (use of Mobile/ intoxication/ bullying etc)	Action taken by the JNV	Steps taken to prevent such incidents in future	Observation of the panel inspection team

**(Death/ Suicide) of Students in last 05 years:**

Sl.No.	Name of Student	Gender (Male/ Female)	Class	Whether the death Due to suicide Yes/No	Date of incident	Reason of Death/ Suicide	Steps taken To prevent such incidents in future	Observation of the Panel inspection team on status of steps taken by JNV

**5. Students' Strength:**

Class	Through JNVST	Staff Wards	Total	Detail of CWSN			
				PH	V.I.	H.I.	Total
VI							
VII							
VIII							
IX							
X							
XI (.....)							
XI (.....)							
XII (.....)							
XII (.....)							
TOTAL							

### 6. Status of APAAR ID Creation:

Class	Total No. of Students	No. of APAAR IDs created	Status of No. of Pending APAAR IDs			
			Not Yet Initiated	No. of Students with mismatch Aadhar details	No. of Students, Parent not given consent	Total
VI						
VII						
VIII						
IX						
X						
XI						
XII						
TOTAL						

### 7. JNVST Registration of Last 03 Years (Class VI)

Year	Number of Registration			Candidates				Remark of the panel Inspection team
	Boys	Girls	Total	Appeared	% Appeared	Selected	Admitted	

### 8. Assistance Provided to CWSN

#### 8.1. General Facilities

Sl. No.	Facility	Status of Availability (Yes/ No)	Confirmation of Panel inspection team on status of availability (yes/no)
1	Ramp in Academic Block		
2	Ramp in Girls' Dormitory		
3	Ramp in Boys' Dormitory		
4	Special Toilets for Boys in Academic Block		
5	Special Toilets for Girls in Academic Block		
6	Special Toilets in Boys' Dormitory		
7	Special Toilets in Girls' Dormitory		
8	Double Hand Rails in Staircases		
9	Modified furniture in class rooms/ Library		
10	Modified Drinking water facilities in Academic Block/ Mess / Dormitories		
11	Display of Signage in the campus for CWSN		

#### 8.2 Special Facilities

Sl.No,	Name of the Student	Gender (Male/ Female)	Whether PH/ VI/ HI	% of Disability	Special facilities Assistive device provided


### 8.2.1 Remark of Panel inspection team on status of additional facilities to CWSN Children:

\_\_\_\_\_

\_\_\_\_\_

### 9. Classroom Teaching by Principal / Vice-Principal

Principal / Vice-Principal	Class handled	No. of periods per week	Observations by Panel Inspection team
Principal			
Vice-Principal			

### 10. Inspection and Supervision

Sl.No	Aspects	Status report/comments of Principal with documentary evidence			Observations of Panel Inspection Team
1	a) Institutional Plan				
	b) Annual Pedagogical Plan				
2.	a) Morning physical training /exercises				
	b) Morning Assembly				
3	<b>Inspection, supervision &amp; monitoring of Academic activities byPrincipal</b>				
a)	Maintenance of Class room supervision diary (yes/No)				
b)	Mention No. of teachers observed (in each phase) <b>Note:</b> Records are to be maintained as per suggestive activities (ENGAGE) to be performed in classroom by the teacher as per CBSE Circular No.34/2020, dated 14 <sup>th</sup> May 2020. This should be verified by the Panel Inspection team.	Phase	No. of teachers to be observed	No. of teachers observed	
		I			
		II			
		III			
		IV			
c)	Monthly Checking of correction work of teachers of students' assignment				
d)	Monitoring of monthly coverage of syllabus				
e)	Monitoring of Conduct of all Examinations as per schedule & review of performance of students				
f)	Effective use of Classroom Laboratories and Open Spaces for Learning				



g)	Average no. of visit to dormitories perweek			
<b>4</b>	<b>Inspection, supervision &amp; monitoring of Academic activities byVice-Principal</b>			
a)	Maintenance of Class room supervision diary (yes/No)			
b)	Mention No. of teachers observed ( in each phase) <b>Note:</b> Records are to be maintained as per suggestive activities (ENGAGE) to be performed in classroom by the teacher as per CBSE Circular No.34/2020, dated 14 <sup>th</sup> May 2020. This should be verified by the Panel Inspection team.	Phase	No. of teachers	No. of teachers
		I		
		II		
		III		
		IV		
c)	Monthly Checking of correction work of teachers of students' assignment.			
d)	Academic Calendar, Time-Table, Institutional plan, Exam time table as per Hqrs instructions			
e)	Monitoring the conduct of CCA/ Club & Assembly activities			
f)	Average no. of visit to dormitories perweek			

## 11. Academic Performance:

### I. Academic Performance in board classes previous year

CBSE Results of Class XII (last three years):							
Year	Registered	Appeared	Not Appeared	Passed	Pass%	% of students scoring 90% and above marks in	Reason of notappeared

CBSE Results of Class X (Last Three Years):							
Year	Registered	Appeared	Not Appeared	Passed	Pass%	% of students scoring 90% and above marks in aggregate	Reason of not appeared

### II. Overall Cumulative Result of Non-Board Classes (Previous Year):

Class	Registered	Appeared	Not Appeared	Passed	Pass %	% of students scoring 90% and above marks in aggregate	Reason of not appeared
VI							

VII							
VIII							
IX							
XI							

## 12. Academic Performance of the current Academic Session

### Class VI

Subject	PWT-I				Term-I Exam				PW T-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																
Art Ed.																
Physical Ed																
Voc. Ed.																

### Class VII

Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

### Class VIII

Subject	PWT-I			Term-I Exam				PWT-II				PWT-III			
	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English															
Hindi															
Maths															
Science															
Social Studies															

Class IX																
Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
Social Studies																

Class X																
Subject	PWT-I				Term-I Exam				PWT-II / Pre-Board Exam				PWT-III / Pre-Board Exam			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
Social Studies																

Class XI																
Subject	UT-I				UT-II				Half Yearly Exam				UT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

Class XII																
Subject	UT-I				UT-II				Half Yearly Exam				UT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

**13. Evaluation**

Sl. No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
a)	Provision of Competency Based Questions as per NVS guidelines in PWT / UTs		
b)	Maintenance of records of different assessment of PWT/UT and Co-scholastic activities.		
c)	Conduct of internal assessment as per CBSE/ NVS guidelines board and non-board classes respectively		
d)	Inclusion of 20% content on cultural component in regional language of the linked JNV in all internal assessments		
e)	Providing "KHELO INDIA" Fitness Assessment report to every student along-with the Progress card		

**14. Effectiveness of Remedial / Enrichment Programme/Supervise study**

a)	Remedial teaching(timetable along with list of low achiever students).		
b)	Enrichment Programme: (Detailed action plan along with list of bright students identified).		
c)	Supervised studies		

**15. Library Management:**

S.No.	Area	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
1	Total number of books as per Accession Register		
2	Number of Books available in Hindi Medium		
3	Number of Books available in migration linked language		
4	Number of Magazines/periodicals (fortnightly/ Monthly/ others ) are made available regularly		
5	Number of News Papers are made available daily		
6	Status of e-Granthalya 4.0 implementation		
	(a) Whether e-Granthalya 4.0 subscribed (Yes/No)		
	(b) Total no. of books entered on software		
	(c) Total no. of library members on software <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Other Staff</li> </ul>		
	(d) Total no. of books issued to the members as on date		

7	Development of Career Counseling Corner (Yes/ No)		
8	Average number of books issued per student per month		
9	Average number of books issued per teacher per month		
10	Activities conducted to promote reading habits of students/ teachers		

### 16. Effective Use of Class rooms, Laboratories & Open space for learning

(In accordance to letter no. 1 – 1/ 2021/ NVS- JC (Acad)/ 73; Dated 18.01.2022)

#### 16.1 Class Room Ambience:

S.No.	Actions	Number of class rooms in which actions are completed	Number of class rooms in which actions are not completed/ initiated	Observation of the Panel Inspection team
1	Good Quality paint on walls			
2	Good quality dual desk			
3	Concealed electrical wiring			
4	Proper lighting arrangement			
5	Big size soft board fixed on the rear wall			
6	Availability of covered lockable shelf / Almirah			
7	Availability of Wi-Fi network connectivity			
8	Fixing of White/ green board & Soft board on the front wall			
10	Display of Curricular Goals and Competancies of each subject			

#### 16.2 Use of Laboratories :

Sl.No.	Lab	Cleanliness of Lab & Maintenance of Equipment (yes/ no)	Whether Class wise & date wise schedule of Practical/ activities is displayed	Photographs of Scientists related with the subject are displayed	Good quality charts of related concepts are displayed	Observation of the Panel Inspection team
1.	Physics Lab					
2.	Chemistry Lab					
3.	Biology Lab					
4.	Junior Science Lab					
5.	Maths Lab					
6.	Computer Lab					
7.	Atal Tinkering Lab(ATL)					

8.	Geography Lab					
9.	Astronomy Lab					
10.	Skill Lab					
11.	Language Lab					

### Integration of Labs

S.No.	Labs to be integrated with main labs	Integrated with the lab (Mention the name of the lab)	Observation of the Panel Inspection team
1	Maths lab		
2	Junior science lab		
3	Astronomy lab		

### Accessibility of Labs

S. No.	Name of the main Laboratories are accessible by TGT (science) & Junior class students	Yes/ No	Observation of the Panel Inspection team
1			
2			
3			
4			

### Utilization of Skill Labs:

Name of Skill Lab	Name of Skill Subject taught	Class wise number of students enrolled	Designation of Teacher teaching the skill subject	Teacher Regular/contract	Observation

### 16.3 Development of learning space out side the class room:

S. No.	Name of the Knowledge Park	Status by Principal		Observation of the panel Inspection team
		(Yes/No)	Key concepts	
1	Science Park			
2	Social Science Park			
3	Mathematics Park			
4	Any other			

### 17. Co-Curricular Activities

Sl.No.	Name of the Activity	Classes Participated	Number of students Participated	Observation of the Panel Inspection team(including performances, calendar of activities, and maintenance of records)

**18. Art Education**

a) Visual Arts (Fine Arts)					
Class	Total Strength	No. of students who can:			Observation of the Panel Inspection team
		Draw & Paint	Make Toys/ handicrafts	Make clay models/ sculptures	
VI					
VII					
VIII					
IX					
X					
Performing Art					
Class	Total Strength	No. of Students can:			Observation of the Panel Inspection team
		Play any instrument	sing (vocal)	Performance of any dance (folk/ classical)	
VI					
VII					
VIII					
IX					
X					

**19. Games and Sports:****19.1. Maintenance of Playgrounds**

S.No.	Playground	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
a)	Football Ground		
b)	Basketball Ground		
c)	Athletics Track		
d)	Volleyball Court		
e)	Kho-Kho Ground		
f)	Kabbadi Ground		
g)	Any other		

**19.2. Participation of Students in Games & Sports**

Class	No of students participated in NVS Meet			No of students Participated in open meet			No of students Participated in SGFI	Observation of the Panel Inspection team
	Cluster	Regional	National	District Level	State Level	National Level		
VI								
VII								
VIII								
IX								
X								
XI								

**20. Scout & Guide, NCC, NSS & School Police Cadet (SPC)**

Scout Guide/ NCC	Points		Status report by Principal with documentary evidences	Observation of the Panel Inspection team
Scout & Guide	No. of Scouts			
	No. of Guide			
	Name of Scout Master			
	Name of Guide Captain			
NCC	Wing	Army/ Navy/ Air		
		Junior/ Senior		
		Boys/ Girls/ Both		
	No. of Students	Boys		
		Girls		
Name & Designation of Teacher In-charge (ANO)				
NSS	No. of Students	Boys		
		Girls		
	Name & Designation of Teacher In-charge			
SPC	No. of Students	Boys		
		Girls		
	Name & Designation of Teacher In-charge			

**21. Club Activities**

Sl.No.	Name of the Club	No of Students	Name of Teachers associated	Activity (report by Principal with documentary evidences)	Observation of the Panel Inspection team

**Note:** Number of rows may be increased as per number of clubs available in JNVs.

**22. Special Programmes**

Sl. No.	Title of the Programme	Class	No. of students	Name of the Teacher In-charge	Activities Conducted	Observation of the Panel Inspection Team
1	Foundation of Citizenship Program (FCP/ RKM/ACP)					



2	Vigyan Jyoti Programme (DST)					
3	Ek Bharat Shreshta Bharat					
4	Guided Learning Programme for Mathematics (Khan Academy)					
5	Spoken Tutorial Program (IIT Bombay)					

**23. Pace Setting/ Community Service Activities:**

S.No.	Name of the Pace setting/ Community Service Activity	Date of organizing the activity	Number of students Participated	Teacher In-charge of the activity	Observation of the Panel Inspection Team

**24. Nagar Rajabasha Karyanvayan Samiti:**

Aspect	Status report by Principal with documentary evidences	Observation of the Panel Inspection team
a. Constituted or not		
b. Quarterly report submitted on line or not		
c. Date of submission of Last Quarterly report		
d. Training/Workshop conducted if any		
e. Annual Fee remitted to (TOLIC)		
f. Report Handed over to Inspection Committee or not		

**25. Status of coverage of syllabus as on date \_\_\_\_\_ :**

Sl. No.	Name of the teacher whose syllabus coverage is not as per Split up syllabus	Subject	Class	Reason of non coverage of syllabus	Steps to be taken to complete the Syllabus	Observation of the Inspection team

**26. Status of Skill subjects opted by Students (Class IX to XII)**

S.No.	Class	Skill Subject 1__		Skill Subject 2__		Skill Subject 3__		Observation of Panel Inspection Team
		Sub. Name	No. of students	Sub. Name	No. of students	Sub. Name	No. of students	
1	IX							
2	X							
3	XI							
4	XII							

**27. Status of Skill India Centres:**

Name of the Skill Area	Number of Batches	Number of candidates Registered on PMKVY Portal	Status of functionality	Observation of Panel Inspection Team

**28. Issue of Text book/Stationeries:**

Sl. No.	Class	Strength	Number of Students whom Text books are		Number of Students whom stationary items are		Observation of the Panel Inspection Team
			Issued	Not issued	Issued	Not Issued	
1	VI						
2	VII						
3	VIII						
4	IX						
5	X						
6	XI						
7	XII						

**29. Counseling Interventions by JNV****a. Interventions by JNV for taking care of mental and physical health and well-being of the children**

Sl. No.	Name of Counselors	Male/Female	Students/ Parents counseled since the beginning of the current academic session of for ensuring mental health and well being			Frequency of counseling per week		Observation of the panel inspection team
			class	No. of students counseled	No. of Parents contacted	Group Counseling	Individual counseling	
1								
2								

(Note: Records maintained by JNV to be verified by Inspection Team)

**29.2. Counseling to vulnerable students by counselors**

S.No.	Name of the students identified as vulnerable students	Class	Psychological issues faced by the students	Frequency per Week Of contacting the student	Line of psychological support being provided	Present condition of the student	Observation of the panel inspection team


### 29.3 Career Counseling & Preparation for Competitive Exams:

S. No.	Actionable Points	Action taken by the JNV	Observation of the panel inspection team
1	Availability of quality reference books on various competitive Exams (Viz Olympiads/ CLAT/ JEE/ NEET/ NDA etc)		
2	Teaching/ Practice of questions based on competitive exams at least once in fortnight by concerned subject teachers		
3	Maintaining & updation of career corner		
4	Conduct of Career counseling sessions per month for the students of class XI & XII		
5	Conduct of career fair involving District Employment Officer / Experts from various fields		
6	Connecting with NVS alumni for career awareness session/ mentoring		
7	Assistance to students regarding forthcoming competitive examinations		

### 30. Details of Teachers Training in the previous session:

Sl. No	Name of Teacher	Designation	No. of Hours og CPD		Total. of Hours of CPD
			No. of Hours of Trainig/workshop (Online & Offline)	No. of Hours of other CPD Activities	

(Detailed records of each training attended by each teacher should be maintained at JNV level)

### 31. Details of Teachers Training in the previous session:

Sl. No	Name of Teacher	Designation	No. of Hours og CPD		Total. of Hours of CPD
			No. of Hours of Trainig/workshop (Online & Offline)	No. of Hours of other CPD Activities	

(Detailed records of each training attended by each teacher should be maintained at JNV level)

### 32. Digital Infrastructure

#### 32.1 Availability of Computers

	Computer status as on date _____			
Total	Functional		Non-Functional	
	Number of computer available for office use	Number of computers for academic use	Number of computers Serviceable	Number of computers beyond economical serviceable

Observation of Panel Inspection team :

\_\_\_\_\_

\_\_\_\_\_

#### 32.2 Status of utilization of Tablets for class XI & XII

Class	Total No. of Tablets	Total no. of functional tablets	Whether the tablets are utilized (teaching/ learning/ career/ assessment) as per directions (Yes/ No)	Frequency of the use of tablets by students (Daily/ Weekly/Fortnight/ monthly/ never)	Whether the charging cabinet for tablets available (Yes/ No)
Class XI					
Class XII					

Observation of Panel Inspection team:

\_\_\_\_\_

\_\_\_\_\_

#### 32.3 Smart Class Room

Total No. of Classes	Status of Classrooms converted into Smart Class			Smart Boards		No. of Smart Classes with Internet Connectivity	Observation on use of Smart Classes
	No. of Smart Classes with laptops / Tablets	No. of Smart Classes without laptops / tablets	Total No. of Smart Classes	No. of Functional Smart Boards	No. of Non-Functional Smart Boards		

##### 32.3.1 Status of Devices Available in the Smart Classrooms:

No. of Laptops Available			No. of Tablets Available			Observation on Use
Functional	Non-Functional	Total	Functional	Non-Functional	Total	

##### 32.4 Android Note Books:

No. of	Status of Android Note Books	Status of Graphic Tablets	Observation

Teachers				(Digital Pad & Pen)			on Use
	Functional	Non-Functional	Total	Functional	Non-Functional	Total	

Observation of Panel Inspection team :

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### 32.5 Internet Connectivity

Internet connectivity is available through (Broad Band/ Jio / Airtel Dongel / Leased Line/ V SAT etc.). Provide details	Internet speed (in Mbps)	Is Wi-Fi network available in the academic block/ All Classrooms	Monthly expenditure internet connectivity	Observation of Panel Inspection team

### 33. Significant Achievements of Student (Since last Panel Inspection)

Session	Area (Board Exams/Science/ Art/ Music/ Games & Sports/ Quiz / Debate/ Olympiads/ INSPIRE MANAK/ Kala Utsav/ Youth Parliament, etc	Name of the Student with class	Position/Prizes/ Awards etc	Level (District/ State/ National)	Organizing agency/ Department

Observation of the panel inspection team:

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### 34. Residential Components

#### 34.1 Status of Accommodation for students

Accommodation for	Total Strength	Number of single tier beds available	Number of double tier beds available	Shortage of beds (if any)	Observation of the panel inspection team
Boys (VI to VIII)					
Boys (IX to XII)					
Girls (VI to VIII)					
Girls (IX to XII)					
Total					

#### 34.2 Status of Administration and Management

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
1	HOUSEMANAGEMENT:		

a)	Formation of houses (Whether formed as per the guidelines of NVS or not)		
b)	Organization of Inter House Activities i) CCA		
	ii) Sports & Games		
	iii) Other competitions		
c)	House Meetings (periodicity) i) Principal with HMs		
	ii) Principal with House Perfects		
	iii) Visit to dormitories by Principal and record of observations made		
d)	Potable drinking water availability in the dormitory especially during night		
2	Dormitories		
i)	Cleanliness of dorms and its surroundings		
ii)	Upkeep of toilets & Bathrooms		
iii)	Availability of Electricity & water		
3	Uniforms items (Whether provided as per norms)		
4	Daily use items (Whether provided as per norms)		
5	Bedding items & Utensils (Whether provided as per norms)		

### 35 Mess Management

Sl.No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
a)	Status of District Level Mess Committee (DLMC) – <b>(constituted/ not- constituted)</b>		
b)	Quality and preparation of food		
c)	Inclusion of Millets in at least one meal daily		

d)	Dining system and discipline inside dining hall.		
e)	Health and Hygiene (maintenance & cleanliness of toilets, bathrooms and surrounding area of mess).		
f)	Mess Store Management. Arrangement of food items, cleanliness etc		
g)	Maintenance of mess stock Registers.		
h)	Monthly expenditure, preparation of DCR, whether average expenditure is within budget limit or not.		
i)	Formation of Mess Committee and Regular conduct of meetings and record of committee minutes.		
j)	Mess menu and its display		
k)	Availability of drinking water in Mess.		
l)	Availability of SS plate rack in Dining Hall for boys and girls made separately or not		

### 36 Safety & Security

S.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
i)	ATR & follow up action on 14 point programme for safety and security of students		
ii)	Whether security threats in & around the campus have been identified or not, if yes, mention the same with appropriate to avoid any untoward incident		
iv)	Whether attendance/ Roll call System is in place as per NVS guidelines		
v)	<b>CCTV surveillance system</b>		
	a) No. of CCTV Cameras installed		
	b) No. of CCTV Cameras functional		
	c) No. of CCTV Cameras non-functional		
	d) Scanning of CCTV footage on daily basis to identify suspicious movement in- side the JNV campus and taking corrective measures, by deputing teachers and maintaining of record (Yes/ No)		

	e) Status of enabling of remote monitoring feature in the CCTV camera systems. (Enabled/ Not enabled)		
vi)	<b>NDMA Guidelines School safety Policy 2016:</b>		
	a) School Level Safety advisory committee constituted or not		
	b) Resource inventory prepared or not		
	c) School evacuation plan prepared and displayed or not		
	d) Functional status of firefighting systems installed at designated places		

### 37 Health Care

S.No.	Area	Status report by Principal	Observation of the panel inspection team
a)	Availability of part time doctor and alternative arrangement, incase, part time doctor not available, record of visits.		
b)	Visit record of Nurse to dormitories/Mess/Toilets and bathrooms		
c)	Maintenance of MI room & availability of essential equipments, Common Medicines etc. & stock register.		
d)	Maintenance of Health records and quarterly check up of students.		
e)	Whether comprehensive health checkup of all students including newly admitted students have been done? (Yes/No)		
f)	Number of students having serious illness based on comprehensive health checkup		
g)	Maintenance of daily record of sick students.		
h)	Maintenance of record of sick students referred to hospital/ parents etc.		
i)	No. of incinerators installed (Mention the Place of Installation)		
	a) Functional		
	b) Non-Functional		
j)	Are sanitary pads provided to girls free of cost? (Yes/No)		



**38. General Aspects of functioning of Vidyalaya**

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
i.	a) Status of updating SIS/PIS in Shala Darpan Portal/VJ Portal		
	b) Date of last updating of the JNV website		
	c) Status of updating OASIS portal.		
	d) Status of updating SARAS portal.		
	e) Status of updating SQAAF portal.		
	f) Status of mandatory disclosure as per CBSE on JNV website		
ii.	Status of updating U-DISE PLUS Portal		
iii.	Status of Reporting/reviewing of APAR in respect all the employees of JNV		
iv.	Status of interpersonal relations in the JNV		
v.	Functioning of the migration scheme		
vi.	Pending disciplinary cases of staff if any		
vii.	Pending court cases if any		
viii.	VMC/VAC meetings		
	Dates of meetings and follow up action (Since previous Panel inspection)		
ix.	District Level Mess Committee Visit/ Meetings		
	Dates of meetings and follow up action (Since previous Panel inspection)		
x.	Dates of PTC meetings conducted in the current session		
xi.	Dates of Alumni Meet of last session		
xii.	Disposal of Grievances of students		
xiii.	Availability of Vidyalaya vehicle (Hired/Own/ not available)		
	Maintenance and Repairs of vehicle and action taken for condemnation / auction, if required.		
xv.	Maintenance of service books & records		
xvi.	Status of condemnation of Articles		
xvii.	Maintenance of other records like asset register/TA/Medical reimbursement/ advances etc.		

**39. Pending issues related with staff**

S.No.	Issues	Reason of pendency	Observation of the panelinspection team
i.	Cases of TA/Medical settlement/Advances etc.		
ii.	Cases of release of retirement benefits		
iii.	Cases of release of terminal benefits		
iv.	Cases of MACP / Senior Scale/ selection scale		

#### 40. Financial Management

Sl. No.	Aspects	Status report/comments of Principal with documentary	Observation of the panelinspection team
a)	Maintenance of cashbook/ledger		
b)	Adherence to purchase procedures.		
c)	Position of utilization of funds as per budgetary provision & submission of monthly expenditure statement to Regional Office.		
d)	Settlement of internal / AG Audit objections. Dates of latest conduct of the audit(both)		
e)	No. of outstanding paras as on date Internal Audit(IA).		
f)	No. of outstanding paras of AG Audit(AG) as on date		
g)	Maintenance of other records like Asset Registers/T.A., /medical reimbursement/ Advances etc.		
h)	Pending cases of T.A., medical settlement of advances etc.		

#### 41. Construction

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
a)	Land.		
	• Number of acres available		
	• Whether transferred to Samiti or not?		
	• Whether JNV is having any land dispute ?		
b)	Status of pending construction work (Phase-wise)		
c)	Development works being taken up		

d)	Water supply, availability of OHT, UGS,PHE facilities etc.		
e)	Electricity/ availability of transformer (Rural/Urban feeder etc. capacity of transformer).		
f)	Progress of M&R works, whether undertakes as per latest instructions of NVS(Hqrs.).		
g)	Position of expenditure on M&R till date &total budget allocation, submission to R.O. quarterly expenditure statement.		
h)	M &R Committee and frequency of meetings.		
i)	Maintenance of M & R, complaint registers etc. as per NVS Head Quarter instructions.		
j)	Issues related with Seepage, leakage, Water logging etc		
k)	Issues related to electrical wiring		
l)	Structural safety of building		

#### 42. Constraints in smooth functioning of the VIDYALYA

(To be filled by the principal)

S. No.	Area	Constraints (with justification)	Remarks of the Inspection Team
1	Construction		
2	Academics		
3	Staff		
4	Boarding &Lodging		
5	Safety &Security		

#### 43. Action taken report on recommendations of Previous Panel Inspection

Dates of previous panel inspection conducted  
(From \_\_\_/\_\_\_/\_\_\_\_\_ To \_\_\_/\_\_\_/\_\_\_\_\_)

a. Members of Panel Inspection Team:

Members of Inspection Team	Designation	Mobile No.	Email ID
1.			
2.			
3.			
4.			

b. Status of action recommended by previous Panel Inspection Team:

i. At Vidyalaya Level:

Sl. No.	Action recommended by previous Panel Inspection Team	Action taken by JNV

**Note** :After verification of Records/other evidences, current Panel Inspection Team may recommend either “ “Action not yet initiated or action not completed” in column (3).

**ii. At Regional Office (RO) Level:**

Sl. No.	Action recommended by previous Panel Inspection Team	Action taken by RO

**Note** : After verification of Records/other evidences, current Panel Inspection Team may recommend either Action not yet initiated or action not completed” in column (3).

**iii. At Headquarters (Hqrs.) Level:**

Sl. No.	Action recommended by previous Panel Inspection Team	Action taken by Hqrs.

**Note** : After verification of Records/other evidences, current Panel Inspection Team may recommend either “Action not yet initiated or action not completed” in column (3).

Name & Signature of Principal, JNV

Name, Designation & Signature of Panel Inspection team

- 1.
- 2.
- 3.
- 4.

## PANEL INSPECTION REPORT

JAWAHAR NOAVODAYA VIDYALAYA: .....

NAME OF THE PRINCIPAL: \_\_\_\_\_

Cluster: \_\_

Name of Cluster In-charge AC:

## 1. Details of Panel Inspection Team:

Region \_\_\_\_\_

Members of Inspection Team	Designation	Mobile No.	Email ID
1.			
2.			
3.			
4.			

## 2. Dates of Panel Inspection:

From \_\_\_ / \_\_\_ / \_\_\_\_\_ To \_\_\_ / \_\_\_ / \_\_\_\_\_

## 3. Mode of Panel Inspection (Online/Offline/Blended) \_\_\_\_\_

## 4. Status of Previous Panel Inspection

(i) Dates of previous panel inspection conducted:  
(From \_\_\_ / \_\_\_ / \_\_\_\_\_ To \_\_\_ / \_\_\_ / \_\_\_\_\_)

(ii) Members of Panel Inspection Team :

Members of Inspection Team	Designation	Mobile No.	Email ID
1.			
2.			
3.			
4.			

(iii) **Status of actions on previous Panel Inspection**

**recommendations:(a). At Vidyalaya Level :**

(i) **No. of action(s) recommended:**

(ii) **No. of action completed :**

**Detail of Pending actions:**

Sl. No.	Pending actions at JNV Level	Remarks

**(b). At Regional Office (RO) Level :**

(i) **No. of action(s) recommended:**

(ii) **No. of action completed :**

(iii) **Detail of Pending actions:**

Sl. No.	Pending actions	Remarks

**(c). At Headquarters (Hqrs.) Level :**

(i) **No. of action(s) recommended:**

(ii) **No. of action completed :**

**(iii) Detail of Pending actions:**

Sl. No.	Pending actions	Remarks

**Note:** All pending actions of previous reports, if still not completed, are to be taken as a fresh in current report at relevant level.

**Current Panel Inspection Report :**

5. **Special achievement of JNV at State/National/International level with respect to students/staff(Scholastic and Co-scholastic area) :** ( Attach documentary evidences/photographs/videos etc.)

**6.General best practices adopted by JNV:**

(Attach documentary evidences/photographs/videos)

**7. Best practices in experiential learning as per NEP 2020 adopted by JNV:**

(Attach documentary evidences/photographs/videos)

**8. Shortcomings observed in the functioning of JNV by Panel Inspection Team  
(in bullet points only) :**

--

**9. (a) Action to be taken at JNV level:**

Sl. No.	Areas	Action to be taken	Timeline
1.	Academics– Scholastic (Inspection and supervision by PPL/ VP/class room teaching/academic performance / evaluation/ Labs/ Library / coverage of syllabus/ ICT / career advancement support etc)		
2.	Academics – Co-scholastic (Art education/ Games & sports/ BS & G/ NCC/ SPC/ NSS/ Club Activities/ CCA activities/ Pace setting activities/ special programmes etc.)		
3.	Implementation of NEP 2020 (Competency based lesson plan/ Use of CBQs in exams / Integrated pedagogy / cultural component in teaching of 3 <sup>rd</sup> language / flexibility in choice of streams in class XI/ Bagless Days/ Skill courses etc)		
4.	Residential Components (House facility / Mess facility / Students' entitlement / facilities for CWSN etc)		
5.	Status of Safety & Security (CCTV Cameras/ Health check up / availability of matrons & caretakers / engagement of housekeeping security staff / counseling / mental health & well being of students / Man ki Baat Box / availability of potable water/ regular water testing / safety measures regarding water bodies inside the campus/ Electrical wiring, fitting, fixtures etc)		



6.	Administration (conduct of VMC/ VAC/ DLMC, Court cases/ disciplinary cases/grievances of students, staff and parents/ JNVST/ migration & mini-migration/ CBSE affiliation / training of staff/ UDISE + / SIS, PIS & website updation etc.)		
7.	General upkeep & beautification of all buildings (inside & outside ) in the entire JNV campus		
8.	Audit & Finance (Pending Audit Para)		
9.	M&R and Construction		
10.	Admission JNVST/Lateral Entry		
11.	Any Other		

**(b). Action to be taken at Regional Office (RO) level:**

Sl. No.	Section	Action to be taken	Timeline
1.	Academics		
2.	School Administration		
3.	Administration		
4.	Personnel & Establishment		
5.	Construction		
6.	Audit & Finance		
7.	Any Other		

**(c). Action to be taken at Headquarters (Hqrs.) level:**

Sl. No.	Section	Action to be taken	Timeline
1.	Academics		
2.	School Administration		
3.	Administration		
4.	Personnel & Establishment		
5.	Construction		
6.	Audit & Finance		
7.	Any Other		

**10. Overall observation of the JNV :****Enclosures:**

**Annexure 'A'** : Pre-inspection details of JNV submitted by Principal with observations of Panel Inspection Team.

**Annexure 'B'** : Class observation by Panel Inspection Team based on suggestive activities (ENGAGE) to be performed in classroom by the teacher as per CBSE Circular No.34/2020, dated 14<sup>th</sup> May 2020.

**Annexure 'C'** : Checklist

Name & Signature of Panel  
Inspection Team 1.

- 2.
- 3.
- 4.



## Annexure-C

## CHECK LIST FOR PANEL INSPECTION OF JNV

S. No.	Activity/Area	Response (Yes/No)
1.	Observed the conduct of Morning PT	
2.	Observed the conduct of Morning Assembly	
3.	Observed Evening Games Activities	
4.	Inspected all Laboratories	
5.	Inspected Development of open Spaces for Maths Park/ Science Park/ Social Science Park	
6.	Inspected all classrooms including Smart classes	
7.	Inspected Medical room	
8.	Inspected Vidyalaya Library	
9.	Inspected Vidyalaya Office	
10.	Inspected students' Mess( Dining Hall, Kitchen & Store)	
11.	Visited Boys' Dormitories	
12.	Visited Girls' Dormitories	
13.	Visited Staff Room	
14.	Inspected Kitchen Garden	
15.	Interacted with Migrated Children	
16.	Interacted with CWSN students	
17.	Interacted with newly admitted students	
18.	Interacted both Board Class Students	
19.	Interacted with Staff Members	

Signature  
Assistant Commissioner / Cluster In-charge

**Annexure - D**

**Comments And Actionable Points of Deputy Commissioner, RO \_\_\_\_\_ on Panel Inspection Report of JNV \_\_\_\_\_**

(DC RO will write his / her comments on quality of panel inspection report submitted by AC, Cluster In charge. He / She may modify the actions recommended at different level before submitting the report to Hqrs within specific time. The DC RO may also recommend actionable points for relevant level (JNV / RO / Hqrs) along with observations / comments.)

**A. Comments of Deputy Commissioner:**

--

**B. Actionable points suggested by the Deputy Commissioner:**

JNV Level	RO Level	HQ Level

**C .Gist of the actions recommended:**

JNV Level			RO Level			HQ Level		
Pannel Inspection Team	DC	Total	Pannel Inspection Team	DC	Total	Pannel Inspection Team	DC	Total

(Name & Signature of Deputy Commissioner, RO)

जवाहर नवोदय विद्यालय, .....

**JAWAHAR NAVODAYA VIDYALAYA, .....**

**स्वास्थ्य और गतिविधि कार्ड /HEALTH AND ACTIVITY CARD**

**सामान्य जानकारी /GENERAL INFORMATION**



छात्र का आधार कार्ड नंबर / Adhar Card No. of Student (Optional)							
नाम / Name							
प्रवेश सख्या / Admission No.				जन्म तिथि / Date of Birth			
एम. एफ. टी. / M F T				रक्त वर्ग / Blood Group			
माँ का नाम / Mother's Name							
YOB*		वजन / Weight*		ऊंचाई / Height*		रक्त वर्ग / Blood Group	
आधार कार्ड नंबर / Aadhaar Card Number*							
पिता का नाम / Father's Name							
YOB*		वजन / Weight*		ऊंचाई / Height*		रक्त वर्ग / Blood Group	
आधार कार्ड नंबर / Aadhaar Card Number*							
पारिवारिक मासिक आय / Family monthly income*							
पता / Address							
फोन नंबर / Phone No				मोबाईल नंबर. / Mobile No			
CWSN, Specify							

**अभिभावक के हस्ताक्षर / Signature of Parent/Guardian**

**दिनांक / Date: \_\_\_\_\_**

\*वैकल्पिक जानकारी जिसे सीबीएसई के साथ साझा नहीं किया जाना चाहिए। डेटा गोपनीयता और सुरक्षा संबंधित स्कूल की ज़िम्मेदारी होगी

\*Optional information: that need not be shared with CBSE. Data privacy and protection shall be the responsibility of the concerned school.

HEALTH AND ACTIVITY CARD					
Components	Parameters	Class 9 <sup>th</sup>	Class 10 <sup>th</sup>	Class 11 <sup>th</sup>	Class 12 <sup>th</sup>
Vision	RE /LE				
Ears	Lest / Right				
Teeth Occlusion	Caries/Tonsils/Gums				
General Body Measurements	Height				
	Weight				
Circumferences	Hip				
	Waist				
Health Status	Pulse				
	Blood Pressure				
Posture Evaluation	<u>If any:</u> Head Forward/Sunken Chest/ Round Shoulders/ Kyphosis/ Lordosis/ Adominal Plois/BODY Lean/ Tilted Head/ Shoulders Uneven/ Scholiosis/Flat Feet/ Knock knees/ Bow legs.				
<b>Sporting Activities(HPE)</b>  (For details, see HPE manual available on CBSE website <a href="http://www.cbseacademic.in">www.cbseacademic.in</a> )	<b><u>Strand 1:</u></b> Any one of the Following: 1. Athletics/Swimming 2. Team Game 3. Individual Game 4. Adventure Sports				
	<b><u>Strand 2:</u></b> <b>Health and Fitness</b> (Mass PT, Yoga, Dance, Calisthenics, Jogging, Cross Country Run, Working out using weights/ gym equipment, Taichi etc)				
	<b><u>Strand 3:</u></b> <b>SEWA</b>				



HEALTH AND ACTIVITY RECORD								
Fitness Components	Fitness Parameters		Test Name	What does it Measures	Class 9 <sup>th</sup>	Class 10 <sup>th</sup>	Class 11 <sup>th</sup>	Class 12 <sup>th</sup>
Health Components	Body Composition		BMI	Body Mass Index for specific age and Gender				
	Muscular Strength	Core	Partial Curl up	Abdominal Muscular Endurance				
		Upper Body	Flexed/Bent Arm Hang	Muscular Endurance/ Functional Strength				
	Flexibility		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles.				
	Endurance		600 Mtrs Run	Cardiovascular fitness / Cardiovascular endurance				
	Balance	Static Balance	Flamingo Balance Test	Ability to Balance successfully on a single leg				
Skill Components	Agility		Shuttle Run	Test of speed and agility				
	Speed		Sprint / Dash	Determines acceleration and speed				
	Power		Standing vertical jump	Measures the Leg Muscle Power.				
	Coordination		Plate Taping	Test speed and coordination of limb movement				
			Alternative Hand Wall Toss Test	Measures Hand – eye coordination				

Details regarding how to conduct tests are mentioned in HPE manual available on CBSE Website

**JAWAHAR NAVODAYA VIDYALAYA****DAILY MORNING REPORT DIARY(BY HOUSEMASTER/MISTRESS)**

DATE \_\_\_\_\_

S. No.	Name of House	Strength	No. of Students Present	No. of students on Leave	No. of students on duty	Name of sick students	Name of Absent (Missing) Student	Brief about welfare of the students of the House	Signature of House Master/Mistress

Signature of MOD

Signature of Staff Nurse

Signature of Vice-Principal

Signature of Principal

**Note:**

This diary should be available with Staff Attendance Register in Principal chamber. The House Masters will report the status of students of this house before morning Assembly. Staff Nurse will record the name of sick students & will follow up for medical care.

**REPORT OF MASTER ON DUTY**

**JAWAHARNAVODAYAVIDYALAYA** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Day:** \_\_\_\_\_

(To be filled by MOD himself / herself & handed over to Principal before Morning Assembly on next day)

**Name of the MOD** \_\_\_\_\_; **Designation.** \_\_\_\_\_

**PART-I**

**Reporting**

- [A] (i) **Morning P.T.** Started at \_\_\_\_\_ AM  
 (ii) Teachers Present on ground were  
 1.....; 2.....;  
 3.....; 4.....;
- [B] (i) **Morning Assembly** started at \_\_\_\_\_ AM .**House on Duty**.....  
 (ii) **Names of teacher not present**  
 1.....; 2.....;  
 3.....; 4.....;  
 (iii) The attendance & other details in "Consolidate Class Attendance Register" were verified & Signed:-  
**Yes / No**
- [C] (i) **Breakfast** started at \_\_\_\_\_ AM.  
 (ii) Items served as per menu for the day **Yes/No**  
 (iii) Name of Students (With their House) who were present in the Vidyalaya but did not take breakfast  
 1.....; 2.....;  
 3.....; 4.....;  
 (iv) Name of the teachers present on duty  
 1.....; 2.....;  
 3.....; 4.....;
- [D] (i) **Lunch** started at \_\_\_\_\_ P.M..  
 (ii) Item served as per menu for the day **Yes/No**  
 (iii) Name of the teachers present on duty  
 1.....; 2.....;  
 3.....; 4.....;  
 (iv) Name of the students who were present in the Vidyalaya but did not take lunch  
 1.....;2.....;3.....;  
 4.....;5.....;6.....;
- [E] **Remedial / Supervised Classes (Pre-Lunch)**  
 (i) Remedial / Supervised classes were conducted in Academic Block from \_\_\_\_\_ PM to \_\_\_\_\_ PM  
 (ii) The attendance of students was recorded in concerned register which was verified by me. Yes/No  
 (iii) Name of the teachers present on duty  
 1.....; 2.....;  
 3.....; 4.....;
- [F] **Evening Games &Sports** started at \_\_\_\_\_ PM.  
 (i) **Teachers playing with students were:**  
 1.....; 2.....;

3.....; 4.....;  
 (ii) Total \_\_\_\_\_ students were present on the ground. Games was over by \_\_\_\_\_ PM.

(G)(i) Distribution of snacks was made at \_\_\_\_\_ PM under the guidance of  
 Mr./Ms 1. \_\_\_\_\_ 2. \_\_\_\_\_ & every student received the snacks.

(ii) The attendance of students was recorded in concerned register which was verified by me. **Yes / No**

[H] **Evening Supervised Classes(After Games)**

(i) Supervised Classes were conducted from \_\_\_\_\_ PM to \_\_\_\_\_ PM, at \_\_\_\_\_ (Place)

(ii) The Teachers present on duty

1.....; 2.....;  
 3.....; 4.....;

(iii) The Attendance of students was recorded in concerned register which was verified by me. **Yes/No.**

[I] **Dinner started at \_\_\_\_\_ PM.**

(i) **Items served as per menu for the day** **Yes/No**

(ii) **Teachers present on duty**

1.....; 2.....;  
 3.....; 4.....;

(iii) **Name of the students who were present in the Vidyalaya but did not take dinner**

1.....; 2.....;  
 3.....; 4.....;

**Part-II**

**(J) Attendance during various activities**

Activity	Strength	Present	Leave	Sick	Onduty	NR	Absent	Total
Morning PT								
Morning Assembly								
Remedial/supervised study (afternoon)								
Evening games								
Evening supervised study (After games)								

**Note:-OD:** On duty; **NR:** Not Reported in the school after leave/vacation.

[K] **House Masters to submit the Night Roll Call details to MOD**

Strength	Arawali		Neelgiri		Shivalik		Udaigiri		Girls Sr.		Girls Jr.	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	A	B	A	B
Strength												
Present												
Leave												
Sick												
On duty												
NR												
Absent												
Total												

**NOTE:** Details of absentees should be intimated to Principal/Vice-Principal immediately

**PART-III**

(L) **Details of Sick students (List is to be handed over by staff nurse and HM to MOD)**

a. Details of students referred to hospital for medical treatment.

Sl.No.	Name of sick student	Class	House	Nature of illness	Signature of staff nurse	Signature Of HM

b. Details of students who were permitted by the staff nurse to take rest in MI room/Dormitory.

Sl. No.	Name of sick student	Class	House	Nature of illness	Signature of staff nurse	Signature Of HM

(M) Report on functioning of CCTV Cameras

Number of CCTV Cameras installed	Number of CCTV cameras functional	Locations at which the CCTV cameras not functioning	Suggestions

(N) Any celebration/Special event of the day

(O) Safety concerns noticed, if any,

(P) Brief report on any untoward incident happened:

(Sign. Of MOD)

Action initiated by Principal on MOD report:-

Sign. Of Principal

**Note:-**

1. Any untoward incident or any other matter requiring immediate attention of the Principal should be brought to his notice without any delay.
2. If this report is not received by Principal before Morning Assembly, he should immediately call the MOD.
3. Attendance taken during different activities/timings by the concerned teacher in-charge is to be submitted to MOD.

### DUTIES AND RESPONSIBILITIES OF MASTER ON DUTY (MOD)

1. He/ She will be present on the ground during morning PT& Evening Games
1. The Master on Duty will submit the report to the Principal in the prescribed format before Morning Assembly on the next day.
2. He/ She (MOD) will start with arouser and end duties with light off at night.
3. He/ She will supervise the arrangements of all Vidyalaya functions.
4. He/ She will ensure that all students behave properly during school functions.
5. He/ She will supervise all the meals & refreshments.
6. He/ She will supervise all roll calls. If any student is missing, will immediately report to the concerned house master & Principal.
7. He/ She will enquire about sick students from the staff nurse of the Vidyalaya.
8. He/ She will verify attendance of the students during afternoon remedial & evening supervised classes.
9. He/ She will ensure punctuality of all school activities.
10. He/ She will report any damage to the school property to Principal, If noticed on the day of duty.
11. He/ She will report about indiscipline or serious incidents to the Principal, if any, noticed on the day of duty.
12. He/ She will ensure that drinking water arrangements in the academic block & hostels are available.
13. He/ She will make suggestions in all school activities based on his/her observations.
14. He/ She will be easily available all the time & should not leave the campus without permission.

**Note:-**

1. Any untoward incident or any other matter requiring immediate attention of the Principal should be brought to his notice without any delay.
2. If duty officer is not able to perform duties on the prescribed day, he/she will inform the Principal well in time.
3. MOD will receive the attendance details from the respective in-charges and report to Principal.

\*\*\*\*\*

**Navodaya Vidyalaya Samiti**  
**Vacation schedule for the session 2025-26**

S. No.	Region	Vacation/ Break	Period of Vacation		Duration (Days)		
			From	To			
1	<b>BHOPAL</b>	Summer	01.05.2025	29.06.2025	60 days		
		Autumn	27.09.2025	26.10.2025	30 days		
		Winter	-	-	-		
2.	<b>CHANDIGARH</b> <b>Punjab:</b> (All JNVS) <b>Chandigarh</b> <b>J&amp;K:</b> (Kathua, Samba, Udhampur, Jammu-I, Jammu II, Reasi) <b>HP:</b> All JNVS (Except Kinnaur, Kaza, Shimla, Kullu) <b>J&amp;K</b> (Anantnag, Baramulla, Budgam, Kupwara, , Ganderbal, Shopian, Doda, Poonch, Kulgam, Rajouri, Ramban, Pulwama, Bandipora&Kishtwar <b>Ladakh</b> (Leh & Kargil) <b>H.P.</b> (Shimla, Kinnaur, Kullu, Lahaul Spiti)	Summer	02.06.2025	31.07.2025	60 days		
		Autumn	17.10.2025	26.10.2025	10 days		
		Winter	26.12.2025	14.01.2026	20 days		
		Summer	02.06.2025	22.06.2025	21 days		
		Autumn	17.10.2025	26.10.2025	10 days		
		Winter	18.12.2025	14.02.2026	59 days		
		Summer	05.07.2025	14.07.2025	10 days		
		Autumn	17.10.2025	26.10.2025	10 days		
		Winter	26.12.2025	05.03.2026	70 days		
		3.	<b>HYDERABAD</b>  Andaman & Nicobar Islands & Lakshadweep  All JNVs of Andhra Pradesh, Telangana, Karnataka & UT of Puducherry (except Mahe)  JNVs of Kerala & UT of Mahe	Summer	01.04.2025	30.05.2025	60 days
				Autumn	27.09.2025	26.10.2025	30 days
				Winter	-	-	-
Summer	01.04.2025			30.05.2025	60 days		
Autumn	29.09.2025			22.10.2025	24 days		
Winter	10.01.2026			15.01.2026	06 days		
Summer	01.04.2025			30.05.2025	60 days		
Autumn	01.09.2025			10.09.2025	10 days		
Winter	18.12.2025			06.01.2026	20 days		
4.	<b>JAIPUR (All JNVs)</b>			Summer	01.05.2025	29.06.2025	60 days
				Autumn	17.10.2025	26.10.2025	10 days
				Winter	26.12.2025	14.01.2026	20 days
5.	<b>LUCKNOW (All JNVs)</b>	Summer	01.05.2025	26.06.2025	57 days		
		Autumn	17.10.2025	29.10.2025	13 days		
		Winter	26.12.2025	14.01.2026	20 days		
6.	<b>PATNA</b> Bihar & Jharkhand  West Bengal  JNV of Darjeeling (West Bengal)	Summer	01.05.2025	29.06.2025	60 days		
		Autumn	30.09.2025	29.10.2025	30 days		
		Winter	-	-	-		
		Summer	01.05.2025	29.06.2025	60 days		
		Autumn	27.09.2025	26.10.2025	30 days		
		Winter	-	-	-		
		Summer	01.05.2025	30.05.2025	30 days		
		Autumn	30.09.2025	29.10.2025	30 days		
		Winter	20.12.2025	18.01.2026	30 days		
7.	<b>PUNE</b> Maharashtra & UTs DD & DN  Gujarat All JNVs  Goa	Summer	01.05.2025	29.06.2025	60 days		
		Autumn	30.09.2025	29.10.2025	30 days		
		Winter	-	-	-		
		Summer	01.05.2025	29.06.2025	60 days		
		Autumn	06.10.2025	29.10.2025	24 days		
		Winter	10.01.2026	15.01.2026	06 days		
		Summer	01.05.2025	29.06.2025	60 days		
		Autumn	06.10.2025	29.10.2025	24 days		
		Winter	24.12.2025	29.12.2025	06 days		
8.	<b>SHILLONG</b> All JNVs except JNVs of Sikkim, 03 JNVs of Arunachal Pradesh  JNVs of Sikkim, 03 JNVs of Arunachal Pradesh- JNV Tawang, Dibang Valley, West Kameng)	Summer	01.05.2025	19.06.2025	50 days		
		Autumn	27.09.2025	23.10.2025	27 days		
		Winter	22.12.2025	03.01.2026	13 days		
		Summer	01.05.2025	19.06.2025	50 days		
		Autumn	17.10.2025	29.10.2025	13 days		
		Winter	19.12.2025	14.01.2026	27 days		

- JNV will open on succeeding day of vacation irrespective of the opening day falling on Sunday.

## GUIDELINES ON NATIONAL PROFESSIONAL STANDARDS for TEACHERS

**Standard 1: Core Values and Ethics****Domain 1: Constitutional values as enshrined in the Constitution of India****SD 1.1- Ability to reason, priorities, reflect and explain with reference to constitutional values**

- 1.1.1. Treats all students and colleagues with respect and fairness.  
1.1.2. Promotes unity and harmony among all by creating a safe environment where people feel free to share their ideas and feelings.

**SD1.2-Ability to use information ethically, responsibly and ensure dignity of students**

- 1.2.1 Protects student information and does not share it unless required for specific purposes by authorities.

**SD 1.3-Awareness and practice of fundamental duty, given in Article 51 A of the Indian Constitution**

- 1.3.1. Actively instills among all students the love for our country, and pride in our rich and varied heritage.  
1.3.2. Encourages students to preserve environment, build scientific temper and contribute to national development

**SD 1.4-Ability to understand legal obligations, rules, regulations, policies, and morally reason in case of conflicting situation and negotiate complex environments**

- 1.4.1. Diligently follows stated rules (school as well as state regulations) and is aware of the consequences of ignoring or breaking them.  
1.4.2. Encourages and supports students and colleagues to follow rules and help them solve problems when they arise.

**Domain 2: Professional Relationships****SD 2.1- Interfacing with other professionals and organizations to initiate co- curricular opportunities for learners**

- 2.1.1. Collaborates with colleagues and other professionals in school to create diverse learning opportunities for students.  
2.1.2. Sets realistic goals for students and help them achieve them by creating a supportive learning culture where everyone feels safe and valued.

**SD 2.2- Acknowledge and understand the role of parents & community in the holistic development of child**

- 2.2.1. Builds trusting relationships with parents and the community to ensure students have learning support at home and in society.

**SD 2.3- Ability to maintain mutual linkages between own school and other institutions and community for sharing resources, etc.**

- 2.3.1. Builds strong relationships with teachers in other schools and the community for enriching students' learning experiences.

**SD 2.4- Ability to nurture relationships and negotiate complex & challenging environments with varied stakeholders inside & outside the school**

- 2.4.1. Manages relationships with patience and trust and ensure that everyone upholds constitutional values and attitudes.

**SD 2.5- Ability to set goals and strategies to enable the institution to function effectively and efficiently to achieve educational goals inclusively for all students and ensure a conducive work environment and wellbeing for all members of the school**

- 2.5.1 Sets realistic goals for students and helps them achieve them by creating a supportive learning culture where everyone feels safe and valued  
2.5.2 Contributes to a productive work culture for self and colleagues



## Standard 2: Knowledge and Practice

<b>Domain 3: Recognizing, identifying, and fostering unique capabilities of each child</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 3.1-Child development and learning</b>		
<b>Understanding of theories related to different stages and areas of development (cognitive, linguistic, social, emotional and physical)</b>	<b>Application of knowledge and understanding of child development to identify patterns of learning and development for individuals</b>	<b>Model application of child development theories for peers</b>
3.1.1. Addresses diverse needs in classrooms in terms for learning ability and achievements.	3.1.2. Uses understanding of different learning needs of students and incorporates this knowledge appropriately in lesson planning and transaction	3.1.3. Helps peers understand different learning needs of students and to incorporate this knowledge appropriately in lesson planning and transaction.
<b>SD 3.2-Learner diversity</b>		
<b>Develop a clear understanding of different types of learner diversity (including learning styles, learning needs, socio-economic status, culture, language, family structure, etc.) and address this diversity in the school and classroom</b>	<b>Application of knowledge of learning resources to meet the diverse needs of students and creating an inclusive classroom</b>	<b>Ability to diagnose and address the diverse needs of individual students based on classroom experience.</b>
3.2.1. Treats all students equally and encourages participation in school and classroom activities irrespective of their social, cultural, gender or religious backgrounds.	3.2.2. Offers a variety of resources and encourages students to share personal narratives and express opinions related to their contexts.	3.2.3. Diagnoses individual learner needs and adapts teaching learning strategies accordingly.
<b>SD 3.3-Learning needs of students with disabilities and gifted students</b>		
<b>Demonstrate knowledge of different types of disabilities and their special learning needs as well as the needs of gifted children and strategize to support their learning</b>	<b>Application of knowledge of special needs to identify and address needs of various students in the class</b>	<b>Ability to identify special needs that require expert intervention and provide inputs to peers on how to approach such situations</b>
3.3.1. Organizes classroom environment and resources in a manner that is accessible and sensitively arranged for students with disabilities and gifted students.	3.3.3. Uses a variety of appropriately challenging resources and instructional strategies based on individual student needs.	3.3.5. Creates Individualized Education Plans (IEPs) for children with special needs.
3.3.2. Is patient and considerate towards students having difficulties with classroom tasks, such as those involving reading or mathematics.	3.3.4. Strategically organizes student groups based on the students' strengths to help them build on their learning.	3.3.6. Mentors peers on pedagogic strategies that could be adopted to make classrooms more inclusive to the needs of learners with disabilities and giftedness.

<b>Domain 4: Knowledge, conceptual understanding and application of the subject</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 4.1-Knowledge, conceptual understanding and application of the subject</b>		
<b>Demonstrate capabilities in disseminating knowledge, understanding and application of the subject domain</b>	<b>Applies intra-and-inter subject content linkages and integrates local and indigenous knowledge</b>	<b>Keeps up to date with developments in the subject area and brings new concepts into curriculum transaction</b>
4.1.1. Uses diverse strategies such as activities, stories, experiments etc. to teach concepts  4.1.2. Addresses questions raised by students in class accurately and in detail as required.	4.1.3. Connects between the concepts of current and previous lessons.  4.1.4. Makes linkages with other school subjects and local/ indigenous knowledge wherever applicable	4.1.5. Innovates new pedagogical techniques to meet the curricular expectations of the subject.  4.1.6. Regularly refers to research articles, journals, magazines, or periodicals related to one's own subject or other subjects.
<b>Domain 5: Curriculum</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 5.1-Curricular Framework</b>		
<b>Develop a clear understanding of the goals of the curriculum and curricular framework in the subject/discipline</b>	<b>Collaboration with colleagues to understand and develop intra- and inter- subject curricular linkages</b>	<b>Modification and development of curriculum transaction, considering latest developments and new knowledge</b>
5.1.1. Transacts the lesson keeping in mind the curricular expectation and goals of teaching the subject.	5.1.2. Transacts the lesson making explicit linkages between the curriculum of the subject and other subjects to enable holistic learning in students.	5.1.3. Includes latest ideas related to subject to planning and transaction.  5.1.4. Applies learnings from workshops, readings or any other source to planning and transaction

<b>Domain 6: Content Development for Student Learning</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 6.1-Instructional/pedagogical strategies and learning taxonomies</b>		
<b>Understanding of common instructional strategies, learning taxonomies used in teaching, and common pedagogical methods and resources</b>	<b>Develop developmentally appropriate learning goals/outcomes using learning taxonomies and pedagogical strategies in own subject/teaching area</b>	<b>Mentor colleagues in selecting learning theories, instructional/pedagogical strategies, and use of learning taxonomies to create engaging lesson plans</b>
6.1.1. Facilitates open-ended conversations among students to help them understand the content.	6.1.2. Encourages students to question, discuss and debate their viewpoints on various topics.	6.1.3. Mentors peers in ensuring a balance in use of multiple structured and unstructured interactions to facilitate peer learning.
<b>SD 6.2-Differentiated instruction/teaching</b>		
<b>Exhibit a clear comprehension and understanding of differentiated instruction/teaching strategies and their role in enhancing students' participation in learning</b>	<b>Application of differentiated instruction to engage students in learning</b>	<b>Mentor colleagues in creating developmentally appropriate differentiated activities and strategies to enhance the engagement of students</b>
6.2.1. Uses a combination of teaching-learning methods and strategies to address the objectives of the curriculum.	6.2.3. Differentiates questioning / activities for learners within the group who have different learning needs so that learners are appropriately challenged.	6.2.5. Regularly uses differentiated instruction strategies with adequate space for students to express their own points of view.
6.2.1. Gives thoughtful and considered responses to all learners.	6.2.2. Differentiates questioning / activities for learners within the group who have different learning needs so that learners are appropriately challenged.	6.2.3. Regularly uses differentiated instruction strategies with adequate space for students to express their own points of view.

<b>SD 6.3-Strategies and tools for developing life skills like critical thinking, creative thinking and higher-order thinking skills</b>		
<b>Show a deep understanding of common pedagogical strategies that develop critical and creative thinking, and/or other higher-order thinking skills</b>	<b>Use of appropriate pedagogical strategies for developing such skills</b>	<b>Create new pedagogical strategies based on knowledge of recent developments in this field</b>
6.3.1. Uses classroom activities that help children apply concepts to daily life problems.  6.3.2. Includes some classroom activities (e.g., meditation, circle time etc.) that address socio-emotional needs	6.3.3. Regularly provides opportunities to children for analysis, and inquiry as part of classroom instruction.  6.3.4. Actively integrates socio-emotional skills development such as social interaction, communication, and collaboration in day- to-day classroom activities	6.3.5. Creates pedagogical approaches to facilitate critical thinking, exploration, questioning, reflection, etc. for specific subjects or across subjects.  6.3.6. Regularly checks on and addresses individual students' socio-emotional needs.
<b>Domain 7: Learning Plans</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 7.1-Learning goals and objective</b>		
<b>Understanding of measurable and achievable learning goal and objective</b>	<b>Create measurable and achievable learning goals and objectives for the subject aligned with curricular structure</b>	<b>Ability to set high expectations and develop challenging yet achievable goals, meeting different needs of students and considering their holistic development</b>
7.1.1. Prepares lesson plans keeping the broad objectives in mind and appropriately maps activities and assessments to learning outcomes.	7.1.2. Frames learning outcomes to achieve the goals and objectives of the subject	7.1.3. When required, contextualizes lesson and strategies to suit local context and needs of learners while addressing specific learning outcomes.
<b>SD 7.2-Planning of Learning Experiences</b>		
<b>Ability to develop a learning plan for a particular learning objective</b>	<b>Create differentiated learning plans incorporating individual learners' needs</b>	<b>Ability to create a series of inter- linked learning plans based on the curriculum</b>
7.2.3. Develops comprehensive lesson plans with content, outcomes, activities, and assessment strategies detailed out.	7.2.4. Plans specific activities and resources for learners who require additional support (e.g., simpler texts for struggling readers).	7.2.5. Creates lesson plans that sequentially organizes concepts and chapters based on how children learn the subject as well as their learning in prior classes.

<b>Domain 8: Assessment of, for and as learning</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 8.1-Assessment strategies</b>		
<b>Understanding of different types of assessment strategies and tools</b>	<b>Select appropriate assessment strategies based on students' learning needs</b>	<b>Exhibit knowledge of assessment policies at the organizational, state and national level</b>
<p>8.1.1. Uses strategies such as classroom observation, questioning, and written work in notebooks (end-of- chapter questions) to assess students.</p> <p>8.1.2. Poses open-ended questions to students during teaching-learning processes.</p>	<p>8.1.3. Regularly uses a range of methods such as projects, presentations, portfolios, experiments, quiz, surveys, case studies) as per student learning needs.</p> <p>8.1.4. Initiates conversations with students to determine what they know and understand about a given topic.</p>	<p>8.1.5. Implements the best practices of assessments in classrooms as recommended in relevant policy documents.</p> <p>8.1.6. Actively incorporates assessment for learning and as learning in classrooms.</p>
<b>SD 8.2-Assessment Data</b>		
<b>Derive insights on students, from assessment data</b>	<b>Use assessment data to set targets and create learning plans</b>	<b>Leverage data from multiple sources to form a consolidated view of student/class performance, and support learning through appropriate remediation</b>
<p>8.2.1. Uses assessment data to identify and address common issues and alternative conceptions in classroom learning.</p>	<p>8.2.2. Uses assessment data to modify lesson plans and pedagogy adequately to suit specific learning needs of students.</p>	<p>8.2.3. Synthesizes information on student learning collected using multiple assessments to identify areas of improvement in instruction and planning.</p> <p>8.2.4 Identifies areas of improvement in instruction and planning, and plan specific interventions</p>
<b>SD 8.3-Communication and Feedback</b>		
<b>Communicate student performance data with students and parents and caregiver.</b>	<b>Share specific feedback on student performance with student parents and caregivers.</b>	<b>Collaborate with parents and community members in guiding student learning.</b>

8.3.1. Gives specific qualitative feedback to students while checking their tasks or responding to their answers.	8.3.3. Provides detailed feedback to individual students on their own performance with specific suggestions for improvement on a regular basis.	8.3.5. Actively encourages students to reflect on their performance by enabling self and peer assessments.
8.3.2. Discusses children's performance with parents and caregivers mainly in terms of their marks and classroom participation during PTA meetings organized by the school	8.3.4. Shares specific and detailed feedback to parents/caregivers on student performance.	8.3.6. Provides parents/caregivers with specific and well-considered guidance on how to support their children's learning at home.

**Domain 9: Technology use and integration in education**

<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>Understands the role of technology in education</b>	<b>Uses ICT tools to support teaching - learning, assessment and classroom management</b>	<b>Creates appropriate technological resources for supporting teaching- learning for self and colleagues</b>
9.1. Identifies the appropriate ICT resources that could improve the effectiveness of teaching specific concepts.	9.2. Effectively adapts existing ICT resources to creatively modify teaching practices as well as assessment practices.	9.3. Creates own ICT resources for supporting teaching learning activities of self as well as peers

**Domain 10: Classroom Components and Dynamics**

<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>SD 10.1- Safe, nurturing and supportive learning environment</b>		
<b>Organizes facilities and resources to create a safe and inclusive classroom</b>	<b>Sets up an inclusive and supportive learning environment, including encouraging students to share opinions without fear</b>	<b>Involve student in developing a safe and inclusive classroom</b>
10.1.1. Sets routines and procedures in place for classroom functioning.	10.1.3. Sets flexible classroom routines taking into consideration student suggestions.	10.1.5. Co-evolves classroom routines with students taking ownership.
10.1.2. Ensures a stress-free classroom environment that encourages movement, dialogue and communication amongst students.	10.1.4. Encourages students to openly share opinions and hold discussions on relevant day to day issues (e.g., feelings of anxiety, issues of bullying, trust building etc.)	10.1.6. Co-creates norms for the classroom that are reflective of the spirit of safe, inclusive, and accommodative classrooms.
<b>SD 10.2- Classroom management</b>		
<b>Demonstrates the knowledge of classroom management approaches and ability to use them</b>	<b>Understand and accommodate diversity in student behaviour</b>	<b>Develops self-discipline, personal responsibility and leadership among students (role model)</b>
10.2.1. Sets one's own rules and norms in the classroom and student behaviour is checked and corrected at relevant junctures.	10.2.2. Connects student behaviour with their context and responds appropriately.	10.2.3. Co-evolves expectations with students democratically and encourages them to reason out these expectations by themselves.

**SD 10.3- Effective Classroom Communication**

<b>Acquire the ability in understanding various verbal and non-verbal classroom communication strategies</b>	<b>Use and respond to various verbal and non-verbal classroom communication strategies to make learning participatory</b>	<b>Provide constructive feedback to support / guide colleagues in improving their classroom communication</b>
10.3.1. Demonstrates appropriate verbal and non-verbal communication strategies such as eye contact, gestures, prompting etc.	10.3.2. Uses various appropriate verbal and non-verbal communication strategies to encourage student participation  10.3.3. Interprets individual students' non-verbal communication and makes appropriate adjustments in one's own communication strategies while teaching.	10.3.4. Mentors peers in implementing effective classroom communication strategies.

**SD 10.4- Language diversity and multilingualism**

<b>Demonstrate inclusiveness towards all children irrespective of language diversity and proficiency in relevant language(s)</b>	<b>Supports colleagues in employing multilingualism in class to facilitate teaching and learning</b>	<b>Advocates the use of multilingualism to facilitate teaching and learning among peers</b>
10.4.1. Switches between medium of instruction and local language as required during classroom transactions.	10.4.2. Mentors peers on strategies adopted in a linguistically diverse classroom.	10.4.3. Demonstrates the need for multilingual pedagogy for better learning in classrooms through practice, by writing articles, in peer group discussions etc.

**Standard 3: Professional Growth and Development**

<b>Domain 11: Learning needs</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>Identify learning needs and establish goals for own professional development.</b>	<b>Create a professional development plan based on inputs received from stakeholders.</b>	<b>Plan and provide professional development opportunities to colleagues</b>
11.1. Identifies plan to address broad areas of development.	11.3. Undertakes action research or other proactive measures to address areas of development.	11.5. Mentors peers in identifying their learning needs and planning suitable measures to meet these needs.
11.2. Seeks out workshops, meetings, trainings, seminars, conferences, etc for specific learning needs.	11.4. Writes and/or contributes to articles, book chapters, books, peer reviewed publications.	11.6. Mentors peers in writing articles for magazines, etc. and undertaking action research.
<b>Domain 12: Reflective practice</b>		
<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>

<b>Demonstrate understanding of reflective practices</b>	<b>Use reflective practices to modify own teaching practice</b>	<b>Support/mentor colleagues in applying reflective practices.</b>
<p>12.1. Discusses the strengths and weaknesses of own practice.</p> <p>12.2. Discusses the strengths and weaknesses of individual students.</p>	<p>12.3. Documents reflections on lesson plans and classroom strategies in light of student learning needs.</p> <p>12.4. Gives multiple approaches undertaken to alter practice for better teaching-learning in classrooms.</p>	<p>12.5. Mentors colleagues in reflective practice.</p> <p>12.6. Takes initiative to build a peer support group for ongoing learning.</p>

**Domain 13: Engagement and participation in a learning community**

<b>Proficient Teacher</b>	<b>Advanced Teacher</b>	<b>Expert Teacher</b>
<b>Participate in learning opportunities within and outside of school.</b>	<b>Present their research and learning in conferences, seminars, or webinars.</b>	<b>Initiate learning community within the school and organize professional development sessions.</b>
<p>13.1. Uses various sources/participate(s) in various platforms for shared learning opportunities within and outside the school.</p> <p>13.2. Attends relevant events that promote professional learning and inquiry mostly in the capacity of a participant or observer.</p>	<p>13.3. Regularly presents own learnings, classroom experiments etc. in state-level conferences/seminars.</p> <p>13.4. Regularly presents own learnings, classroom experiments etc. in national conferences/seminars.</p>	<p>13.5. Jointly organizes workshops, meetings, trainings, seminars, conferences, etc for promoting learning of colleagues.</p> <p>13.6. Works towards the development of an extended learning community of teachers from neighbouring schools.</p>



LIST OF HOLIDAYS DURING THE YEAR 2025 FOR ADMINISTRATIVE OFFICES OF  
CENTRAL GOVERNMENT LOCATED AT DELHI / NEW DELHI

S.No.	Holiday	Date	Saka Date	Day
<b><u>1946 SAKA ERA</u></b>				
1.	Republic Day	January 26	Magha 06	Sunday
2.	Maha Shivaratri	February 26	Phalguna 07	Wednesday
3.	Holi	March 14	Phalguna 23	Friday
<b><u>1947 SAKA ERA</u></b>				
4.	Id-ul-Fitr	March 31	Chaitra 10	Monday
5.	Mahavir Jayanti	April 10	Chaitra 20	Thursday
6.	Good Friday	April 18	Chaitra 28	Friday
7.	Budha Purnima	May 12	Vaisakha 22	Monday
8.	Id-ul-Zuha (Bakrid)	June 07	Jyaishta 17	Saturday
9.	Muharram	July 06	Ashadha 15	Sunday
10.	Independence Day	August 15	Sravana 24	Friday
11.	Janmashtami	August 16	Sravana 25	Saturday
12.	Milad-un-Nabi or Id-e-Milad (Birthday of Prophet Mohammad)	September 05	Bhadra 14	Friday
13.	Mahatma Gandhi's Birthday	October 02	Asvina 10	Thursday
14.	Dussehra	October 02	Asvina 10	Thursday
15.	Diwali (Deepavali)	October 20	Asvina 28	Monday
16.	Guru Nanak's Birthday	November 05	Kartika 14	Wednesday
17.	Christmas Day	December 25	Pausha 04	Thursday

**LIST OF RESTRICTED HOLIDAYS DURING THE YEAR 2025 FOR ADMINISTRATIVE OFFICES OF CENTRAL GOVERNMENT LOCATED AT DELHI / NEW DELHI**

S. No	Holiday	Date	Saka Date	Day
<b>1946 SAKA ERA</b>				
1.	New Year's Day	January 01	Pausha 11	Wednesday
2.	Guru Gobind Singh's Birthday	January 06	Pausha 16	Monday
3.	Makar Sankranti/Magha Bihu/Pongal/ Hazarat Ali's Birthday	January 14	Pausha 24	Tuesday
4.	Basant Panchami /Sri Panchami	February 02	Magha 13	Sunday
5.	Guru Ravi Das's Birthday	February 12	Magha 23	Wednesday
6.	Shiva ji Jayanti	February 19	Magha 30	Wednesday
7.	Birthday of Swami Dayananda Saraswati	February 23	Phalguna 04	Sunday
8.	Holika Dahan	March 13	Phalguna 22	Thursday
9.	Dolyatra	March 14	Phalguna 23	Friday
<b>1947 SAKA ERA</b>				
10.	Jamat-UI-Vida	March 28	Chaitra 07	Friday
11.	Chaitra Sukladi /Gudi Padava/Ugadi/ Cheti Chand	March 30	Chaitra 09	Sunday
12.	Ram Navmi	April 06	Chaitra 16	Sunday
13.	Vaisakhi /Vishu	April 13	Chaitra 23	Sunday
14.	Meshadi (Tamil New Year's Day)	April 14	Chaitra 24	Monday
15.	Vaisakhadi (Bengal) / Bahag Bihu (Assam)	April 15	Chaitra 25	Tuesday
16.	Easter Sunday	April 20	Chaitra 30	Sunday
17.	Guru Rabindranath's birthday	May 09	Vaisakha 19	Friday
18.	Rath Yatra	June 27	Ashadha 06	Friday
19.	Raksha Bandhan	August 09	Sravana 18	Saturday
20.	Parsi New Year's day/Nauraj	August 15	Sravana 24	Friday
21.	Janmashtami (Smarta)	August 15	Sravana 24	Friday
22.	Ganesh Chaturthi/Vinayaka Chaturthi	August 27	Bhadra 05	Wednesday
23.	Onam or Thiru Onam Day	September 05	Bhadra 14	Friday
24.	Dussehra (Saptami)	September 29	Asvina 07	Monday
25.	Dussehra (Mahashtami)	September 30	Asvina 08	Tuesday
26.	Dussehra (Mahanavmi)	October 01	Asvina 09	Wednesday
27.	Maharishi Valmiki's Birthday	October 07	Asvina 15	Tuesday
28.	Karaka Chaturthi (KarwaChouth)	October 10	Asvina 18	Friday
29.	Naraka Chaturdasi	October 20	Asvina 28	Monday
30.	Govardhan Puja	October 22	Asvina 30	Wednesday
31.	Bhai Duj	October 23	Kartika 01	Thursday
32.	Pratihara Shashthi or Surya Shashthi (Chhat Puja)	October 28	Kartika 06	Tuesday
33.	Guru Teg Bahadur's Martyrdom Day	November 24	Agrahayana 03	Monday
34.	Christmas Eve	December 24	Pausha 03	Wednesday

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## ANNEXURE-XXIX

**Newly Added and Modified Features in PAP 2025-26.****1) Newly Added Features in PAP 2025-26**

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**2) Modified Features in PAP 2025-26**

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# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a <sup>1</sup>[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

In Our Constituent Assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this constitution.

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, "Sovereign Democratic Republic" w.e.f.3-1-1977

2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" w.e.f.3-1-1977

### <sup>1</sup>[PART IVA]

## FUNDAMENTAL DUTIES

**51A. It shall be the duty of every citizen of India – Fundamental duties.**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- <sup>2</sup>[(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.]

1 Ins. by the Constitution (Forty-second Amendment) Act, 1976, s. 11 (w.e.f. 3-1-1977).

2 Ins. by the Constitution (Eighty-sixth Amendment) Act, 2002, s. 4 (which is yet not in force, date to be notified later on).

# परिप्रेक्ष्य शैक्षिक योजना PERSPECTIVE ACADEMIC PLAN 2025-26

