



# परिप्रेक्ष्य शैक्षिक योजना PERSPECTIVE ACADEMIC PLANNING

## 2024-25



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

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

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

विनायक गर्ग  
आयुक्त  
**Vinayak Garg**  
Commissioner



**नवोदय विद्यालय समिति**  
**Navodaya Vidyalaya Samiti**  
शिक्षा मंत्रालय, भारत सरकार  
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(स्कूल शिक्षा और साक्षरता विभाग)  
(Deptt. of School Education & Literacy)

F. No. 7-2/2016 NVS (Acad.)  
Date: 17.05.2024



## MESSAGE

It is a matter of pleasure and enthusiasm to dedicate another edition of Perspective Academic Plan (PAP) for the session 2024-25 to JNVs. The Perspective Academic Plan is a roadmap to facilitate the field functionaries in planning and monitoring scholastic and co-scholastic activities to achieve organizational objectives.

Implementing the National Education Policy (NEP 2020) in JNVs, is a transformative endeavour aimed at revolutionizing the education system and fostering holistic development among the students. As JNVs undertake this transformative initiative, it is paramount to strategically plan the implementation process, mindful of certain best practices, and set a monitoring mechanism. The guidelines given in Perspective Academic Plan 2024-25 will empower JNVs to effectively align with the principles of NEP 2020, consequently driving positive transformations in teaching methodologies, assessment practices, and the overall educational experiences of students.

Based on a series of discussions/consultations and collaboration with different stakeholders, this document has been prepared following the recent trends and practices of current educational scenario. I extend heartfelt complements to the officers of NVS HQ./ROs/JNVs who have played a vital role in development of this document.

I appeal to the NVS fraternity to join hands in making JNVs as an exemplary school in implementing NEP 2020 under the framework of guidelines given in PAP 2024-25.

  
(Vinayak Garg)  
Commissioner

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



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## FOREWORD

National Education Policy 2020 fosters a holistic development approach, critical thinking, experiential learning and multilingualism, intending to nurture individuals armed with the necessary competencies to meet global challenges for an evolving nation. National Curriculum Framework for Secondary Education (NCF-SE) 2023 is another landmark document for educational fraternity to implement the goals and objectives set out in the NEP 2020. The execution of the NEP 2020 and NCF-SE 2023 necessitates meticulous planning and execution.

Perspective Academic Plan for the session 2024-25 is an important tool for effective implementation of NEP 2020 with the aim to bring uniformity in planning, execution and monitoring the academic activities. Many new features of NEP 2020 i.e. NPST, NMM, SQAA, SAFAL, 50 Hours CPD etc. have been added for conceptual understanding and execution as well as some areas have been modified in view of the inputs received from various stakeholders.

I urge all the Principals, Teachers and Supervising Officers to go through the contents of the Perspective Academic Plan 2024-25 and utilize it for institutional planning, setting goals for the academic session, organizing scholastic and co-scholastic activities as well as supervising and monitoring its execution to achieve academic excellence during session 2024-25.

(Gyanendra Kumar)  
Joint Commissioner (Acad.)

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## PERSPECTIVE ACADEMIC PLANNING 2024-25

### 1) JAWAHAR NAVODAYA VIDYALAYAS AT A GLANCE

Jawahar Navodaya Vidyalayas 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. 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.
- Vidyalayas, being centres 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 31-01-2024

Number of districts notified up to 31.01.2024	786
No of JNVs sanctioned	661
No. of JNVs functional	653
No of JNVs functioning from permanent campus	613
No of students	289186
No of employees in position against 26232 sanctioned	21712
No of candidates Registered for Class VI admission test JNVST-2024	250087

#### 1.2 NAVODAYA MODEL:

- Presence in the Rural area
- Residential set up and living with teachers
- 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

- Alumni identifiable by the personal values they carry from school
- 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.

## 2) HIGHLIGHTS OF PERFORMANCE AND ACTIVITIES

### 2.1: PERFORMANCE OF STUDENTS IN CBSE EXAMINATIONS- 2023:

CLASS XII		CLASS X	
No of JNVs	563	No of JNVs	633
No of students appeared	35772	No of students appeared	45911
No of students Passed	34882	No of students qualified	45515
No of students with First Division	31829	No. of student with First Division	39046
Pass Percent	97.51%	Pass Percent	99.14%
First Division	88.98%	First Division	85.05%
No of students getting Centum	310	No of students getting Centum	1155
No of JNVs with 100% pass	302	No of JNVs with 100% pass	477
Average Marks	74.02%	Average Marks	75.52%

### 2.2: COMPETITIVE EXAMINATIONS- 2023:

JEE		NEET	
Appearing in JEE Main	11458	Appearing in NEET	23360
Qualified in JEE Main	4726	Qualified in NEET	17809
Qualified in JEE Advanced	1228		

### 2.3: INTERNATIONAL ADMISSIONS:

2.3.1: 35 NVS students secured admission in universities of UK and Canada up to 2023.

S. No.	Name of the student	JNV	University selected for	Area	Year
1	Dipti R Rapte	Palghar	University of Edinburgh, UK	Biological science	2017
2	Shivam A Dubey	Palghar	Imperial College, UK	Mechanical engineering	2017
3	Sadanand H Ugale	Aurangabad	University College, UK	Mathematics	2017
4	Aadesh D Vaidya	Aurangabad	University of Bristol, UK	Biochemistry	2017
5	Neshma Mehtar	South Goa	McGill University, Canada	Arts and Science	2018
6	Anuja Khure	Latur	University of Edinburgh, UK	Physics	2018
7	Vishaka Pujari	Latur	University of Toronto, Canada	Applied Sciences and Engineering	2019
8	Sahana Nayaka	Haveri	Queen's University, Canada	Sciences	2019
9	Ajinkya Harugade	Palghar	Huron College, Canada	Management and Organizational Studies	2019
10	Utkarsh Mall	South Goa	Imperial College, UK	Earth and Planetary Sciences	2019
11	Mrutyunjay Angadi	Haveri	University of Oxford, UK	Earth Sciences	2019
12	Srusti Palkshappa	Chikkamagaluru	University of Oxford, UK	Biochemistry	2019
13	Abhay Maurya	Palghar	University of Edinburgh, UK	Computer Science & Mathematics	2021

14	Akshay Desale	Palghar	Queen's University, Canada	computing	2021
15	Sandhya Behra	Palghar	University of Edinburgh, UK	Biological Science	2021
16	Vatsala	Haveri	McGill University, Canada	Commerce	2022
17	Dipti Dhawade	Ahmednagar	University College, UK	Maths and Computers	2022
18	Manyata Kedar	Ahmednagar	University of Edinburgh, UK	Biomedical Sciences	2022
19	Sachin Mhasha	Palghar	University of Edinburgh, UK	Geology	2022
20	Shriraksha	Udupi	University of Toronto, Canada	Computer Science	2022
21	Mohammed Shihan	Chikmagalur	University of Toronto, Canada	Biological Sciences	2022
22	Rohini Wagh	Jalna	Queen's University, Canada	Science	2022
23	Archana S.A.	Haveri	Queen's University, Canada	Engineering	2022
24	Sindhu H D	Shimoga	Queen's University, Canada	Liberal Arts	2022
25	Vikas H.K.	Chikamagalur	Queen's University, Canada	Science	2022
26	Radhika J	Shimoga	Huron University, Canada	Management and Organizational Stu.	2022
27	Ajay Zire	Palghar	Huron University, Canada	Psychology	2022
28.	Nanditha K.A.	Shimoga	Huron University, Canada	Management	2023
29.	Ketaki Karve	Ratnagiri	University of Edinburg, UK	Sociology	2023
30.	Monisha KJ	Chikamagalur	Queen's University, Canada	Science	2023
31.	Chinmayi Hebber	Chikamagalur	University of Toronto, Canada	Forensic Science	2023
32.	Abhishek Jadhav	Palghar	University of Toronto, Canada	Honours in Social Science	2023
33.	Manu MS	Hassan	Queen's University, Canada	Engineering	2023
34.	Arya Bhandari	Chikamagalur	Queen's University, Canada	Engineering	2023
35.	Abhinav CG	Mahe	University of Edinburgh, UK	Sociology	2023

**2.3.2:** Thirty Three (33) Students secured admission for higher education under PESTALOZZI scholarship between year 2002 to 2017.

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

- Shri Ravi Kant Mishra, PGT Chemistry, JNV Datia (Madhya Pradesh) awarded with National Award to Teachers 2023.
- Two NVS Student selected as winner in 10th NLEPC of INSPIRE MANAK Award in 2023.
- NVS team of JNV Ganganagar- II secured 1st position in National Level Band Competititon 2023-24 in Pipe Band Boys Category.
- NVS students won 03 Gold, 03 Silver and 03 Bronze Medels in ParaSports at World Ability Sport Games 2023, Nakhaon Ratchasima, Thailand.
- NVS team of Upper Primary Boys secured Bronze Medal in the NCERT National Yoga Olympiad.
- Ms. RigzinLhamo, Class X, JNV Leh (Ladakh) represented India in International Earth Science Olympiad – 2023 organized by Geological Society of India. Her team won one Gold & one Silver medals in International Earth Science Olympiad – 2023.
- 221 NVS students qualified Indian Olympiad Qualifier Mathematics (IOQM) 2023-24 and 46 students

were selected for INMO 2023.

- 03 NVS Student qualified HBCSE NSE Biology and 01 student qualified Junior Science Olympiad IOQ Level.
- 08 NVS Students participated in National Level Rashtriya Bal Vaigyanik Pradarshani 2023-24 organized by NCERT.
- Mr Atul Kumar Sidana, Art Teacher, JNV Fazilka won 1st Prize in Arcade (Painting) School Teachers Category of the E-Raksha Competition 2022 organized by NCERT and cyber peace foundation.
- 52 NVS students participated in "Young Scientist Programme" YUVIKA – 2023 organised by Indian Space Research Organisation (ISRO)
- 25 NVS Students secured meritorious position in Aryabhata Ganit Challenge 2023 in 17 Regions of CBSE.

## 2.5: ACADEMIC ACTIVITIES:

Highlights of the academic activities carried out at various stages are as below: -

### 2.5.1: SCIENTIFIC TEMPERAMENT AND SCIENCE AS CAREER

- a) Organization of **Science Exhibition at Cluster, Regional and National level** for JNV students.
- b) Participation in **National Children's Science Congress (NCSC)**
- c) Participation in Science and Mathematics **Olympiads** organized by Homi Bhabha Center for Science Education, TIFR, both for junior and senior students
- d) Participation in **Vidyarthi Vigyan Manthan**,
- e) Participation in **Inspire Manak contest organised by DST**
- f) **Science Clubs** in JNVs
- g) Interaction with Scientists in the Scientific Laboratories
- h) Inviting Scientists to the schools for interaction with the students
- i) Participation in **Vigyan Prathibha (HBCSE)**- Direct interaction of scientists with students
- j) Visit of JNV students to IIT campus for lab visits and interactions with scientists
- k) With the Collaboration of Department of Science & Technology a project "**Vigyan Jyoti**" has been introduced in 250 JNVs for promotion of Girl students towards STEM area.
- l) 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.

### 2.5.2: PREPARATIONS FOR COMPETITIVE EXAMINATIONS:

- a) Centers of Excellence to train children for competitive examination with the help of NGOs and Alumni 2023-24.

Supporting Agency	No of JNV CoEs	Students covered
Dakshana Foundation	6	668
TATA AIG	2	154
Ex Navodayan Foundation	2	129
Avanti Fellows	3	185

- 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 133 JNVs
- b. Practice of Reasoning and Logical puzzles to develop reasoning ability
- c. Robotics training is implemented for JNV Students.
- d. Training in Designing.
- e. Artificial Intelligence (AI) programme by Intel

### 2.5.4: ENVIRONMENT ACTIVITIES:

- a. Tree plantation in JNV campus under "Each one Plant one" programme
- b. Participation in Green Olympiad in association with TERI

- c. Green Audit of school.
- d. Heritage quiz- CBSE
- e. Swachhata campaign in the nearby area apart from programs in JNV
- f. Participated in Environmental contests organized by Ministry of Petroleum
- g. Campaign for wastage disposal through “waste to wealth” initiative
- h. Awareness of Solar Energy/Renewable energy is taken up as a major focus area
- i. Vidyalaya Nursery Yojana in JNVs
- j. Development of Kitchen Garden in each JNV
- k. Converting kitchen waste into compost.

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

- a. Programs of curricular focus and 21st century skills in association with British Council.
- b. 23 students along with 2 teachers in July 2023 and 3 students in Dec 2023 visited Japan under Sakura Exchange programme.
- c. 12 teachers have been selected for pursuing Scholarship Programme for 18 months in Japan (MEXT) from 2017 to 2023
- d. Up to 2023-2024, 15 teachers have been selected for Fulbright Scholarship.

#### **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 virtualclass in each JNV) in Minority Concentrated Areas.
- b. NVS has converted 2 classrooms into Smart Classrooms in each of remaining 550 JNVs.
- c. In 75 JNVs one additional Smart classroom have been setup with support from CBSE.
- d. Total 68940 Tablet devices have been provided for all class XI and XII students in JNVs.
- e. 616 schools have Smart Computer Labs under CSR support from Samsung India.  
All schools on permanent site have computer labs equipped with computers and other peripherals, at least 40 computers/Laptops. Computer (Desktop, laptop & Tablet) - Student Ratio is 1:6
- f. Teachers are trained for using various ICT tools.
- g. 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 1year NCERT Diploma Course in Guidance and Counselling (476 teachers trained till December 2023).
- c. 3150 Teachers are enrolled for 6 months IGNOU certificate course in professional development (Guidance and Counseling).
- d. 8407 teachers attended Social and Emotional Learning Course organized by UNSECO- MGIEP
- e. 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 2023-24, 06 bright students of NVS attended student enrichment program by IIT Madras and 16 students attended student Enrichment program at IIT Hyderabad in collaboration with Agastya & Pravaah Foundation. 07 Students attended Lodha Genius Program 2023 of Ashoka University.

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

- a) NCC- 356 JNVs with 24566 cadets
- b) Scouts and Guides- All JNVs with 37978 scouts and guides
- c) NSS- 113 JNVs with 9876 volunteers
- d) Youth Parliament- Every year 80 JNVs participate in the training and competitions

- 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 course and Lab in 25 JNVs
- c) Skill labs in 35 JNVs by NVS in collaboration with CBSE.
- d) 38 skill labs in collaboration with CBSE under World Bank project
- e) Manufacturing units of sanitary napkins in 17 JNVs.
- f) Soil Testing Labs in 10 JNVs.
- g) Apperal Skill Lab in 11 JNVs.

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

- a. Participation of Students in Kala Utsav organised by NCERT.
- b. Theme based 160 workshops are organized 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.

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

- a. Migration of students at class IX level. Third language teachers work as Ambassadors of culturalintegration.
- 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 createan 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.
- e. Engagement of special educators in JNVs on contract as per requirement

#### **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. 25 teams from NVS selected for State Round of Fit India Quiz 2023
- g. Khelo India Sports Centres functionalized in 13 JNVs.
- h. Development of Sports specific infrastructure in 13 JNVs as Centre of Excellence for Sports.

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

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

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

- a. Awakened Citizen's Program in collaboration with Ramakrishna Mission for Teachers and students of class VII to XI in all JNVs.
- b. Value Olympiad Quiz was organized in all JNVs in October, 2023.
- 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

- 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 neighbouring schools in the co-curricular activities in the JNV
- b. Programs in the neighbouring 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 neighbourhood 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, population education, balanced diet.
- g. Establishment of skill hub initiatives in selected JNVs for providing vocational training to the out of school female candidates from the neighbourhood.

### **3) BRAND EQUITY**

The uniqueness of Navodaya Vidyalayas 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. Navodaya Vidyalayas are well recognized as focal points of learning and all round development and Navodaya system is emulated by new initiatives in residential schooling system started by central/ state governments. 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. Thus the Navodaya Brand has become synonymous with exemplary education and all round development of students. 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 Navodayas 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 establish/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. Team work 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 Navodayans to be life-long learners and productivemembers 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 (SCOPE) 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 programmes like in-service training, refresher courses, and orientation courses etc. for teachers.
- Planning of Academic ambiance 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 (eg. 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 student
- 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
- Conduct of School Safety Pledge
- 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:**

- Students entitlement Items
- Textbooks and Stationery
- Library Books
- Sports/Lab and other Equipments
- 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
- CBSE SQAAP
- 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 the session 2024-25 for their respective JNV in the format given in the **Annexure - II**, latest by 10.04.2024.

## **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 pedagogy/ies, 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 practise of education in the country.** The NCF-SE is designed to enable and help actual change in practise 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 practises 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 practises.
- **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 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 centre 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 will release the new syllabus for Class VI in line with recommendation of NCF-SE for academic session 2024-25. Alongside, NCERT will provide syllabus bridge programme for Class VI. This initiative is aimed at facilitating a seamless transition for students to new pedagogical perspective and areas of study, particularly Arts, Physical Education, Vocational Education, for which activity-books/testbooks are being developed with new perspective aligned with NCF-SE 2023.

## 9) NPST National Professional Standards for Teachers (NPST)

### 9.1: 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.

### 9.2 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 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.

### **9.3: 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 -XXVIII** . 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.

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

### **10.1 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.

### **10.2: 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.

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**

## **11) BAGLESS DAYS :**

### **11.1: INTRODUCTION**

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).

### **11.2: Concept of 10 Bagless days:**

The underlying idea behind 10 bagless days is to make it an integral part of the teaching-learning process rather than an add-on to the existing scheme of studies of education from Class VI to XII. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide in the future career path. These multi-skill activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc. Every student will take a fun course that gives 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.

### **11.3: 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 build observation-based learning capacity and scope for practice.
- Develop understanding of connectedness of community and interdependence.
- 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, craftsmen to develop and popularize concept of vocal-with-local.
- To give exposure to possible career, higher education avenues.

### **11.4: Methodology:**

To achieve the desired objectives of 10 bagless days in the school, the following outdoor indoor activities may be included:

Class	Suggested Activities	
VI to VIII	Interview/ Internship with local carpenters, gardeners, potters, craftsmen, artisans, plumbers, tailors, technicians etc. as per hobbies / interests of the students.	Periodic exposure to the activities outside school through visits to places/ monuments of historical, cultural and tourist importance/ institutes of higher education including visit to community under Pace setting activities. Conduct of enrichment activities involving Arts, Quizzes, Sports & Vocational crafts.
IX to XII	Interview/ Internship with local industry/ professionals in the area of skill subject opted by the concerned student.	

- A portfolio on activities conducted during Bagless days should be prepared by the students and submitted to the teacher in-charge for a particular class.

#### **11.5: Developing an Annual Work Plan:**

Planning is one of the essential parts of the implementation of the 10 bagless days. Each school is supposed to prepare an annual work plan of indoor and outdoor activities to properly implement the activities in the school.

#### **11.6: Assessment and Evaluation of the student:**

Aim of the programme is to expose students to various activities in fun mode. Teachers may observe the interest and attitude of the students in learning during this 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. However number of day participate in bagless days will be reflect in the report card of the student.

#### **11.7: Care for Children with Special Needs (CWSN) or Divyang:**

In our school system Children with Special Needs (CWSN) or Divyang are also enrolled. They should be specially cared. During bagless days activities, teacher will accompany these children and guide and explain all the concepts related to the activities. This will help students to understand all the relevant activities. Trained teachers for Children with special needs may be also be involved in these activities. These teachers with the help of teacher coordinator should plan well in advance and prepare children mentally for each activity.

#### **11.8: Suggestive list of the activities:**

School teacher may identify various bagless days activities as per local situations after understanding the objectives of the programme. For practical exposure, details of the activities are also explained here with examples.

- Visit to national monuments, museums
- Handicrafts: jute making, bamboo work, craft
- "Best out of waste"
- Educational Games/Sports
- Hygiene and Cleanliness
- Environment & Greening Activities
- Music and Cultural activities
- Activities related to information and Communications Technology (ICT)
- Value and peace education
- Celebration of national festivals
- Interaction with local craftsman/ artisan
- Project based activities
- Animation, Graphic, Fashion designing
- Kite making, Dramatics, Scrapbook creation etc.
- Sector wise activities Information Technology Enabled services (ITeS), Internet of Things (IoT), Networking,Artificial Intelligence (AI), Robotics and Doodling

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

**12). PM SHRI SCHOOLS:**

PM SHRI Schools 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 be invite other schools in the same cluster or block to visit these schools of excellence to facilitate knowledge sharing and school improvement conversations.

**STATE/UT- WISE PM SHRI SCHOOLS IN NVS**

Out of 650 JNVs, 597 JNVs have been selected as PM Shri Schools i.e, 312 JNVs under phase 1 and 285 JNVs in phase 2 as per details given below: -

S.No.	State/UT	Total JNVs	PM SHRI JNVs (1 <sup>st</sup> Phase)	PM SHRI JNVs (2 <sup>nd</sup> Phase)
1	Chhattisgarh	28	19	8
2	MP	54	3	47
3	Odisha	31	26	5
4	Chandigarh - UT	1	1	0
5	HP	12	12	0
6	J & K	20	9	4
7	Ladakh- UT	2	2	0
8	Punjab	23	17	7
9	Andhra Pradesh	15	13	2
10	A & N Island UT	3	1	1
11	Karnataka	31	15	15

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

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 phase 1 and phase 2 is enclosed at **Annexure-III**

### 13). INCLUSIVE EDUCATION:

Inclusive Education for CWSN has been one of the major interventions of the education scenario in the country. The MoE GoI 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. Sugamya 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 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 need 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**)

## 14) 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.

### 14.1 PRASHAST (Pre-Assessment Holistic Screening Tool): Introduction

- 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.

### 14.2 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 November 10, 2023)

## 15) COMPETENCY BASED EDUCATION, PEDAGOGY & LESSON PLAN :

The fundamental principles 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.

- Competency is a set of skills, abilities, knowledge that helps an individual to perform a given task in real life. Every learning should go into imbibing these skills to lead a productive and joyful life,
- Learning outcomes are an 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, Curriculum, 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**.
- NCERT has released learning outcomes for Elementary (Class-I to VIII), Secondary (Class-IX & X) and Higher Secondary (class-XI & XII) which define the learning outcomes and linking them with pedagogical processes. The links of these documents are given in **Annexure-I**. However, 4 to 5 copies of Learning outcomes for elementary and secondary classes have already been sent to each JNV.
- Although learning Outcomes are given class-wise in each subject however the same are to be mapped with the content of each chapter/ unit. Teachers of regional languages have to prepare Learning Outcomes based on LOs developed for English/ Hindi by NCERT to be achieved by the learner at the end of academic year in a particular language, if not available.
- NCERT has developed minimum level of LOs in each subject but NVS teachers may adopt higher level of LOs in their respective subjects.
- Teachers need to use learning outcomes as a tool for improving education and not as a means of simply completing a topic.

**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 stated outcomes 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.
- Inclusive Education is an umbrella term that encompasses consideration and strategies to support the diversity of the learner in a given context by minimizing barrier to learning. Teachers may refer CBSE Handbook on Inclusive Education (Link is provided in **Annexure – I**)

**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.
- 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.
		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.
		d) Classrooms should have LED tube-lights in sufficient numbers to ensure that the class is well lit.
		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.
		f) Existing open shelf in classroom should be covered & made lockable.
		g) Furniture in classrooms should be of same shape & 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.
		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.
		i) No paper should be pasted on the walls either inside or outside the classrooms.
		j) The décor of the classroom should be complemented with good quality paint preferably with light colour.
		k) Door/ windowpanes should not be broken; damages if any should be repaired immediately,
l) Different Garbage bins (well marked for compost, all plastic and recycle waste) should be kept at appropriate place in the academic bock for easy and speedy disposal of waste.		

<p><b>2</b></p>	<p><b>Library</b></p>	<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>
<p><b>3</b></p>	<p><b>Laboratories</b></p>	<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>
<p><b>4</b></p>	<p><b>Entrance &amp; Corridors of Academic Block</b></p>	<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>
<b>5</b>	<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>
<b>6</b>	<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>

		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.
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, discuss 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>Vidyalaya 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) EFFECTIVE CLASS ROOM MANAGEMENT:

In JNVs, teachers have to promote discipline in their respective classes through effective class room management. 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.

Effective classroom management brings positive results into class. Of all the variables, classroom management has the largest effect on students' academic achievement. Both students and teachers benefit from a well-organized class. 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: 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.

- The entire duration of a period may be split into three parts respectively for introducing the topic / concept, presentation & interaction, recapitulation & feedback. Lecturing for the entire duration of the period will make students to get bored and boredom produces distraction. 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.
- 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. This helps to prevent the involvement of the administration in most instances.
- 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.

- Provide a safe and comfortable environment that is conducive to learning.
- Help each child in growing to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Demonstrate professional behaviour and a positive attitude.
- Use special activities and ICT in the classroom to make learning enjoyable and stress free.
- 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, not just those who respond most frequently, providing positive reinforcement and feedback, etc.
- Use an appropriate tone of voice; speak clearly and deliberately in an adequate pitch.
- 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.
- 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.
- 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.

## 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. It 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 2024-25, 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	Periods	Class-VII & VIII	Periods	Class IX	Periods	Class-X	Periods	Class-XI&XII	Periods
Eng.	6	Eng.	8	English	7	English	7	English	7
Hindi.	5	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
Class VI	Periods	Class-VII & VIII	Periods	Class IX	Periods	Class-X	Periods	Class-XI&XII	Periods
SocialSci.	6	Social Sci.	5	Social Sci.	8	Social Sci.	8	Elective-3	9
Library	2	Library	2	Library	1	Library	2	Phy. Ed	1
Computer Science	2	Computer	2	Phy. Ed	1	Phy. Ed	1	G.S. / G.F.C.	1
Art Education	2	Art	2	Computer	1	Compute	1	Computer	2
Music Education	2	Sanskrit/ Foreign language	4***	Art	1	Art	1	Library	2
Phy. Ed	3	SUPW/ Phy. Ed	1	Music	1	Music	1	SEWA / WE	1
3rd /R.L Lang.	4	Music	2	3 <sup>rd</sup> Lang.	3	** Skill / Add. Lang.	4		
Vocational (Skill) Education	4	Phy. Ed	1	** Skill / Add. Lang.	4	SEWA / WE	1		
		3rd /R.L Lang.	5	SEWA / WE	1				
		Skill Course (12 hr module)	01 Hr. durin g A/N Rem edial / supe rvise d study						

\* This period should be allotted for laboratory activities only

\*\* 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 from R/L& 1 or 2 periods from Hindi/ English depending upon the requirement of the region.

**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, 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.
- 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.
- Four period allotted for skill /Additional subject in class XI & XII by reducing one period from each elective subject & one period from computer education.
- GS/GFC period taken by PGT(History/Geography) and SEWAWE 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:

### a) SUMMER SEASON –

Daily Routine (Summer season from April to October) for the year 2024-25(All the eight periods should be of 40 minutes each)		
S.NO.	NAME OF ACTIVITY	TIME
1.	Rouse	05.00 a.m.
2.	Morning Roll Call/PT/Yoga	05.30 to 06.15 a.m.
3.	Bath & Change	06.15 to 07.00 a.m.
4.	Milk/Alternative Items	07.00 to 07.15 a.m.
5.	Assembly	07.15 to 07.35 a.m.
6.	I Period	07.35 to 08.15 a.m.
7.	II Period	08.15 to 08.55 a.m.
8.	*Breakfast	08.55 to 09.30 a.m.
9.	III Period	09.30 to 10.10 a.m.
10.	IV Period	10.10 to 10.50 a.m.
11.	V Period	10.50 to 11.30 a.m.
12.	Recess	11.30 to 11.40 a.m.
13.	VI Period	11.40 to 12.20 p.m.
14.	VII Period	12.20 to 01.00 p.m.
15.	VIII Period	01.00 to 01.40 p.m.
16.	Lunch & Rest	01.40 to 03.00 p.m.
17.	**Remedial/Supervised Study& Club/ CCA activities	03.00 to 04.30 p.m.
18.	Reporting on Ground	04.30 to 04.40 p.m.
19.	Games & Sports	04.40 to 05.40 p.m.
20.	Roll Call & Tea/Snacks	05.40 to 06.00 p.m.
21.	Bath & Change	06.00 to 06.30 p.m.
22.	Evening Supervised Study in Academic block /Dining	06.30 to 08.00 p.m.
23.	Dinner	08.00 to 08.45 p.m.
24.	Counselling by H.M./A.H.M. , Roll Call & conduct of Happy Hours	08.45 to 09.15 p.m.
25.	Self Study	09.15 to 10.15 p.m.
26.	Light Off	10.15 p.m.

1. \*Breakfast may be shifted as per suitability of JNV.
2. \*\*Remedial /Supervised (afternoon) study on Monday, Tuesday, Thursday & Friday for all classes. Club activities& CCA Inter house competition will be conducted 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.

**b) WINTER SEASON -**

<b>Daily Routine (Winter Season from November to March) for the year 2024-25 (All the eight periods should be of 35 minutes each)</b>		
<b>S.No.</b>	<b>NAME OF ACTIVITY</b>	<b>TIME</b>
1.	Rouse	05.45 a.m.
2.	Morning Roll Call/PT/Yoga	06.15 to 07.00 a.m.
3.	Bath &Change	07.00 to 07.45 a.m.
4.	Milk/Alternative Items	07.45 to 08.00 a.m.
5.	Assembly	08.00 to 08.20 a.m.
6.	I Period	08.20 to 08.55 a.m.
7.	II Period	08.55 to 09.30 a.m.
8.	*Breakfast	09.30 to 10.00 a.m.
9.	III Period	10.00 to 10.35 a.m.
10.	IV Period	10.35 to 11.10 a.m.
11.	V Period	11.10 to 11.45 a.m.
12.	Recess	11.45 to 11.55 a.m.
13.	VI Period	11.55 to 12.30 p.m.
14.	VII Period	12.30 to 01.05 p.m.
15.	VIII Period	01.05 to 01.40 p.m.
16.	Lunch & Rest	01.40 to 03.00 p.m.
17.	**Remedial/ Supervised Study & Club/ CCA	03.00 to 04.15 p.m.
18.	Reporting on Ground	04.15 to 04.30 p.m.
19.	Games & Sports	04.30 to 05.30 p.m.
20.	Roll Call & Tea/Snacks	05.30 to 05.50 p.m.
21.	Bath & Change	05.50 to 06.15 p.m.
22.	Evening Supervised Study in Academic	06.15 to 07.45 p.m.
23.	Dinner	07.45 to 08.30 p.m.
24.	Counselling by H.M./A.H.M. , Roll Call&	08.30 to 09.00 p.m.
25.	Self Study	09.00 to 10.00 p.m.
26.	Light Off	10.00 p.m.

1. Breakfast may be shifted as per suitability of JNV.
2. \*\*Remedial /Supervised (afternoon) study on Monday, Tuesday, Thursday & Friday for all classes.Club activities & CCA Inter house competition will be conducted 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.

**23). SUNDAY/ HOLIDAY ROUTINE:**

- Note:** 1. Sunday will be the working day of Librarian. Weekly off may be provided to Librarian on Saturday. Library will be opened on Sunday from 10.00 a.m. to 01.00 p.m. and 03.00 to 04.30 p.m.
2. Flexibility is given in scheduling the activities to the Regional Offices for any change, however, duration of activities should remain the same.

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 (Vidyalaya will arrange staff duties for supervision on rotation basis)	10.00 to 12.00 Noon
8.	Library hrs.	10.00 to 01.00 p.m. 03.00 to 04.30 p.m.
9.	Own time	12.00 to 01.15p.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. Sunday will be the working day of Librarian. Weekly off may be provided to Librarian on Saturday. Library will be opened on Sunday from 10.00 to 01.00 p.m. and 03.00 to 04.30 p.m.
2. Flexibility is given in scheduling the activities to the Regional Offices for any change, however, duration of activities should remain the same.

**24). ASSESSMENT STRUCTURE FOR THE ACADEMIC SESSION 2024-25 for CLASSES VI to XII:****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:**

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

**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 learning 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 Assessment of General Studies:**

Grade	Description
A1	Top 1/8 <sup>th</sup> of the passed candidates
A2	Next 1/8 <sup>th</sup> of the passed candidates
B1	Next 1/8 <sup>th</sup> of the passed candidates
B2	Next 1/8 <sup>th</sup> of the passed candidates
C1	Next 1/8 <sup>th</sup> of the passed candidates
C2	Next 1/8 <sup>th</sup> of the passed candidates
D1	Next 1/8 <sup>th</sup> of the passed candidates
D2	Next 1/8 <sup>th</sup> of the passed candidates
E	Essential Repeat

## GRADES FOR INTERNAL ASSESSMENT IN 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.	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 2024-25 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 2024-25.

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 Examination) 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
6th Additional Subject (Skill 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.				Project Work in Social Science

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 2024-25.



Grading Scale for Scholastic Areas Class IX  
(Schools will award grades as per the following grading scale)

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-50	C1
41-50	C2
33-40	D
32 & below	Essential repeat

**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 Questions	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 best in each term for class IX will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre-mid-term and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students 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.
- (ii) **Multiple Assessment (05 Marks):** Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression, self and peer assessment, collaborative projects, experiments. Classroom demonstration etc.
- (iii) **Portfolio (05 marks):** It includes Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.
- (iv) **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.

(v) **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 listed practical works / activities may be carried out as prescribed by the CBSE in the 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 and using that information to 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 and 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	DEVEOPING
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 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 Any other Subjects	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 announcement of Mid-term exam dates by school</li> </ul>	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 below:  Class-VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term. .  Class-VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term.  Class-VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term.

**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 weight age 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%

- 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.
- **Co-Scholastic Activities (Classes-VI-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 in the following co-scholastic activities.

- 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-VII:** Format for the report card for class XI  
**Annexure-VIII:** Format for the report card for class IX  
**Annexure-IX:** Format for the report card for classes VI to VIII

## 25) REMEDIAL 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 is 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

CLASS CLASSES	NUMBER OF TEACHERS FOR REMEDIAL DUTY PER DAY	NUMBER OF TEACHERS FOR SUPERVISED STUDY DUTY PER DAY
VI (A&B)	01	01
VII (A&B)	01	
VIII (A&B)	01	
IX (A&B)	01	01
X (A&B)	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.

## 26.) 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. A good communication skill raises the self-esteem of a student. It is essential that students acquire proficiency in it, by the time they leave the portals of the school. 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**)

## 27) DEVELOPING COMMUNICATION SKILLS:

### 27.1 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 3<sup>rd</sup> 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 there has to be different strategies/ approaches for developing communication skills at these two different levels.

LEVEL - 1 : Class-VI – VIII	
Competence at the entry level	Competence at the terminal level
L: Letters of the alphabet, numbers, a few words	L: Word, connected speech in day to day use Prose passages on familiar subjects
S: Same as L	S: Approx. 500 words and 20 structures.
R: Alphabets, words of 3 to 4 letters. Short sentences of a few words	R: Words & passages on familiar topics, stories, contents in other subjects
W: Same as R	W: Correct sentences, short paragraphs on known topics, notes/ question & answer in other school subjects

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 Vidyalaya 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 class rooms and 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.

## 27.2 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 mother tongue influence in the speech of the students.
- Maximum possible opportunity is to be provided to the learners to speak in 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.

LEVEL – 2 : Class IX-XII	
Competence at the entry level	Competence at the terminal level
L: Word, connected speech in day to day use. Prose passages on familiar subjects.	L: Listen to and understand normal speech on general topics/radio and TV news.
S: Approx. 500 words and 20 structures.	S: To communicate normally for day to day needs. To be able to participate in discussion in peer groups
R: Words & passages on familiar topics,	R: Silent fast reading with comprehension. Read aloud with proper articulation of phonemes, word stress, intonation and pause.
W: Correct sentences, short paragraphs on known topics, notes/question & answer in other school subjects.	W: To write correct sentences, with the competence to use 1500 words and 50 structures. Composition of essays in paragraphs, writing notes, reports, letters etc.

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.



**27.2 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 selected for establishment of Language lab **Annexure –X**

**28) 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 multi- lingualism 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 dictationeer 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 present a tremendous opportunity for strengthening language teaching in JNVs and provide educational resources to the students in their own regional language. The teachers working in different linguistic region can use the tool to effectively transect learning to the students in their own language, apart from being an easily accessible tool for learning different Indian languages.

## 29) COVERAGE OF SYLLABUS & CONDUCT OF VARIOUS EXAMINATIONS:

- **For board classes i.e. X & XII**, 100% syllabus has to be completed by **30<sup>th</sup> November, 2024**.
- For non-board classes, i.e.VI to IX & XI, Term -I syllabus should be completed by 15<sup>th</sup> September, **2024**, and 100% syllabus for Term - II has to be completed by 28<sup>th</sup> February, **2025**.
- Every JNV has to strictly follow the guidelines given by NVS Hqrs. & RO. for conducting various tests/ exams.
- Coverage of syllabus & conduct of various tests should be on the same dates in all JNVs.
- The Vidyalaya has to send the result analysis of all tests/ exams to RO within 72 hours of completion of the examination.
- An explanation from the teachers is to be obtained by the Principal wherever the subject average falls below the target fixed by the Hqrs.
- The Practicals for Board Classes should be completed by the end of **November, 2024** and record work should also be completed by **December, 2024**. 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.

### 30) BENCH MARK FIXED FOR PASS PERCENTAGE AND SUBJECT AVERAGE FOR THE ACADEMIC YEAR 2024-25:

#### Class-X:

Pass percentage: 100

#### SUBJECT-WISE AVERAGE FOR CLASS-X

SUBJECT	TARGET FIXED FOR 2024-25 (in %)
English	80
Hindi A	90
Hindi B	85
Maths Basic & Standard	75
Science	75
Social Science	85
Any Skill Subject	85

#### Class-XII:

Pass percentage: 100

#### SUBJECT-WISE AVERAGE FOR CLASS-XII

SUBJECT	TARGET FIXED FOR 2024-25 (in %)
English Core	80
Hindi Core/Elective	85
Maths	75
Physics	75
Chemistry	80
Biology	80
Informatics Practices	85
Computer Science	85
History	80
Geography	85
Economics	75
Accountancy	75
Business Studies	75
Any Skill Subject	85

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

Class VI to IX		Class XI	
Subject	Target Fixed for 2024-25(in %)	Subject	Target Fixed for 2024-25(in %)
For Language	85	For Language	80
Maths, Science & Skill Subjects	80	Maths, Physics & Economics	75
Social Science	75	Other Subjects	80

### 31) 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 Fourphases i.e. from 18 to 20 April, 2024, 19 to 21, August 2024, 28 to 30 Nov. ,2024 & 20 to 22 Jan, 2025 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 – XVIII</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.
2. 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.

**32 ) COMMON EXAMINATION:**

Question papers for all Periodic Assessments for classes VI - X and Unit Tests of XI & XII will be prepared at Vidyalaya level for the Academic Year 2024-2025 as per composition of question papers issued by NVS. NVS Hqrs. shall decide about the modus operandi for preparation of common question papers for half yearly and yearly exams of non-board classes and pre-board exams of board classes, their evaluation. Separate instructions will be issued to Regional Offices & JNVs from time to time.

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.

**33) IMPROVEMENT OF INTERNAL EXAMINATION PROCESS:**

The analysis of performance of the children in various scholastic and co-scholastic activities has guided the Samiti to work on the further supporting the internal examination system. Question papers for Terminal/Half Yearly and Yearly Examinations for VI, VII & VIII, IX and XI, Pre-Boards for Class X /XII Examinations are prepared by a specialized team of experts. NVS Hq/ the Assigned NLI and Regional offices together will finalize the panel of experts. The question papers are delivered through encrypted password to the JNV before the examination. The schools have already procured high speed printers to enable printing the question papers required for the day. It is the duty of each JNV to ensure that their printing system is kept intact throughout the year, so that during the examination period the systems should function faultlessly. JNV Principal should ensure that the e-mail ids to which question papers are delivered and passwords are accessed by him/ her only. The JNV shall organize the examinations under the strict supervision of the process. Improvised system of vigilance shall also be worked out in the process. The examination rooms and surroundings should be thoroughly cleaned and the invigilators should not use mobile phones in examination rooms.

JNVs are excelling in their Academic Performance and producing quality output. Producing quality results with standard and fair practices for conducting exam and evaluation will prove to the public about the quality work performed by JNVs. Since, the remodeled Assessment emphasizes for internal assessment, the credibility of school based assessments need to be maintained at Vidyalaya Level. The process of conduct of exam, evaluation of answer scripts and compilation of results as per CBSE instructions need to be strictly adhered to.

### 34) SCHEDULE OF TESTS / EXAMINATIONS FOR 2024-25:

#### A) Schedule for periodic written test (PWTs), Mid-Term (Term-I) and Term-End (Term-II) for classes-VI-IX & XI)

(ASSESSMENT FOR CLASS VI - IX FOR THE SESSION 2024-25, PWTs FOR CLASS VI TO IX & UTs FOR CLASS-XI)

S. No.	Assessment	Date
1	Periodic Written Test –I/ UT-I	26-29 April 2024
2	Periodic Written Test –II/ UT-II	08-10 Aug 2024
3	MID-TERM	23 Sept to 04 Oct 2024
4	PWT 3 / UT 3	12-14 Dec 2024
5	PWT 4 / UT 4	06-08 Feb 2025
6	TERM-END	17-28 March 2025

#### B) Schedule for periodic written test (PWT), Mid-Term and Term-End for classes-X & XII)

(ASSESSMENT FOR CLASS X & XII FOR THE SESSION 2024-25, PWTs FOR CLASS-X & UTs FOR CLASS-XII)

S. No.	Assessment	Date
1	Periodic Written Test –I/ UT-I	26-29 April 2024
2	Periodic Written Test –II/ UT-II	08-10 Aug 2024
3	MID-TERM	23 Sept to 04 Oct 2024
4	Pre-Board I	04-14 Dec 2024
5	Pre-Board II	20-30 Jan 2025
6	Annual Exam	15 Feb 2025 onwards (as per CBSE schedule)

**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 room or in Vice-Principal's room 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.**

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

#### 35.1 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

### 35.2 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. In JNVs, SAFAL will be conducted for Grade-8.

### 35.3 How can Schools use SAFAL-

The SAFAL report of school will :

- **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.

### 35.4 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**.

The SAFAL pilot was successfully conducted by CBSE in February, 2023 for Grades 5 and 8 in 1887 CBSE affiliated schools. 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.

### 36) 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. Participants for the event are chosen through an online write up competition. Winners of the competition are given an opportunity to attend the event, and few are selected to interact with Honorable Prime Minister.

- Pariksha Pe Charcha (PPC) is organized by Ministry of Education, Government of India before the commencement of board Examination. In 7<sup>th</sup> edition of PPC held on 29<sup>th</sup> January, 2024 at Bharat Mandapam, New Delhi **2 Students**, 1 from **JNV Una** and 1 from **JNV Yamunanagar** compered the program. **22 Students** participated in Art and Science Exhibition and interacted with Hon'ble Prime Minister. **24 Students of JNV Balaghat performed Group Dance** and **15 Students of JNV Kapurthala performed a Group Song** in Cultural Programme at PPC 2024 – 7<sup>th</sup> Edition. **30 Students of JNV Faridabad** and **25 students of JNV Jaffarpukalan** also viewed the Event physically, at Bharat Mandapam.

Apart from the main program **4987** Students from **527** JNVs participated in painting competition organized by KVS on 23<sup>rd</sup> January, 2024. The theme of the painting competition was the mantras given by the Hon'ble PM to reduce exam stress as well as Netaji Subhash Chandra Bose and Aditya L1. Simultaneously, District Level Painting Competition was also organized by JNVs in **122** districts **having no KVs**. Total No. of Students participated from different schools in this painting competition is **6729**.

**For Preparation of PPC 8<sup>th</sup> Edition (2024-25) every region will identify best entries in following area latest by 30.11.2024.**

1. One Group Dance (Classical and folk)
2. One Group song
3. Two best exhibits each in science project (working), painting (2D/ 3D), indigenous toys, sculpture, art and craft.
4. Two best students to compeer the main programme in English and Hindi.

The following activities are proposed to be carried out in JNVs in connection with Pariksha Pe Charcha **8<sup>th</sup>** Edition programme.

- All the eligible students and staff register in online write up competition.
- Poster making, Article & Slogan Writing competition.
- Sharing of success stories of students.
- Sending the entries for Exhibition (Science projects, Indigenous Toys, Art & craft) to NVS hqrs.
- Scientific Projects or Models will be Science Tech and Innovation based on emerging technologies such as Robotics, Artificial Intelligence, Drone Technology, etc.
- Short videos of students and teachers to be uploaded on social media accounts of JNVs and ROs.
- RO will plan all the activities well in advance to showcase the participation of best entries in PPC- 8<sup>th</sup> edition.

### 37) ADMISSION IN JNVs: (Session 2024-25)

- a. Selection test is already **conducted in two phases for winter bound and summer bound JNVs on 04.11.2023 & 20.01.2024, respectively**. Efforts are already made to receive the list of selected candidates up to 15<sup>st</sup> June 2024. Once the selection list is received from CBSE, details of the selected students are to be checked thoroughly with the application forms.
- b. If any discrepancy is noticed, the same is to be brought to the notice of NVS, R.O. If there is no discrepancy, parents of the selected students are to be informed officially along with different proformae which are to be submitted at the time of verification of documents. Intimation is to be given by Registered Post with acknowledgement due card/Speed Post.
- c. 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.
  - iii. 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.
  - iv. 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.
  - v. Aadhar 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.
  - vi. Certificate by the Head Master of the school regarding study details.
  - vii. Medical fitness certificate.
  - viii. Undertaking for Migration
  - ix. Disability certificate (if applicable)
  - x. Category/community certificate (SC/ST) if applicable.
  - xi. Category/community certificate OBC, as per central list if applicable. (Format Attached)
  - xii. The TC from parent school after the verification of documents and confirmation of admission by the respective JNV is to be submitted after getting counter signature of District Education Authorities (DEO/BEO etc.)
- d) 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.
  - e) A meeting of the parents along with their wards may be conducted to brief about the "Navodaya" system.
  - f) On the day of verification, actual date of beginning the classes and the reporting date are to be informed.
  - g) 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.
  - h) 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.
  - i) Other items and textbooks are to be made available on the same day
  - j) If any vacancy exists due to non-reporting of candidates even after two reminders or Non Submission of required documents, wait list requirement should be sent to RO.
  - k) It should be ensured that admission process is completed within 20 days from the date of receipt of the select list.

**The entire admission process to Class-VI including wait list I and II should be completed latest by 31 August, 2024.**

### **37.1: JNVST 2025 (Class-VI) (For the session 2025-26):**

**Time Activity Schedule for Conduct of JNVST- 2025 for Admission of Students to Class-VI during the Academic Year 2025-26:**

S.No.	Jawahar Navodaya Vidyalaya Selection Test	Date of conduct of JNVST
01	Winter Bound JNVs	12.04.2025
02	Summer Bound JNVs	18.01.2025

### **37.2 : JNVST 2025 (Class-VI) (For the session 2025-26):**

**The following activities may be carried out to improve the registration for class VI JNVST 2024:-**

- Time activity schedule provided by NVS Hqrs. is to be strictly followed.
- Once the online registration portal is launched, the arrangement is to be made for publicity:
- District administration is to be appraised regarding JNVST and the cooperation for facilitating the candidates in filling the forms through online registration is to be requested.
- DEO/ DDPI/ IS/ BEO/DPC are to be requested for providing wide publicity.
- Principal of JNV, with the permission from competent authority, may attend the meeting of Headmasters of primary schools and they may be requested to help for enrolment of their students.
- Pamphlets may be distributed throughout the district for publicity.
- Help of PTC, parents and Alumni may be sought for distribution of prospectus.
- Arrangement is to be made for publicity through AIR, DD, local cable operators, Headman of village etc.

- A help desk may be established in every JNV to guide/assist the applicants.
- All efforts should be made to enhance the no. of applications by at least 15%.

### 37.3 Activities of provisional selection of candidates for admission during 2025-26 through class VI JNVST 2025

S.No.	Activity	Agency Involved	Timeline
1.	Start of Online Application Process	Agency/NVS HQ	Will be intimated in due course of time
2.	Last date of online Application	Agency/ NVS HQ	
3.	Intimation of exact number of candidates registered block-wise	Agency/NVS HQ/RO/JNV	
4.	Finalization of JNVST Examination Centres	JNV/RO/NVS HQ	
5.	Finalization of custodian Bank details	JNV/RO/NVS HQ	
6	Downloading of Admit Cards by the Candidates	Agency/Candidates/JNVs	
7	Conduct of Examination	Agency/NVS HQ / RO/JNVs	Summer Bound- March/April, 2025  Winter Bound – May/June, 2025
8	Tentative date for Release of result	Agency/ NVS HQ /RO/JNV	
9	Completion of Admission Process through select list	Agency/ NVS HQ /RO/JNV	Will be intimated in due course of time
10	Completion of admission process including wait list-I and II	Agency/ NVS HQ /RO/JNV	

**Note:**

- The target dates for each activity will be communicated separately.

### 37.4: ADMISSION OF STUDENTS TO CLASS-IX DURING THE ACADEMIC YEAR 2024-25:

S. No.	Activity	Agency Involved	Timeline	
1.	Intimation of Vacancies in class-VIII during 2023-24	JNV/RO/NVS HQ	Activities have been completed	
2.	Start of Online Application Process	Agency/NVS HQ		
3.	Submission of tentative examination centres with capacity	JNV/RO/NVS HQ		
4.	Intimation of custodian Bank details to RO	JNV/RO		
5.	Intimation of custodian Bank details to NVSHQ	RO/NVS HQ		
6.	Last date of online Application	Agency/Candidates		
7.	Intimation of exact number of candidates registered in the district	Agency/ NVSHQ/RO/JNV		
8	Downloading of Admit Cards by the Candidates	Agency/Candidate/JNVs		
9	Conduct of Examination	Agency/NVS HQ/RO/JNVs		
10	Receipt of Sealed test material at RO	JNV/RO		
11	Submission of confidential test material to Agency through NVS Hqrs.	RO/ NVS HQ /Agency		
12	Handing over of select list and release of results	Agency/ NVSHQ/RO/JNV		March/April, 2024
13	Completion of admission process including wait-lists	JNVs		31.07.2024

**Note:** The target dates for each activity will be communicated separately.

### 37.5 Activities of provisional selection of candidates for admission during 2025-26 through class IX LEST 2025

S. No.	Activity	Agency Involved	Timeline
1.	Intimation of Vacancies in class-VIII during 2024-25	JNV/RO/NVS HQ	Will be intimated in due course of
2.	Start of Online Application Process	Agency/NVS HQ	
3.	Submission of tentative examination centres with capacity	JNV/RO/NVS HQ	
4.	Intimation of custodian Bank details to RO	JNV/RO	
5.	Intimation of custodian Bank details to NVSHQ	RO/NVS HQ	
6.	Last date of online Application	Agency/Candidates	
7.	Intimation of exact number of candidates registered in the district	Agency/ NVSHQ/RO/JNV	
8.	Downloading of Admit Cards by the Candidates	Agency/Candidate/JNVs	
9.	Conduct of Examination	Agency/NVS	

		HQ/RO/JNVs	time
10	Receipt of Sealed test material at RO	JNV/RO	
11	Submission of confidential test material to Agency through NVS Hqrs.	RO/ NVS HQ /Agency	
12	Handing over of select list and release of results	Agency/ NVSHQ/RO/JNV	
13	Completion of admission process including wait-lists	JNVs	
<b>Note:</b> The target dates for each activity will be communicated separately.			

### 37.6 Time Activity Schedule for Class-XI Lateral Entry Admission for 2024-25:

S. No.	Activity	Agency Involved	Timeline
1.	Notification for Class-XI Admission:	Agency/NVS HQ	Test is already completed.
2.	Finalization of admission of own students	JNV/RO	Immediately after 05 days of release of result
3.	Finalization of admission of mini-migration	JNV/RO	Immediately after 10 days of release of result
4.	Intimation of vacancies to RO	JNV/RO	Immediately after 12 days of release of result
5.	Intimation of vacancies to NVS HQ	RO/NVS HQ	Immediately after 15 days of release of result
6.	Release of select list:	Agency/NVS HQ/RO/JNV	Within 10 days from the date of submission of vacancies to agency.
7.	Completion of Admission:	JNVs	<b>31.07.2024</b>

**Note:** Details of time activity will be communicated separately depending upon the release of result of Class-10<sup>th</sup> by various Boards including CBSE.

### 38) ALLOTMENT OF STREAMS:

**Criteria for allocation of streams in Class-XI for the session 2024-25:**

S.No	Subject Combination	Criteria for Stream Allotment (2024-25)	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:-**

- 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.
- Students having Mathematics Basic (241) in Class X are eligible for opting Applied Mathematics (241) as a subject in Class XI.
- 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)
- Relaxation for participation in different Co-Curricular Activities:-
  - 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:-

Games & Sports	NCC	Scouting & Guiding	Other competitions	Additional Marks
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

- The additional % of marks may be added with average marks of all subjects only.
- Only one relaxation having maximum 03% marks will be allowed to the student.

- The criteria for the staff ward is same as for other students of JNV.
- 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
- 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.
- Applied Mathematics (241) may be taken as an additional subject by a student of any stream who has not opted Mathematics (041).
- 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.)/382 dated 29.02.24 may be referred.

### **39) 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**

**40) 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. For the session 2024-25 approval to upgrading 21 JNVs from class X to XI and opening of 2<sup>nd</sup> section in 112 JNVs has already conveyed by letter dated 05.03.2024 AND 07.03.2024 respectively.

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 revised eligibility criteria for the session of 2024- 25.
- 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.

**41) 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.

## 42) 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 learning eco-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.

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

- I. As regards the 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 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, National Park, Zoological Parks etc. In this regard, JNVs are required to furnish action taken report to the RO concerned.

#### II. PROVIDING TOURISM EXPERIENCE FOR THE STUDENTS:

The importance of taking the students out of the classroom particularly to the places of tourist interest helps the students to absorb, interact and be immersed in Environment, history and culture. This has several learning benefits for students to obtain practical information. Those who can afford take a long break and visit the places. For students in JNVs it is required to be organized. Migration activity is one of the great opportunity which supports tourism activity. The students on migration should get the opportunity to visit the places of tourist interest. Apart from this students in general should get at least once in a year to visit the places of tourist interest. Ministry of Tourism has been promoting this concept under the title "Paryatan Parv". Although students move out of the JNV on one or the other activity some students may remain left out from this activity. Therefore it would be essential to organize the activities in such a way that every child in JNV gets one or the other opportunity to visit places of interest. During various tours like sports meet, science related workshops and cultural meet etc., the plan of tour should be worked out in such a way that children get the opportunity to visit places of interest on the way. This will optimize the expenditures. The school tours:

- Reinforces classroom activities
- Encourages students to learn more- Better engagement
- Provides a cultural experience
- Allows for lifelong memories of learning with peer group- Natural socialization
- Allows to children to quench their curiosity through new insights
- Encourages the children to develop their perspective about the society and environment
- Teachers and students together will be able to figure out the learning styles in the outdoor activity
- Children get the opportunity to participate in the organization abilities

Memories of school Educational trips are among the most prominent of the formative years, largely because they are a welcome break in the routine for both students and teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone involved. Ministry of Tourism initiated a program under the title "Paryatan Parv", a grand success; JNVs can also join hands and organize such activities to sensitize the rural youth and community in the neighborhood.

### 44) ACTIVITIES TO BE CONDUCTED DURING THE YEAR 2024-25:

#### 44.1 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)

**44.2 The following important days may be celebrated in the school:**

S. No.	Date	Programmes	Suggested Activity at School level
1.	05.6.2024	World Environment Day	Plantation, Campus Cleaning, Removing of plastic waste, taking up water conservation projects etc
2.	21.6.2024	International Day of Yoga	Mass yoga session, generating awareness in nearby locality
3.	15.08. 2024	Independence Day	Flag hosting and other patriotic programme.
4.	23.08. 2024	National Sapace Day/ Chandrayaan	Exhibition of science models, Working models , innovation, Talk in morning assembly, awareness programme to create scientific temper among students
5.	29.08. 2024	National Sports Day	Organizing house wise sports activities.
6.	05.09. 2024	Teachers Day	Facilitating teachers, role play by students.
7.	08.09.20 24	World Literacy Day	Organizing the slogan competition on Topic – Each one Teach one.
8.	01.09.2024 15.09.2024	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.	02.10.2024	Gandhi Jayanti/ Shastri Jayanti	Cultural programme, Special Talk/ Speech on Gandhian thoughts, Observation of the Day
10.	11.10.2024	International Day of the Girl Child	Poster making, Exhibition on related themes, skit etc
11.	31.10.2024	Ekta Diwas	Unity Pledge, Speech competition in English and Hindi for importance of unity in India.
12.	11.11.2024	Shiksha Diwas - National EducationDay	Seminar on value and skill based education, awareness activities like Rally, Poem, Essay, Exhibition, etc.
13.	14.11.2024	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.	14.11.2024 21.11.2024	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
15.	15.11.2024	Birsa Munda Jayanti (Jan- Jatiya Diwas)	Observation, Folk Dance Competition, Speech on Tribal Freedom Fighter, Paragraph Writing Unsung Tribal Heroes.
16.	19.11.2024 25.11.2024	Qaumi Ekta Week	Programmes – Rangoli, Slogans, Community Songs and Greeting Making Competition
17.	26.11.2024	Constitution Day	Discussion & Lectures on Constitutional Values
18.	11.12.2024	Bhartiya Bhasha Diwas	Literary Activities, My Language My Signature, Observation on Janm Jayanti of Mahakavi Subramaniya Bharti
19.	22.12.2024	Mathematics day(Birthday Ramanujan)	Maths Quiz / model preparation.
20.	26.12.2024	Veer Bal Diwas	Skit Competition, Display of Movie based on Sahebzada Zuravar Singh and Fateh Singh.
21.	12.01.2025	Rashtriya Yuva Diwas	Discussion on Vivekananad philosophy –Kal aaj aur kal
22.	23.01.2025	Parakram Diwas	Observation, Rally, Cultural Programmes, Painting Competition

23.	25.01.2025	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.
24.	26.01.2025	Republic Day	Unfurling of the Tricolour, Cultural Programmes on Patriotic Theme
25.	21.02.2025	Matribhasha Diwas	Group/Folk songs, Essay Competition, Debate, Poster making, GK Competitions.
26.	28.02.2025	Science day	Science quiz/exhibition, Observation of Day through Different Activities
27.	03.03.2025	World Wildlife Day	Screening of videos, Picture Exhibition, Quiz etc
28.	08.03.2025	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.

#### 44.3: Schedule of Activities Conducted by CBSE:

S.No.	Tentative Date and Month	Name of the Activity	Place / mode of conduct
1.	April 2024	Adolescent Peer Educators Leadership Program - Registration for 5 <sup>th</sup> Phase	Online (schools across the country)
2.	April 2024	Expression Series Quarter 1	Online
3.	April - May 2024	Science Challenge	Online (schools across the country)
4.	June 2024	CBSE Reading Challenge	Online (schools across the country)
5.	19 June 2024	National Reading Day	Schools across the country
6.	21 June 2024	Celebration of International Day of Yoga	Schools across the country
7.	July 2024	Expression Series Quarter 2 (2024-25)	Online (schools across the country)
8.	July - August 2024	Aryabhata Ganit Challenge	Online (schools across the country)
9.	July - August 2024	Storytelling Competition	Online (schools across the country)
10.	October - 2024	Expression Series Quarter 3 (2024-25)	Online (schools across the country)
11.	October - November 2024	Heritage India Quiz 2024 - 25	Online and Offline (schools across the country)
12.	December 2024	CBSE National Adolescent Summit	Delhi

- Ensure the participation of each student (as per their interest) in at least two activities conducted by CBSE during the year. The student's participation in these activities should be reflected in their Portfolio as part of Internal Assessment.

#### 45) 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.

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

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

CBSE is offering 11 Skill courses 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.

This would give the students necessary orientation at early stage, so that they are able to make choice at a later stage to pursue skill courses at secondary and senior secondary level or choose a higher vocational degree.

The following Skill courses are introduced in JNVs at Middle level.

Sl.No.	Class	Skill Module & Class	In-charge Teacher
1.	VI	Handicrafts	TGT Art
2.	VII	Artificial Intelligence	TGT(IT)
		Coding (new)	PGT(CS/IT)
3.	VIII	Data Science(new)	TGT(IT)
		Information Technology	PGT(CS/IT)

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

CBSE is offering 19 Skill subjects at Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore various career options.

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.

The following Skill Courses are introduced in JNVs at Secondary level:

S.No	List of Skill Courses at Secondary Level (IX to X)	In-charge Teacher
1	Physical Activity Trainer	PET (Male/Female to handle one class each.
2	Data Science (new)	TGT(IT)/PGT (CS/IT)
3	Artificial Intelligence	TGT(IT)/PGT (CS/IT)
4	Information Technology	TGT(IT)/PGT (CS/IT)
5	Introduction to Financial Markets	PGT (Commerce )

However, during the session 2023-24, 12 skill subjects were opted by the students at secondary level.

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

CBSE is offering 39 Skill subjects at Senior Secondary level to upgrade the skills and proficiency of the

young generation and also to provide them awareness to explore various career options. This can position the students to explore new avenues and to acquire pre professional Skill to face the challenges of life in future. During the session 2023-24, 18 skill subjects were opted by the students at senior secondary level.

It is decided to continue skill subjects in respective JNVs. However, if at-least 15 students are willing to opt any other skill subject prescribed by CBSE for classes-XI & XII, the JNV will submit the proposal through RO for approval to start any new skill course as well as engagement of contractual teacher to NVS Hqrs.

**45.2: The following Skill Courses are offered by JNVs having Skill Stream (session 2023-24):**

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

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>).

**45.3 : Introduction of Automotive Skill course in selected 25 JNVs:**

Navodaya Vidyalaya Samiti in collaboration with Tata Motors Ltd. and Nettur Technical Foundation will be providing Automotive Vocational Skills to JNV students. These courses are introduced for developing employability and vocational competencies of students of classes IX to XII standard opting for vocational subject along with other educational subjects as per CBSE norms. In this connection NVS introduced Automotive skill course in classes IX & XI in the following selected 25 JNVs:-

S. No.	NVS RO	State	Name of the JNV
1	Pune	Maharashtra	Ahemadnagar
2	Pune	Maharashtra	Pune
3	Pune	Gujrat	Ahemdabad
4	Pune	Gujrat	Patan
5	Pune	Gujrat	Kheda
6	Pune	Gujrat	Gandhinagar
7	Patna	Jharkhand	Saraikela
8	Patna	Jharkhand	Ranchi
9	Patna	Jharkhand	West Singbhum
10	Patna	Jharkhand	Bokaro
11	Patna	West bangal	Puruliya
12	Patna	West bangal	Bankura
13	Lucknow	Uttar Pradesh	Raebareli
14	Lucknow	Uttar Pradesh	Kanpur Nagar
15	Lucknow	Uttar Pradesh	Barabanki
16	Lucknow	Uttar Pradesh	Unnao

17	Lucknow	Uttar Pradesh	Muradabad
18	Lucknow	Uttarkhand	Nainital
19	Lucknow	Uttarkhand	Almora
20	Lucknow	Uttarkhand	U.S. nagar
21	Hyderabad	Karnataka	Haveri
22	Hyderabad	Karnataka	Gadag
23	Hyderabad	Karnataka	Uttara Kannada
24	Hyderabad	Karnataka	Belgum
25	Hyderabad	Karnataka	Dharwad

**45.4: Establishment of Skill Labs in collaboration with CBSE** under Skilling at Schools project with World Bank, CBSE identified the following 16 JNVs for facilitating School-to-work transition in two phases:

S. No.	Region	Name of State / UT	JNV	Skill Sector	Total
1	Bhopal	Madhya Pradesh	Datia	Apparel	7
2	Bhopal	Chhatisgarh	Mahasamond		
3	Lucknow	Uttar Pradesh	Jhansi		
4	Lucknow	Uttarkhand	Uttarkashi		
5	Shillong	Manipur	Bishnupur		
6	Hyderabad	Andhra Pradesh	West Godavari		
7	Jaipur	Haryana	Faridabad		
8	Jaipur	Haryana	Jhajjar	Automotive	3
9	Lucknow	Uttar Pradesh	Kanpur Nagar		
10	Pune	Gujarat	Kheda		
11	Bhopal	Chhitisgarh	Rajnandgaon	BFSI	1
12	Bhopal	MP	Jabalpur	IT-ITeS	1
13	Bhopal	Odisha	Cuttack	Multi-Skill Foundation Course	4
14	Patna	Bihar	Saharsa		
15	Shillong	Assam	Kamrup		
16	Shillong	Sikkim	South Sikkim		
<b>Total</b>					<b>16</b>

**45.5 : Establishment of 45 Skill labs in identified JNVs (under project funded by CBSE) :**

- Entrepreneurship and skilling- Sanitary Napkin Plant in 15 JNVs
- Apparel in 5 JNVs
- Food Production in 15 JNVs
- Virtual Reality Lab in 10 JNVs

**The list of identified skill labs in the JNVs are as follows:**

S.No.	Region	Sanitary Napkin Plant	Apparel	Baking/Food Production	Virtual Reality
1	Bhopal	Nil	Sambalpur	Dhenkanal, Deoghar	Angul
2	Chandigarh	Sangrur, Kinnaur	Jammu-I	Leh, Mohali	Ferozpur
3	Hyderabad	Mahaboob Nagar, Kasargod	Chitradurga	Mysore, Prakasam-2	Calicut
4	Jaipur	Banswara-II, Nuh	Karauli	Dholpur	Jaipur

5	Lucknow	Fathepur, Chamoli	Nil	Bagpat, Maharajganj	Kanpur Dehat
6	Patna	Koderma, Vardhman, Bokaro	Nil	Lakhisarai, West Singhbhum	Haziribagh, Bankura
7	Pune	Aurangabad, Wardha	Amreli	Bhavnagar, Surat, Anand	Panchmahal
8	Shillong	West Imphal, Hailakandi	Nil	East Garo Hills	East Imphal, Bishnupur
<b>Total</b>		<b>15</b>	<b>5</b>	<b>15</b>	<b>10</b>

#### 45.6: Establishment of Apparel Skill labs in 11 JNVs (under PMKVY 3.0) :

S.NO	Region	JNV	S.NO	Region	JNV
1	Bhopal	Datiya	7	Jaipur	Faridabad
2	Chandigarh	Samba	8	Pune	Tapi
3	Hyderabad	Ballari	9		Jalgaon
4		Kannur	10	Nanded	
5	Lucknow	Jhansi	11	Chandrapur	
6		Uttarkashi			

#### 45.7: 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. During the session 2022-23, Skill hub centres were established in 85 JNVs in 5 Job Roles and 2332 out of school female candidates of neighbourhood community were enrolled under PMKVY 3.0.

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.

#### 46) 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 Eklavya 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	Electronics 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	Electronics and HW/ Agri	Installation Technician - Computing and Peripherals (847)	9
10	Multi Skills Foundation Course	Multiskills Assistant (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 will be provided by NSDC (MoSD&E) in the first quarter of the 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 identified for Sankalp skill Labs is attached at **Annexure – XXX**).

#### 47) Soil Testing Labs in JNVs:

Soil Testing Labs are being 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, 300 JNVs functioning from permanent sites and having Science stream has been identified for expansion of soil testing labs in schools.

- 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.

**Annexure XXXI**– list of 300 JNVs selected for soil testing lab)

## 48) 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:

**48.1: 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.

### 48.2: 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.

**48.3: 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:-

- 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 flowerbeds 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.

**48.4: 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.

**48.5: 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.

**48.6: 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)

## 49) 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.

## 50) 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.

### 50.1: 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.

### 50.2: 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.

### 50.3: 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 schools onboard 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 in schools.
- Awareness creation on IIE, design thinking, creative thinking, IPR, finance, and product sales, among school teachers and students.
- Aligning School Ideation, Innovation and Entrepreneurial ecosystem with the needs of established ecosystem 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**)

## 51) 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 (AECSSs) 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.

## 52) 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.

An amount of Rs. 10.00 lacs is provided for each ATL over a maximum period of 5 years for operation of ATLs, maintenance of equipment, purchase of consumables, organizing popular science lecture series and other scientific activities, competitions and payment of honorariums to the faculty and mentors involved.

The applicant school would have to provide at least 1,500 sq. ft. of built up space. Applicant schools from hilly and island states would have to provide at least 1,000 sq. ft. of built up space. Further, A Computer Lab with internet facilities, Science Lab., Library and Play ground, and steady electricity connection. The existing facilities for meeting rooms and video conferencing among others can be used to supplement the laboratory space.

ATLs have been established in 133 JNVs, JNVs where ATL Labs are not established, must strive to get the same to encourage scientific temperament among students. 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.

**As on 31.01.2024, the number of JNVs with ATL Labs:**

S. No.	Region	Total JNVs where ATL Labs have been established
1.	Bhopal	16
2.	Chandigarh	06
3.	Hyderabad	35
4.	Jaipur	15
5.	Lucknow	14
6.	Patna	16
7.	Pune	12
8.	Shillong	19
	<b>Total</b>	<b>133</b>

### 52.1: 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.

### 52.2: Implementation Guidelines:

- The AI and Tinkering integrated lesson plans are to be implemented with all the students of class 6-10 so that every student is introduced and provided exposure to the concept of innovation.

- Minimum 2 Session in a month should be allotted to each class for ATL lab activities and the same should be reflected in the time table of JNV.
- All Science, Mathematics and Social Science teachers in JNV should be involved in ATL activities in JNV.
- All students would go through the basic stage of the lesson plan. The students who are more inclined and interested and desire to experiment and explore tinkering more they can go through the advanced stages of building the projects and prototypes.
- 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.

The JNVs having ATL lab and who have opted for AI as an elective subject should mandatorily implement the AI and Tinkering activities for class 6 to 10. Other JNVs should also make it a part of regular subject/ Club activities by using the resources available in the school, science lab and can also purchase required resources for tinkering.

#### h. CLASSWISE SUGGESTIVE TOPICS FOR AIoT INTEGRATION IN CURRICULUM:

Class	Chapter/Topic	Book (NCERT)
6	Garbage in Garbage out - Chapter 16	Class 6 Science
	Electricity and Circuits- Chapter 12	Class 6 Science
	Major Landforms of the Earth - Chapter 6	Geography- The earth our habitat
	India: Climate, Vegetation and Wildlife - Chapter 8	Geography- The earth our habitat
7	Electric Current and its Effects - Chapter 14	Class 7 Science
	Light - Chapter 15	Class 7 Science
	Rulers and Buildings – Chapter 5	History- Our Past II
	Water- Chapter 5	Geography- Our Environment
8	Combustion and Flame - Chapter 6	Class 8 Science
	Pollution of Air and Water - Chapter 18	Class 8 Science
	Land, Soil, Water, Natural Vegetation and Wildlife- Chapter 2	Geography- Resources and Development
	Industries- Chapter 5	Geography: Resources & Development
9	Why do we fall ill? - Chapter 13	Class 9 Science
	Improvement in Food Resources- Chapter 15	Class 9 Science
	A story of Village Palampur- Chapter 1	Economics
	Food Security in India- Chapter 4	Economics
10	Electricity: Chapter 12	Class 10 Science
	Sustainable Management of Natural Resources- Chapter 16	Class 10 Science
	Consumer Rights – Chapter 5	Economics- Understanding Economic Development
	Manufacturing Industries – Chapter 6	Geography: Contemporary India II

(Link of CBSE & AIM AIoT (Artificial Intelligence and Internet of Things) Integration in curriculum Manual at **Annexure-I**)

#### 53) 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 2024-25

- 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.

#### 54) 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.

##### 54.1: 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.

##### 54.2: 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.

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

**54.4: SELECTION CRITERIA:** Total 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 4th week of November 2024 and two venues may be decided for the effective conduct of Regional Science Congress **2024-25**.

**54.5: 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.

**54.6: 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.

**54.7: 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.

## **55) 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 has renamed as **Rashtriya Bal Vaigyanik Pradarshani (RBVP)** by NCERT. In 2023, RBVP was organized from 26 to 31 December, 2023 at Pune, Maharashtra in which 08 NVS students 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.

### **55.1: 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

### **55.2: Theme for RBVP 2024**

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

**Sub- themes**

- Health
- Life (Life for Environment)
- Agriculture
- Communication & Transport
- Computational Thinking

For the session 2024-25 NVS will organize the exhibition as per following details:

- Cluster level Exhibition- In the month of July, 2024 in physical mode
- Regional Level Exhibition- In the month of August, 2024 in online mode
- NVS National Level Exhibition- In the month of November, 2024 in physical mode.

The selected entries of NVS National exhibition will be sent to Rashtriya Bal Vaigyanik Pradarshani (RBVP), 2024 which will be conducted in the month of November (tentative), 2024 by NCERT. The actual date and venue of the NVS National exhibition will be communicated in due course of time.

## 56) NATIONAL CHILDREN'S SCIENCE CONGRESS 2024-25:

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 primary objective was to involve children in open-ended scientific projects of relevance to the society. CSC has now become a nation-wide program coordinated by **NCSTC (National Council for Science and Technology Communication)** is a network supported and catalyzed by Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad (RVPSP), Department of Science & Technology, Government of India.

### 56.1 : OBJECTIVES:

- To provide a forum to the young scientists to pursue their natural curiosity and to quench their thirst for creativity by experimenting on open-ended problems;
- To make you feel that science is all around and you can gain knowledge as well as solve many problems by relating the learning process to the physical and social environment of the neighborhood;
- To encourage children throughout the country to visualize the future of the nation and help building generation of sensitive, responsible citizens;
- To stimulate scientific temperament and learning the scientific methodology for observation, collection of data, experiment ,analysis, arriving at conclusions and presenting the findings

WHO IS ELIGIBLE TO PARTICIPATE:
<ul style="list-style-type: none"> <li>• This is a forum open to young scientists in the <b>age group of 10-17 years from every state. NVS is identified as a separate state and participation at national level along with other states is mandatory. National venue will be informed shortly by NCSTC.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Participation will be in 2 (two) age groups. First group includes 10 to less than 14 years and the other is 14 - 17 years. <b>31<sup>st</sup> December of the calendar year will be the cutoff date to decide the age group.</b></li> </ul>
<ul style="list-style-type: none"> <li>• NCSC is not restricted to the school-going children only but <b>is also open for the non-school children</b> from the marginalized sections of the society who can be involved as team members. Any child in the age group of 10-17 years can participate in the congress.</li> </ul>
<ul style="list-style-type: none"> <li>• A child scientist <b>cannot participate in the National Level CSC twice in the same age group.</b></li> </ul>

### 56.2: CRITERIA OF A GOOD PROJECT WORK:

- Local problem is to be identified and correlated with the focal theme and sub-theme.
- Work is to be carried out under self-explanatory title and in a well-marked local or geographical area.
- Observations are to be recorded in a well-maintained log book.
- Project could either be a survey or observation or experiment based or a combination of all.
- Data collected are to be subjected to analysis.
- Conclusions are to be drawn after proper analysis of data.
- Inferences are to be made.
- Solutions to the problem to be suggested.
- Action plan for follow-up to be devised.
- Use of living objects is to be restricted.

**The project is documented as a report and presented orally at district, state and national levels.**

**56.3: HOW TO WRITE THE PROJECT REPORT:**

- The language can be in English or any other Scheduled languages.
- The cover page of the Project Report should contain the following written clearly in English
  - The Title of the Project
  - District and State
  - Name of the Group Leader and team members
  - Name of the Guide Teacher
  - Name of the Institution
- A-4 size (8" x 11.5") paper for writing the report to be used
- Report may be written in regional language but the Registration form (Form-A) must be filled in English.
- The report should be either neatly typed or legibly handwritten on one side of the paper.
- The word limit for the written project for the lower age group is 2500 words and for the Upper Age Group is 3500 words. The written report can be substantiated by Photographs, sketches, illustrations etc.
- An abstract of the project should mainly cover the objective, methodology and result. The abstract must be very brief (Minimum of 250 words to a maximum of 300 words). The English translation of the abstract must be given if the report is written in any other language.
- Sketches, photographs may be used.
- At least 2 copies of project report to be prepared, one for submission at Registration and other for your use for presentation.
- The log book is a must, as a part of the written document since it is reflective of team work. This has to be submitted along with the report.

**Note:** It is to be ensured by the JNV that the result of the project work is verified with the original data at source before presenting the project for the Science Congress.

**56.4: REPORT CONTENT:**

The content of the Report should be written systematically. The **word limit** for the project report for the **lower age group is 2500 words** and for the **Upper Age Group is 3500 words**. The written report can be substantiated by Photographs, sketches, illustrations etc.

The following two documents to be submitted along with the report:

- Form A, Photostat copy of the Registration Form in English
- Abstract in English is compulsory, irrespective of the language in which the project is written.

Total number of words of the abstract should be of 250 - 300 words.

**56.5: The report normally comprises of the following:**

- Introduction,
- Aims and Objectives,
- Need Statement in 50 words (Why this project? / Importance of the subject.)
- Hypothesis,
- Work Plan,
- Methodology,
- Observations,
- Results,
- Data Analysis,
- Conclusion,
- Inference,
- Solution to the Problem,
- Future Plan,
- Acknowledgements
- References and
- Appendix (if needed)

**56.6: ORAL PRESENTATION:**

- Time Limit - 8 min
- posters of size 55 cm x 70 cm (21.6" x 27.5") drawing sheets are mandatory
- As per requirement PPT can be used
- The poster should cover the following:
  - (1) The project title, (2) Names of the group members, (3) Objectives, (4) Map of the area, (5) Methodology, (6) Results, (7) Conclusion, (8) Solution to the problem.
- Depending upon the nature of the project the poster may or may not have a map and/or results.

**56.7: EVALUATION CRITERIA:**

- Originality of idea and concept
- Relevance of the project to the theme
- Scientific understanding of the issue
- Data collection
- Analysis
- Experimentation/Scientific study/validation
- Interpretation and Problem solving attempt
- Team work
- Background correction (Only for District level)
- Report and Presentation

Sl. No.	Criteria	Max. Marks	Written Report	Oral Presentation	Total
1.	Originality of idea	10			
2.	Relevance of the project to the theme	10			
3.	Understanding of the issue	15			
4.	Data collection & analysis	15			
5.	Experimentation/validation	10			
6.	Interpretation and Problem solving attempt	10			
7.	Team work	10			
8.	Background correction	10			
9.	Oral presentation/ written report (as applicable)	10			
	<b>Total</b>	<b>100</b>			

- Follow up Action Plan (Only for State and National levels)
- Improvement from the previous level (Only for State and National levels)

**56.8: ROLE OF ACADEMIC COORDINATORS:**

- Identification of subject experts as Resource Person
- Developing Activity Guidebook at local languages
- Identification of Evaluators
- Conducting training of District level Resource Persons
- Training for guide teacher
- Conducting and coordinating for mentoring after district/state level
- Keeping all documents of academic exercises and reporting as per formats

**56.9: LEVELS OF PARTICIPATION: NVS IS IDENTIFIED AS A SEPARATE STATE:**

The CSC projects start at the Cluster Level CSC where children can register and present their projects. On the basis of merit, projects are selected from the Cluster level to the Regional level and then to the National level, which is held every year from 27-31 December.

**FOCAL THEME:** The focal theme and Sub theme of NCSC 2024 - 2025 will be communicated after receiving the same from NCSC.

Schedule for Cluster/Regional & National Level Competitions:

- CLUSTER- July, 2024
- REGIONAL- August, 2024
- NATIONAL- November, 2024

**57) ASTRONOMY LABORATORY IN JNVs:****57.1 Introduction**

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.

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

### 58.1: 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 at least one visit of selected children 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.

## 59) 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 2024-25 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. These examinations are held close to the end of November every year at nearly 1400 centres across the nation. Students can register for this preliminary stage at their own schools. The registration fee is Rs 100, which is the only fee that the student has to pay in the entire process up to the International Olympiads.

**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/>

## 60) 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.



## 61) 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 Baba Center for Science Education.
- ATL Marathon
- Heckathons 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
- Inspire Manak Award
- 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.

## 62) 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 science.

### 62.1: 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

### 62.2: 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 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 IV 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- XXIX**

### 62.3: 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(5-7 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

### 63) 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.

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.
- Community service & pace setting activities.
- Record keeping.
- Inter personal relations.
- 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.

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

The schedule of panel inspection will be informed by the Asst. Commissioner, well in advance.

#### 63.1 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-2024 and further follow up visit of cluster in-charge by January-2025 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 2024-25 (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.).

### 64) ICT IN JNVs:

- 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.

#### **64.1: 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.
- 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 are being established in 75 JNVs.
- 100 Hindi and 100 English Language Labs are also being established in JNVs across the country.

**Note:** All above Digital Infrastructure should be judiciously utilized for integrating ICT in Classroom teaching.

#### **64.2: COMPUTER EDUCATION PROGRAMME (C.E.P.):**

Computers are transforming communications and the economy. Every child should be exposed to computers to understand the significance of this technology. The aim of CEP is that every student should understand how a computer works, have some grasp of how to find information on the Internet and learn how to use a computer and the Internet and knowledge about how computers are used by Government, Educational Institutions, Industries and people at their home.

The introduction of CEP 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. CEP 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).

CEP 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 word processor, how to “drive” an operating system and how to navigate the Internet. In order to equip pupils with the technological skills to make a significant contribution in an ICT rich world, careful consideration should be given to integrate computers into teaching and learning. The following guidelines may be implemented with regards to CEP:

- All Smart Classrooms in JNVs should be properly maintained and utilized by the teachers.
- 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.
- Through the TGT/ PGT (Comp. Sci.) arrangement is to be made to train the other staff so that the

trained staff members can ensure effective implementation of CEP.

- 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.
- Whenever the students browse internet, proper watch is needed by using the Firewall System to avoid misuse of the facilities.
- Computers are to be put for optimum use. Arrangement also to be made to have practical classes in the afternoon in a planned manner so that the students are benefited more.
- Cleanliness is to be ensured in the computer lab.
- LCD projector to be fitted permanently in the lab and smart room.
- 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 of computer education.
- Equip the computer lab by using handmade charts 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.

### **64.3: 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.

## **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 open the website at least once in a fortnight and ensure that information in all fields is up to date.
- 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.
- 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 a 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 Web Sites.

Open Access for School Librarians <http://www.alibnet.org/resources/oaschoollib.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. 1,00,000/- (Rupees One Lakh Only) 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 Services, 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.



**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
- 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, spell and 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<sup>th</sup> to 20<sup>th</sup> 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 \(apple.com\)](https://apps.apple.com/in/app/rashtriya-e-pustakalaya/id1544444444)

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 Science)	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 social perspective and preservation of community heritage.
- iv. Providing opportunities through Art in Education for Social and National Development in which Art Education 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. Regional level: Regional Integration Meet
3. National level : National Integration Meet

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, 2024	Hqrs
Assigning Category of workshops to PM SHRI JNVs of Region	31 <sup>st</sup> May, 2024	RO
Identification of resource persons for workshops by PM SHRI JNVs	15 <sup>th</sup> July, 2024	JNV
Conduct of one month workshop	1 <sup>st</sup> Aug- 15 <sup>th</sup> Sep, 2024	JNV
Organization of Regional Integration Meet	15 <sup>th</sup> Nov- 30 <sup>th</sup> Nov, 2024	RO
Organization of National Integration Meet	1 <sup>st</sup> week of Dec, 2024	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	Total No. of JNVs	No. Of JNVs having NCC
1	Bhopal	113	58
2	Chandigarh	58	44
3	Hyderabad	77	54
4	Jaipur	59	41
5	Lucknow	88	29
6	Patna	83	43
7	Pune	73	37
8	Shillong	99	50
<b>Total</b>		<b>650</b>	<b>356</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
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) ACTIVITIES OF 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:**

- Each JNV shall have one functional unit with 32 Scouts and 32 Guides.
- All scouts and Guides must be provided proper uniform to get the feeling of belongingness and involvement.
- 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.
- 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.
- 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.
- 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].
- 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.
- Scouts & Guides shall be provided an opportunity to participate in National Adventure programmes, Pachmarhi twice in a year.
- 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.

- Basic Course Training
- Advance course Training.
- 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.

## 72.2: Review of scouts and guides activities:

1. **Activities at Vidyalaya Level** (As per Scout Test Card/ Guide Test Card).
2. **Strategies for Rajyapuraskar Testing Camp:** Database with respect to Scouts /Guides and Scouts Masters/ Guide Captains from each school shall be compiled. After 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. Camps can be organized in any Vidyalaya where the availability of resource persons is sufficient. (That means HWB, ALT and LT Holders).
3. (Tentative months and dates decided by Regional office in Circular 8-12(1)/NVS-HR/2004- 2005/7682 dated 02.03.2007.) Minimum HWB, ALT and LT Holders are required to conduct the test.
4. **Strategies for Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp:** After qualifying the Rajyapuraskar, Scouts /Guides shall be eligible for **Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp**. These tests will be conducted by National Training centre and National head Quarter, Bharat Scouts and Guides, New Delhi only. Minimum HWB, ALT and LT Holders are required to conduct the test.

**NOTE:** Applications are available only in NVS Head Quarters, Noida. They shall be applied through NVS State only.

## ANNUAL CALENDAR OF BHARAT SCOUTS & GUIDES FOR 2024-25

### a) LIST OF PROGRAMMES TO BE ORGANIZED AT VIDYALAYA LEVEL IN ADDITION TO THE 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	21 <sup>st</sup> & 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 2024-25**

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 Puruskar.

**D) Tentative Programme for Scout & Guides Activities, Year-2024-25**

S.No.	Camp	Duration	Venue
1	Rajyapuraskar training camp	5 days (March)	Decided by RO.
2	Tritiya Sopan training camp	5 days in April	Cluster level
3	Himalaya Wood Badge for Guide Captain & Scout Master	11 <sup>th</sup> April,2024 (7 days) or as per BSG schedule	As per Bhart Scout & Guide schedule.
4	Pre- A.L.T	May,2024 (7 days) or as per BSG schedule	Pachmarhi
5	A.L.T	May,2024 (7 days) or as per BSG schedule	Pachmarhi
6	L.T	May,2024 (7 days) or as per BSG schedule	Pachmarhi
7	Plantation	July,2024	JNV Level
8	G.I. course for SMGC	August,2024	RO Level
9	Pravesh New Scouts 7 Guides	July, 2024	JNV Level
10	International day of Peace	21 September,2024	JNV Level
11	Sarvdharm Prathna	02 October, 2024	JNV Level

12	Basic Course	7 days in October, 2024 or as per BSG schedule	Decided by RO
13	Adventure Activity	October to January, 2024-25 or as per BSG schedule	Panchmarhi or other centers
14	Registration for new Troops	November, 2024	JNV Level
15	Advance course for Guide Captain and Scout Master	November, 2025 (7 days) or as per BSG schedule	Decided by RO
16	Communal Harmony or Flag Day	7-15 November, 2025	JNV Level
17	Thinking Day	22 February, 2025	JNV Level
18	Pratham Sopan	April, 2025	JNV Level

In celebration of important events/ days, activities for BS & G should also be planned and implemented at JNV Level.

### 73) 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.

Total 80 JNVs (10 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 2024
2. Orientation Programmes for the teacher in-charges -- July 2024
3. Regional Level Youth Parliament Competition & Evaluation – August/ September, 2024
4. National Level Youth Parliament Competition & Evaluations --- November, 2024

#### Web-portal on National Youth Parliament Scheme:

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)

- 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 Padoos, 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.

#### **74) 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 :

##### **74.1: 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

##### **74.2: 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.

### 74.3: Community Services:

- Coaching of rural children for JNVST
- Organizing camps for immunization, health check-up, first aid training, pollution control, cleanliness drive & 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.

### 75) 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, 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.

The competition includes: **Painting (2D & 3D), Vocal Music (Classical & Traditional Folk), Instrumental Music (Percussive & Melodic), Dance (Classical & Folk), Indigenous Toys & Games and Drama – Solo Acting.**

The aim of Navodaya Vidyalaya Samiti is the holistic development of students and ensure linkage of community and the school through different activities like this KALA UTSAV programme. **Kala Utsav** programme was introduced in NVS from 2018. Different facts of traditional & contemporary art of community are introduced as the part of activities. JNVs Principal will ensure the participation of students in each categories of activities.

All the JNVs will prepare students to participate in different level (i.e.) cluster level / Regional level / National level for Kala Utsav programme.

**Variuos Categories of Performing Art and Visual Art given below:****VISUAL ART& PERFORMING ART (FOR STUDENTS- Boys & Girls)**

S. No.	Category	Participant
1	Vocal Music – Classical	1 Female Student
		1 Male Student
2	Vocal Music- Traditional Folk	1 Female Student
		1 Male Student
3	Instrumental Music- Percussive	1 Female Student
		1 Male Student
4	Instrumental Music- Melodic	1 Female Student
		1 Male Student
5	Dance- Classical	1 Female Student
		1 Male Student
6	Dance- Folk	1 Female Student
		1 Male Student
7	Visual Arts – 2 Dimensional	1 Female Student
		1 Male Student
8	Visual Arts – 3 Dimensional	1 Female Student
		1 Male Student
9	Indigenous Toys and Games	1 Female Student
		1 Male Student
10	Drama (Solo Acting)	1 Female Student
		1 Male Student

(The schedule of the Programme will be intimated in due course of time.)

**76) 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)	i. My role model is (Gallantry Award winner)_____. The values which have learnt from his/her life are..... OR
	/Painting /Drawing /Multimedia Presentation	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)	iii. Rani Lakshmbai came into my dream. She wanted me to serye our nation by..... OR
	/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
Class XI to XII	Poem / Paragraph (1000 words)	v. Role of Tribal Uprising in Freedom Struggle.
	/Painting /Drawing /Multimedia Presentation	

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.

## **77) 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.

### **77.1: 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.

### **77.2: 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 2024-25, 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 2024-25.

- 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.

### **77.3: 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's / 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's/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's 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, SWAYAMPRAKASH, any other government recognized channel: Half day (3 hours per session)
  - One hour or more live session/discussion - on Doordarshan, PM e-Vidya channel, SWAYAMPRAKASH, 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>						
Other CPD Activity	Details of CPD Activity	Mode (Online/ Offline)	Date	Venue	No. of hours	Certificate Annexed (Yes/No)
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**

Details	A. Trainings/ Workshops	B. Other CPD Activities	Total (A+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 Annexure-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 Annexure – 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)

**67.1: 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.

**77.4: 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 2024-25.

## **78) 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%) are completing 12 Courses of NISHTHA 2.0

## **79) 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.

For the academic session 2024-25, Navodaya Vidyalaya Samiti, in collaboration with Ramakrishna Mission, has introduced version 2 of the ACP, titled Foundations of Citizenship Program (FCP).

### **79.1 The details of the program is as under:**

- FCP will be implemented exclusively in both sections of 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.

### **79.2 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.

## **80) 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.

### **80.1 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.

## **81) 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 selected JNV Principals on the above-mentioned modules who in turn may act as the Master Trainers to train the remaining Principals in the country over a period of three years.

## 82) 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.

### 82.1: 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.

**82.2 Medium of Instruction:** English and Hindi.

**82.3: 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.

**82.4: 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 Vidyalaya	4
4	BESL-064	Practical	Workshop and School based Activities	4

**82.5: 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.

**82.6: Assignments:** There is one tutor-marked assignment for each course. The assignments are uploaded on the IGNOU website [www.ignou.ac.in/studentzone](http://www.ignou.ac.in/studentzone). The hand written assignment responses are to be submitted to the LSC.

**82.7: 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.

**82.8: 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.

**82.9: 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, and 1071 teachers have been enrolled in the July 2022, January 2023, and July 2023 cycles, respectively. In the ongoing January 2024 cycle 1136 teachers have been enrolled. The plan is to train 10,000 teachers of NVS over a period of five years.

**83) CLUB 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 Club 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. Vidyalaya 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 activities for the academic year 2024-25 to achieves the intended objectives of the clubs whose suggested activities are given below:

Sl. No.	Club	Suggested Member Teachers	Suggested Activities
1.	Literary Club (English)	PGT (Eng), TGTs (Eng)	Quiz, Creative writing, Elocution, Book review, Language clubs, Writing report, Debates & Discussion, Story writing, Essay writing, Reading, Seminar, Poem Recitation, School Magazine Ex-Tempore speech competition, Anchoring.
2.	Literary Club (Hindi)	PGT (Hindi) TGTs (Hindi)	
3.	Literary Club (Regional Language)	TGT 3 <sup>rd</sup> Lang	

4.	Eco Club	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. Ref. : CBSE /DIR(ACAD)/2019, Circular No. Acad.42/2019, dated August 23, 2019 Link of CBSE Handbook for schools on ECO CLUB & 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, Dancing, Fancy Dress, Folk Dance, Folk Songs, Theatre, Dramatics, Variety Programme, Sugam Sangeet, Kala Utsav, Rangotsav.
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 fellow students, 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 Health day 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, Activites 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, swachhata etc.
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.

## 84) 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

## 85) 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.

## 86) MISSION LiFE : LIFESTYLE FOR ENVIRONMENT:

LiFE i.e. lifestyle for environment was introduced by 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 well being
- Plant medicinal plants such as Neem, Tulsi, Giloy, Mint, Curry leaves, Ashwagandha, etc. in herbal garden.
- Repair and use electronic devices over discarding the devices

**Note:** Link for "Mission LiFE a lifestyle for environment" at **Annexure-I**.

## 87) 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.

### 87.1: 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.

### 87.2: Calendar and List of Activities for JNVs under Ek Bharat Shreshtha Bharat (2024-25)

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,	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</li> </ul>
	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)			<ul style="list-style-type: none"> <li>• 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>

**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.



## 88) 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, an 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.

## 89) 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.

## **90) 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 Connect App for all NVS students to provide career guidance and information/ preparation for college admission and entrance examinations.
- 35 Students from different JNVs have been admitted to International Universities with support from Karta Initiative till 2023-24. Karta has also partnered with 'Flame', 'Ashoka' and other reputed Universities in India for providing opportunities to NVS students. Karta Initiative has developed an App 'Karta Connect' for wider outreach of the program.

### **During 2023-24, Total 49 JNVs are part of this program:**

<b>S. No.</b>	<b>Region (RO)</b>	<b>School Name</b>
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, Udipi, Shimoga, Uttara Kannada, Chikmagalur, Hassan, Mahe, Idukki and Wayanad, Davangere, Chitradurga, Tumkur, Yadgir, Mysuru, Bellary, Raichur, Kodagu.

## **91) 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**)

#### **91.1: 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.

#### **91.2: 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.

**91.3 : 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 NLIs 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.

**92) 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.

**92.1: 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 training needs/contents.
- The teacher/resource person is expected to be aware of the profile of target group/participants and will facilitate 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 for

active participation and learning.

- Keeping the contents/resource material and transactions relevant to the concern of students and their needs must be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programmes.

### **92.2: 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 the resources available.**

### **93).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 themselves against 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.

#### **93.1: Objectives:**

To train Navodaya girl students for safeguarding and to defend themselves against crimes against them. Implementation of self-defence programmes.

#### **93.2: 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.

#### **94) .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 NLIs 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.

## 95) SAATHEE

Self-Assessment, Test, and Help for Entrance Examinations (SATHEE) 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.

SATHEE 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.

## 96). VISHVA SANGAM ACTIVITIES:

**Each JNV is associated with a country to knowledge and understanding of the culture by one JNV one country will perform any five suggested activities given below:**

- Quiz
- Comparison between India and specific country.
- Contribution in world peace and development.
- Collect photographs, coins and stamps.
- Prepare list of important personalities.
- Organisation of folk song, dance, drama and showing movies.
- Group discussion on geographical, political, financial condition.
- Prepare scrap book.
- Location of important places on map.
- Collect photographs of leaders and tourist places

List of Activities and Associated Countries is given in **Annexure–XXIII**

## 97) HEALTH AND PHYSICAL EDUCATION:

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 Vidyalyaya Doctor at least twice a week. Staff Nurse has to coordinate the conduct of Medical Camps (Dental, ENT, Eye, Oral Hygiene, General Health, Gynic 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. **(Annexure-XXIV for the Health Record Formats).**

### 97.1: 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**

<b>Test</b>	<b>Equipment Required</b>
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" x21" (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. ThePETs of Vidyalaya would conduct Fitness Assessment of self and all the JNV staff using group registrationfeature 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 curt 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 play ground 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 Distt/ 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.

#### 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 open 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 qualityCoaches /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	Last week of April 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 second 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	In the last week of September	As per requirement	Venue will decide by NVS H.Q.

## 8) Participation in other than NVS tournaments

- International Subroto Cup Football/ National Nehru Cup Hockey** – NVS Team may participate in these tournament after the approval of Competent Authority.
- 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.
- Paralympics Games-** Students may be allowed to participate in District/ State/National/International Paralympics Sports competition/ Tournament with approval by Deputy Commissioner of Region.
- 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**:

### 97.2 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 Previous Asana
VIII	Vrukshasana, Padahasthasana	Dandasana, Noukasana	Gomakrasana, Matyasana	DyogaMurtasana, Pachimothasana	Makarasana, PawanMuktasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
IX-X	ArdhaMatyendrasana, Garudasana	Sirshasana, Mayurasana	Kukutasana, Bakasana	Chakrasana, Sasankasana	PurnaChakrasana	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

**97.3: 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.

### **97.3.1: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
- 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>	

### 97.3.2: 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 2024-25 may be referred.

## 98) 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.

### 98.1 :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

## 98.2 : NVS CoE Sports

On the recommendation of Regional Offices, one JNV from each RO was identified for sanction of special Fund for development of sports infrastructure in that particular JNV during 2022-23 and 2023-24. The details of the selected JNVs is given below :

SNo	Region	Name of the JNV	Selected sports	Year Established
1.	Bhopal	JNV Raipur	Badminton & Table Tennis	2023-24
2.	Chandigarh	JNV TaranTaaran	Athletics	2022-23
3.	Chandigarh	JNV Reasi	Basketball	2023-24
4.	Hyderabad	JNV Medak	Athletics	2022-23
5.	Jaipur	JNV Karnal	Boxing	2022-23
6.	Lucknow	JNV Haridwar	Athletics & Kabaddi	2022-23
7.	Lucknow	JNV Amethi	Athletics & Kabaddi	2023-24
8.	Patna	JNV Dumka	Archery	2022-23
9.	Patna	JNV Bhojpur	Taekwondo	2023-24
10.	Pune	JNV Gandhinagar	Athletics	2022-23
11.	Pune	JNV Solapur	Athletic	2023-24
12.	Shillong	JNV West Jaintia Hills	Boxing	2022-23
13.	Shillong	JNV Chirang	Football & Athletics	2023-24

## 98.3 : 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 were trained in the CoE in different games including Atheletics and Shooting.

## 99) 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.

#### Fit India School Registration Status :

Region	JNVs applied for 3 STAR	JNVs applied for 5 Star	Fit india School Flag
Bhopal	88	19	106
Chandigarh	51	09	64
Hyderabad	65	27	77
Jaipur	45	10	57
Lucknow	58	18	82
Patna	58	08	83
Pune	53	17	63
Shillong	56	09	97
<b>Total</b>	<b>474</b>	<b>117</b>	<b>629</b>

All JNVs at permanent site should complete Fit India 5 star certification and JNVs on temporary site should complete Fit India 3 start certification during session 2024-2025.

### 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, EssayWriting 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 being organized in 2023-24, 645 JNVs registered for the Quiz and 25 teams from NVS qualified for the State round of the Quiz.

### **100) 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.

### **101) 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.

### **102)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, Saxo phone, French horn, Sozo 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. The PETs and NCC In-charge will take initiative in the process of selection and practice. The members 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, 2024	Online
Regional Level	3 <sup>rd</sup> week of August, 2024	Online
National Level	4 <sup>th</sup> week of October, 2024	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).**

### **103) NATIONAL AWARDS TO TEACHERS–PRESIDENT AWARD:**

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 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 Vice Principal and Principal are considered under Secondary Category.

#### **103.1: 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

#### **103.1.1 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.

**103.1.2 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: -

<b>Evaluation Matrix for National Award to Teachers</b>		
<b>Name of the Teacher:</b>		
<b>Designation:</b>		
<b>JNV:</b>		
<b>A.</b>	<b>Objective Criteria</b>	<b>Maximum Marks/ ceiling</b>
1	Work done by teacher to encourage community, parents, alumni etc. to contribute to the school in any way e.g. physical, Infrastructure, computers, mid day meal, funds, books etc.	3
2	Publication (Research papers/Articles in international/national journals (with ISSN), Books (with ISBN) etc.) in the last 5 years.	3
3	Annual Performance Appraisal Reports or other performance appraisal tools of last 3 years.	3
4	Is the teacher attending school regularly without any complaints?	3
5	Whether the teacher is regularly attending the in-service training he/she is deputed to?	2
6	Work done by teacher to increase enrollment and reduce dropouts.	2
7	Whether the teacher is enrolled for any course under SWAYAM or any other MOOCS platform.	2
8	Development of e-contents, textbooks, teacher handbooks for SCERTs, boards or NCERT.	2
<b>Sub-total</b>		<b>20</b>
<b>B</b>	<b>Criteria based on performance (Indicative and illustrative only)</b>	
1	Innovative experiments (like use of ICT, joyful learning technique) undertaken by teacher for greater impact of his/her teaching on the students. Development and use of appropriate pedagogic approaches in day to day teaching activities including Teaching Learning Material, Low cost teaching aids etc. (Based on number, scale and impact of innovations/experiments)	30
2	Organization of extra and co-curricular activities (Based on number, scale and impact of experiments)	25
3	a) Mobilization of Society for school infrastructure and for spreading social awareness among children.	25
	b) Promotion of nation building and national integration	
<b>Sub-total</b>		<b>80</b>
<b>Grand total</b>		<b>100</b>

**103.2 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 2024.

**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 concern 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.

**104). BANDOFAST ACTIVITIES BEFORE RE-OPENING OF VIDYALAYA AFTERSUMMER 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.

**104.1 : 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.

**104.2: 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.

**104.3: 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 power supply 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.

#### 104.4: Ensuring cleanliness and upkeep of JNVs.

In order to ensure cleanliness and upkeep of the JNV, following instructions are to be implemented in JNVs:

#### 104.5: 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.	

#### 104.6: 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).

#### 104.7: 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.

#### **104.8: 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.

#### **104.9: 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.

#### **104.10: 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.

#### **104.11: 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.

#### **104.12: Monitoring at Vidyalya Level:**

- Cleaning materials, equipments for cleaning, scrubbing and grass/bush cutting should be available insufficient 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)

### **105) ENSURING CLEAN AND SAFE POTABLE WATER:**

- JNVs should ensure availability of potable water in all buildings (Academic/Mess/Dormitories).
- Appropriate water filters should be used.
- Water coolers may be used in JNVs located in hot areas.
- Water storage tanks should be cleaned at least twice in an academic session, preferably during Vacation/ break
- Tanks should be checked for deposition of silt, growth of algae, presence of worms etc.
- All storage tanks should be properly covered.
- Disinfectants/ chlorine tablets etc may be used as per advice of the staff nurse/ Vidyalya doctors.
- Water purifying systems/ RO plants should be maintained properly and their water quality should be monitored/ tested.
- 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.

### **106) 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:**

- 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
- 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 HQrs 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 the 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 prevent of sexual abuse of child and POCSO guide lines are made Aware to the students.
- The POCSO Act, 2012, require 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 - XXVI**) 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 of 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 contiguous 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 invariable 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 bath using 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 to 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 un inculcated live wires find, 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 into 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 bushed all through the campus and marshy areas should be filled with soil or sand to avoid any mis-happenings. Steps must be taken 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 goes 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 the movement 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.
- Exist 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 issued 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.

### **107) 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**.

### **108) CARE TAKERS IN JNVs:**

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 the reasons 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 their personal 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, and keep the keys with him.
- He will be keen observer to notice if any boy student is upset emotionally or subjected to depression etc and 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.

### 109) 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)/5870dated July 25, 2022)

## **110) 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 level wastage of food. Stuff associated with the houses should dining 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 strictly implemented.
- Catering Supervisor and staff nurse is to ensure that the hygienic conditions are to be maintained in and around 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 ensured to the Catering Supervisor.
- Catering Supervisor should give guidance to the cook in preparation of food so as to add taste and nutrients.
- Mess meetings, as defined by NVS must be conducted every month to discuss about the issues related to mess and to suggest change in the menu if necessary within the existing financial provisions.
- Vice Principal/ mess in-charge should ensure the supervision of procurement of mess provisions and other 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 comes to store.
- 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, 2024**

Sr.	Item	Rates with effect from 01 <sup>st</sup> April, 2024
1.	Mess Expenditure	<p><b><u>For JNVs located at other than hard and difficult areas</u></b>  <b>Rs.16497/-</b>-Per student per year  <b>(Rs.1833/-</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>407/-</b> per child per month (for 9 months) is also approved.</p>
		<p><b><u>For JNVs located at hard and difficult areas</u></b>  <b>@ Rs.19251/-</b>-Per student per year    <b>(Rs.2139/-</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>407/-</b> per child per month (for 9 months) is also approved</p>
		<p><b><u>Extreme hard and difficult station JNVs –</u></b>              11 JNVs – Kargil, Leh, Lahaul Spiti, Car Nicobar, North &amp; Middle Andaman, Minicoy (Lakshadweep), Tawang, Anjaw, Dibang Valley, Jaisalmer &amp; Kutch    <b>@ Rs.20,205/-</b> Per student per year  <b>(Rs.2245/-</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) is also approved</p>
2.	Uniforms	<p>(i) <b>Rs. 2772/-</b> per student per annum for JNVs located in temperate climate/coastal areas. – Andhra Pradesh, Telangana, Kerala, Odisha, Karnataka, West Bengal, Gujarat, Daman &amp; Diu, Maharashtra, Goa, Dadra &amp; Nagar Haveli, Andaman Nicobar, Puducherry and Lakshadweep.</p>

Sr.	Item	Rates with effect from 01 <sup>st</sup> April , 2024
1.	Mess Expenditure	<p><b>For JNVs located at other than hard and difficult areas</b>  <b>Rs.16497/-</b>-Per student per year  <b>(Rs.1833/-</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>407/-</b> per child per month (for 9 months) is also approved.</p>
		<p>(ii) <b>Rs. 3465/-</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.</p>
		<p>(iii)<b>Rs. 3881/-</b> per student per annum for JNVs located in extreme winter areas. UTs of Jammu &amp; Kashmir, Ladakh, States of Uttarkhand, Himachal Pradesh and North Eastern States.</p>
	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. 1386/-</b> per student per year
4.	School Bag for class VI, IX & XI students only	<b>Rs. 416/-</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.	<p>Consolidated amount @ <b>Rs. 1940/-</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. 42/- per child per month for 09 months = Rs. 378/-            (ii) Stationery – Rs. 118/- per student per month for 09 months = 1062            (iii) Appointment of part time Medical Officer/Doctor            a) Honorarium to be paid Rs.21,000/- per month if the distance of JNV is more than 10 Km from the Taluka Hq and more than 25 Km from Dist. Hq (9 x 21000 = 1,89,000/-) and in JNVs located in hard and difficult stations.            b) In other JNVs it is Rs 6,930 per month (9 x 6930=62370/)</p> <p>(iv) CBSE fees – Actual            (v) Travel Expenses –@ Rs. 27/- per child per month for 09 months = Rs. 243/- 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. 347/- per day per student.</p>

- **Bedding Items** – Rs. 832/- per student per annum. Funds will be allotted under the Head “Other Equipments”, for bedding items.

### 111) 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 nutria-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 every day. 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.

## 112) 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 as well 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 in harmony;
- 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 Houses (Junior and Senior) for effective supervision and management, both the Houses shall be further divided into four groups for the conduct of Inter-House activities. Each group of girls of a Junior House shall be linked with a Junior

House (boys) of the same House and similarly each group of girls of Senior House shall be linked with the corresponding Senior House (boys).

**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;
- Carries- out 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 important 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) under supervision 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 need to be cautious of his/ her own conduct, behavior, character, habits, punctuality and sense of moral values at all times as the children looks 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 need special attention for academic improvement.
- To ensure that the children attends 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 attends 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 close 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 Any other 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, shortcomings 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 stakeholders.

- **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 handled carefully and the same may be 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 house as per format given in **Annexure-XXVI**.

### 113) 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 assigned 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 in touch 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'.

- **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 Vidyalaya system.
- 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.

#### **114). 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 that are too deep to be expressed and too strong to be suppressed. Every JNV

should prepare Annual Magazine to recognize both individual and school achievements as well as to circulate news, articles, on matters of concern, 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 consist of Principal/Vice-Principal, active and effective teacher each from Hindi, English, Regional Language and Science department, PET 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. The members of the editorial board should work like a team and connect to all the stake holders for gathering information about the various events, competitions and activities with good quality photographs on continuous and regular basis. The data collected is to be compiled in proper order with due weightage to the events and topics.

Academics Achievements in board and non-board classes and Awards, Visits of dignitaries to JNV, Achievements in Co-Scholastic activities including games and sports, organization of Cluster/Regional/National Meets, Sports teams and their remarkable achievements, participation of students in Cluster, Regional and National Level competitions in various areas, School clubs, Swacch JNV, Teachers, Changes in JNV and joining of new teachers, Vidyalaya Mess, House System, Extracurricular activities, Field trips, Upcoming events and activities, Popular culture, Latest music, Good books, Interesting art, Reviews, Recommendations, the founding of the school, the history of the school sports team, interesting news, trending topics, interview with officials, interview with other important groups or people/parents, Alumni Meet and alumni contribution in JNV development. Articles written by students and staff are to be incorporated in the Magazine. They may be asked to write opinion articles, letters to the editor, and editorials, presenting their own creative ideas and experiences pertaining to JNV life, new experiences, social and emotional integration with Navodaya system, creative ideas, How to make friends, How to work together, How to overcome your biggest fear, How to get rid of bad habits,

How to deal with peer pressure, How to approach the principal, How to study for finals, How to get better grades, Study tips, and some other ideas such as Comics Student drawn ones), Guest articles (from staff and faculty), Contests, Puzzles, Quizzes, Interview a student or a group and write an article about them. Some staff members should also contribute articles for the JNV Magazine. Articles in Hindi, English and Regional Language are to be included in the Magazine. The Magazine pertaining to the JNV achievements and activities of the last academic year should be made available as a PDF soft copy 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.

Apart from Annual JNV Magazine, JNV should publish fortnightly /Monthly News Letter highlighting the various activities of JNV including important events, competitions, tips for innovative teaching-learning strategies, puzzles, and one or two articles on current issues by students or staff. Few Hard copies of newsletter should be made available in library for students and staff. A soft copy in the PDF format may also be shared to email Ids of staff, students and PTC members. It can also be shared among all JNVs on social media. The Editorial Board of the JNV Annual Magazine is to be entrusted with the responsibility of preparing and issuing weekly/fortnightly News Letter on regular basis without any interruptions.

### **115) PREPARATION OF SCHOOL BROCHURE:**

It is presumed that 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 achievements of students in scholastic and co-scholastic areas including games and sports with very good photographs of events. A prospective candidate or parent should get a good impression of all activities including a brief history of the school, style of functioning and significant achievements through the school brochure. Campus, Staff details, students' enrolment status, Streams of study available, Calendar of activities, the mission and vision of the school, admission criteria, facilities being provided to the students, visits of dignitaries, significant achievements in curricular and co-curricular activities, VMC, alumni and PTC information and their involvement in school welfare should all form a part of the 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. Many facts at the time of publication may become irrelevant and many other important matters may come to light in the course of time and 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.

### **1 1 6 ) 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 pro-forma 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.
- (With regard to the condemnation of articles, the NVS Head Quarters letters circulated from time to time should be strictly implemented).

**117) VMC, VAC & DLMC:****A. VIDYALAYA MANAGEMENT COMMITTEE (VMC):**

- I. 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.

**II. 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	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

**III. 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

**IV. 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.

**V. Frequency:**

- VMC shall meet 3 times in a year.
- Special meeting may be called by the Chairman as and when necessary.



**VI. 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 by the 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 any other 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 :

The Committee shall:

- 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.5-4/2000-NVS (SA) Dated: 13.07.2000)

**118) 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 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)

## 119). 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.

## **120) 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 COVID 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 and COVID responsive behavior in virtual mode 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.

### **121) 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.

### **122). 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. 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. There is, therefore, a need for to have a master directory of schools. This directory will help identify schools that are not covered under UDISE+.

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. The Office Superintendent and the Principal of the concerned JNV are responsible for entering the data and updating it from time to time. Every JNV has to get a UDISE+ CODE number.

Student-wise data is being also collected by the UDISE + portal. JNVs are required to fill / update the accurate information on UDISE + portal. Therefore, following actions are to be taken by JNVs -

- JNVs not having UDISE +, user ID and password must contact District Education Officer (DEO) immediately for the allotment of the same.
- 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.

Refer to NVS Headquarter letter bearing No. F.No.10-1/UDISE/22-NVS (SA)/183 dated 29.08.2023.

### **123). SHAALA DARPAN- ERP:**

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 a-s 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.

### **124) 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.

### **125). 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:

<p><b>PM SHRI SCHOOL</b>  <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></p>	<p><b>पी एम श्री स्कूल</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>जिला :</b>  <b>पिन कोड :</b></p>
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In other JNVs, the Sign Board of School will be as given below:

<p><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></p>	<p><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>जिला :</b>  <b>पिन कोड :</b></p>
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**NAVODAYA VIDYALAYA SAMITI**  
**List of documents**

**A. National Education policy – 2020**

S.No.	Item	Link
1	NEP-2020 (English)	<a href="https://drive.google.com/file/d/1vfq77jzp0VsstdMVvpEaTwWXvK0HEhpj/view?usp=sharing">https://drive.google.com/file/d/1vfq77jzp0VsstdMVvpEaTwWXvK0HEhpj/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/1WOvMsit5i3ObfpSZfSUXhOUY6lh_leVr/view?usp=drive_link">https://drive.google.com/file/d/1WOvMsit5i3ObfpSZfSUXhOUY6lh_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. Learning Outcomes / Handbooks (NCERT / CBSE)**

S.No.	Item	Link
1	Learning Outcomes for <b>Elementary Stage</b>	<a href="https://drive.google.com/file/d/1VrMEVnecM-OTajQglr2Ju-6p3kVMpjMb/view?usp=sharing">https://drive.google.com/file/d/1VrMEVnecM-OTajQglr2Ju-6p3kVMpjMb/view?usp=sharing</a>
2	Learning Outcomes for <b>Secondary Stage</b>	<a href="https://drive.google.com/file/d/1qKoqKICQ_yHEPKuF42Xeku vKJDA7ew4o/view?usp=sharing">https://drive.google.com/file/d/1qKoqKICQ_yHEPKuF42Xeku vKJDA7ew4o/view?usp=sharing</a>
3	Learning Outcomes for <b>Higher Secondary Stage (Draft)</b>	<a href="https://drive.google.com/file/d/1p011BqUh_I576hNWYchtWUub_ymvGqnJn/view?usp=sharing">https://drive.google.com/file/d/1p011BqUh_I576hNWYchtWUub_ymvGqnJn/view?usp=sharing</a>
4	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>
5	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>
6	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>
7	Handbook on <b>Experiential Learning</b>	<a href="https://drive.google.com/file/d/1A_eQKXoFLiGtyuAflUJSzI7zh hL86Jqw/view?usp=sharing">https://drive.google.com/file/d/1A_eQKXoFLiGtyuAflUJSzI7zh hL86Jqw/view?usp=sharing</a>
8	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>
9	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>
10	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>
11	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>
12	Teacher Energized Resource Manual: <b>MATHS(Class VII)</b>	<a href="https://drive.google.com/file/d/1EswBWhs0tg-gJ1pN8UX40S63UESZnZVe/view?usp=sharing">https://drive.google.com/file/d/1EswBWhs0tg-gJ1pN8UX40S63UESZnZVe/view?usp=sharing</a>

13	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>
14	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>
15	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>
16	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>
17	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>
18	Teacher Energized Resource Manual: <b>MATHS (Class X)</b>	<a href="https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns8lofHb/view?usp=sharing">https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns8lofHb/view?usp=sharing</a>
19	Teacher Energized Resource Manual: <b>SCIENCE (Class X)</b>	<a href="https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d86yHBH6QJ/view?usp=sharing">https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d86yHBH6QJ/view?usp=sharing</a>
20	Teacher's Handbook on <b>Mathematical Literacy</b>	<a href="https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGvQeje1W4Wy/view?usp=sharing">https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGvQeje1W4Wy/view?usp=sharing</a>
21	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>
22	Teacher's Handbook on <b>Scientific Literacy</b>	<a href="https://drive.google.com/file/d/1LIEkamXuIPOlf7G0rPK5QwFc412oJsQ8/view?usp=sharing">https://drive.google.com/file/d/1LIEkamXuIPOlf7G0rPK5QwFc412oJsQ8/view?usp=sharing</a>
23	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>
24	Handbook – Mathematical Literacy Practice Book for Students	<a href="https://drive.google.com/file/d/1ogojYqi5F8MzrUELFjfKSWT900uCFRy/view?usp=sharing">https://drive.google.com/file/d/1ogojYqi5F8MzrUELFjfKSWT900uCFRy/view?usp=sharing</a>
25	Principals Handbook	<a href="https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsltu33/view?usp=sharing">https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsltu33/view?usp=sharing</a>
26	Handbook for Teachers	<a href="https://drive.google.com/file/d/1Ri1iVhytJWZQacxhZqPBxuDzGJAogAnM/view?usp=sharing">https://drive.google.com/file/d/1Ri1iVhytJWZQacxhZqPBxuDzGJAogAnM/view?usp=sharing</a>
27	Handbook for Students	<a href="https://drive.google.com/file/d/1nT7LnlPm0bHlyCR_LhQS9q-lcWMjC1JA/view?usp=sharing">https://drive.google.com/file/d/1nT7LnlPm0bHlyCR_LhQS9q-lcWMjC1JA/view?usp=sharing</a>
28	Handbook of Assessment and Evaluation	<a href="https://drive.google.com/file/d/1KDIaADPAZ-6KOPbalFCxwVXyMwqvY5qJ/view?usp=share_link">https://drive.google.com/file/d/1KDIaADPAZ-6KOPbalFCxwVXyMwqvY5qJ/view?usp=share_link</a>
29	Handbook - SAFAL (Structured Assessment for Analyzing Learning)  Key Features Video - SAFAL	<a href="https://drive.google.com/file/d/1aAVSKLH6NxVkd1AKiNBb8IQhub2Gmv7/view?usp=share_link">https://drive.google.com/file/d/1aAVSKLH6NxVkd1AKiNBb8IQhub2Gmv7/view?usp=share_link</a>  <a href="http://cbseacademic.nic.in/safal_video.html">http://cbseacademic.nic.in/safal_video.html</a>
30	Standards for Excellence in School Education	<a href="https://drive.google.com/file/d/1o1CBYQfSjgAjpXPyrB73AAxBV1XTV6/view?usp=share_link">https://drive.google.com/file/d/1o1CBYQfSjgAjpXPyrB73AAxBV1XTV6/view?usp=share_link</a>
31	Handicrafts – Student Workbook	<a href="https://drive.google.com/file/d/1XilJjh_OSblQwbEm7E_1jx0l-nPUMaUe/view?usp=share_link">https://drive.google.com/file/d/1XilJjh_OSblQwbEm7E_1jx0l-nPUMaUe/view?usp=share_link</a>
32	SQAA (School Quality Assessment & Assurance)	<a href="https://drive.google.com/file/d/1wEqod5Gr72UdgVkkbAJHHjfV6U900Xi9/view?usp=sharing">https://drive.google.com/file/d/1wEqod5Gr72UdgVkkbAJHHjfV6U900Xi9/view?usp=sharing</a>
33	Assessment Framework	<a href="https://drive.google.com/file/d/1mZ60EUdviYMjEOoOBA_CoURt_ZGyMhr4/view?usp=sharing">https://drive.google.com/file/d/1mZ60EUdviYMjEOoOBA_CoURt_ZGyMhr4/view?usp=sharing</a>
34	Cyber Safety Manual	<a href="https://drive.google.com/file/d/1soPoZHc3OCmeW5GFIbhoNciNoJcMwGJU/view?usp=sharing">https://drive.google.com/file/d/1soPoZHc3OCmeW5GFIbhoNciNoJcMwGJU/view?usp=sharing</a>

35	Mental Health and Wellbeing	<a href="https://drive.google.com/file/d/1DJwtIAeFg_K8Z8QtUih34I_mMFGJw305/view?usp=sharing">https://drive.google.com/file/d/1DJwtIAeFg_K8Z8QtUih34I_mMFGJw305/view?usp=sharing</a>
36	CBSE Handbook on Eco Club & Water Conservation	<a href="https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsltu33/view?usp=sharing">https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsltu33/view?usp=sharing</a>
37	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>
38	PARAMPARA: India's Culture of Climate Friendly Sustainable Practices	<a href="https://drive.google.com/file/d/1Efi1vCpgLFze4SrPiDxB12ZDa4ImiyaZ/view?usp=share_link">https://drive.google.com/file/d/1Efi1vCpgLFze4SrPiDxB12ZDa4ImiyaZ/view?usp=share_link</a>
39	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>
40	10 Bagless days	Guidelines_for_10_Bagless_days_web.pdf
41	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>
42	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>
43	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>
44	Sugamya Pustakalaya – Digital Library for CWSN	<a href="https://library.daisyindia.org/NALP/welcomeLink.action">https://library.daisyindia.org/NALP/welcomeLink.action</a>
45	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>
46	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>
47	CBSE AIoT Integration Manual	<a href="https://cbseacademic.nic.in/ai.html">https://cbseacademic.nic.in/ai.html</a>
48	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>
49	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>
50	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>
51	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>
52	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>
53	Guidelines of School Safety and Security 2021	<a href="https://drive.google.com/file/d/1vaApif7Q17a2-TJBEy50k_9weqkVkywO/view?usp=share_link">https://drive.google.com/file/d/1vaApif7Q17a2-TJBEy50k_9weqkVkywO/view?usp=share_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	Mission LiFE A life style for Environment	<a href="https://drive.google.com/file/d/1LVVEVvCwktKy4JxlCANz4eqcyClrobRF/view?usp=share_link">https://drive.google.com/file/d/1LVVEVvCwktKy4JxlCANz4eqcyClrobRF/view?usp=share_link</a>
56	School Safety Policy 2016	<a href="https://drive.google.com/file/d/1PP6Cp61aVjyYp_Xaq6wkIVT-9xmV6Q4a/view?usp=share_link">https://drive.google.com/file/d/1PP6Cp61aVjyYp_Xaq6wkIVT-9xmV6Q4a/view?usp=share_link</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	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>
59	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>
60	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>
61	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>

## Annual Pedagogical Plan for Leading Learning

School Name: \_\_\_\_\_

Affiliation Number: \_\_\_\_\_

UDISE Number: \_\_\_\_\_

Academic Session: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

**Descriptor 1: 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>	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.

**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 to do in the coming year?	How will we achieve what 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 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.

**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.



**List of PM SHRI School JNVs**  
(Phase I - 312 JNVs , Phase II- 285 JNVs, Total -597)

S.No.	Name of JNV	S.No.	Name of JNV
<b>Bhopal Region : Phase I – 48 JNVs, Phase II – 60 JNVs Total -108 JNVs</b>			
<b>Phase – I – 48, JNVs</b>			
1	Jawahar Navodaya Vidyalaya Thandla, Jhabua 2	25	Jawahar Navodaya Vidyalaya, Sundargarh
2	Jawahar Navodaya Vidyalaya, Angul	26	Jawahar Navodaya Vidyalaya, Surngi, Ganjam
3	Jawahar Navodaya Vidyalaya, Balasore	27	Jawahar Navodaya Vidyalaya, Tarbod, Nuapada
4	Jawahar Navodaya Vidyalaya, Barang, Cuttack	28	Jawahar Navodaya Vidyalaya, Tarva, Sonapur
5	Jawahar Navodaya Vidyalaya, Belpara, Bolagnir	29	Jawahar Navodaya Vidyalaya, Tudipaju, Kandhamal, Phulbani
6	Jawahar Navodaya Vidyalaya, Bhadrak	30	Jawahar Navodaya Vidyalaya Barsoor, Dantebada
7	Jawahar Navodaya Vidyalaya, Deogarh	31	Jawahar Navodaya Vidyalaya Basdei, Surajpur
8	Jawahar Navodaya Vidyalaya, Dhenkanal	32	Jawahar Navodaya Vidyalaya Bhupdeopur, Raigarh
9	Jawahar Navodaya Vidyalaya, Gajapati	33	Jawahar Navodaya Vidyalaya Bijapur
10	Jawahar Navodaya Vidyalaya, Gosala, Sambalpur	34	Jawahar Navodaya Vidyalaya Borai, Durg
11	Jawahar Navodaya Vidyalaya Hadagarh Keonjhar	35	Jawahar Navodaya Vidyalaya Chatarkhar, Mungeli
12	Jawahar Navodaya Vidyalaya, Jagatsinghpur	36	Jawahar Navodaya Vidyalaya Chisda, Janjgir Champa
13	Jawahar Navodaya Vidyalaya, Jajpur	37	Jawahar Navodaya Vidyalaya Dharampura, Bastar
14	Jawahar Navodaya Vidyalaya Jhabua 1	38	Jawahar Navodaya Vidyalaya Dongargarh, Rajnandgaon
15	Jawahar Navodaya Vidyalaya, Jharsuguda	39	Jawahar Navodaya Vidyalaya Karap, Kanker
16	Jawahar Navodaya Vidyalaya, Kalahandi	40	Jawahar Navodaya Vidyalaya Kawardha, Kabirdham
17	Jawahar Navodaya Vidyalaya, Kendrapada	41	Jawahar Navodaya Vidyalaya Kenapara, Korea
18	Jawahar Navodaya Vidyalaya, Khordha	42	Jawahar Navodaya Vidyalaya Kurud, Dhamtari
19	Jawahar Navodaya Vidyalaya, Koraput	43	Jawahar Navodaya Vidyalaya Malhar, Bilaspur
20	Jawahar Navodaya Vidyalaya Kunkuri, Jashpur (C.G.)	44	Jawahar Navodaya Vidyalaya Manacamp, Raipur
21	Jawahar Navodaya Vidyalaya Lawan, Baloda Bazaar	45	Jawahar Navodaya Vidyalaya Salora, Korba
22	Jawahar Navodaya Vidyalaya, Mayurbhanj	46	Jawahar Navodaya Vidyalaya Saraipali, Mahasmond
23	Jawahar Navodaya Vidyalaya, Nabarangpur	47	Jawahar Navodaya Vidyalaya Sukma-li
24	Jawahar Navodaya Vidyalaya, Puri	48	Jawahar Navodaya Vidyalaya Paljhar Boudh
<b>Phase II – 60 JNVs</b>			

49	Jawahar Navodaya Vidyalaya Harda	79	Jawahar Navodaya Vidyalaya Balrampur
50	Jawahar Navodaya Vidyalaya, Nayagarh	80	Jawahar Navodaya Vidyalay Narayanpur
51	Jawahar Navodaya Vidhyalay Hoshangabad	81	Jawahar Navoday Vidyalay Raigarh
52	Jawahar Navodaya Vidhyalaya Dewas	82	Jawahar Navodaya Vidyalaya Barwani
53	Jawahar Navoday Vidhyalay Khargone	83	Jawahar Navodaya Vidyalaya Shahdol
54	Jawahar Navodaya Vidyalay Sukma-1	84	Jawahar Navodaya Vidyalaya Shivpuri
55	Jawahar Navodaya Vidyalaya Dindori	85	Jawahar Navodaya Vidyalaya Bargarh
56	Jawahar Navodaya Vidyalaya Ratlam	86	Jawahar Navodaya Vidyalaya Chhatarpur
57	Jawahar Navodaya Vidyalaya Chindwara	87	Jawahar Navodaya Vidyalaya Mandsaur
58	Jawahar Navodaya Vidyalaya Bhind	88	Jawahar Navodaya Vidyalaya Kanhiwada
59	Jawahar Navodaya Vidyalaya Katni	89	Jawahar Navodaya Vidyalaya Vidisha
60	Jawahar Navodaya Vidyalay Surguja	90	Jawahar Navodaya Vidyalaya Panna
61	Jawahar Navodaya Vidyalaya Dhar	91	Jawahar Navodaya Vidyalaya Bhopal
62	Jawahar Navodaya Vidyalaya Burhanpur	92	Jawahar Navodaya Vidyalaya Anuppur
63	Jawahar Navodaya Vidyalaya Ujjain -li	93	Jawahar Navodaya Vidyalaya Malkangiri-li
64	Jawahar Navodaya Vidyalaya Narsinghpur	94	Jawahar Navodaya Vidyalaya Ashok Nagar
65	Jawahar Navodaya Vidyalaya Ujjain-I	95	Jawahar Navodaya Vidyalaya Gariaband
66	Jawahar Navodaya Vidyalaya Khandwa	96	Jawahar Navodaya Vidyalaya Betul
67	Jawahar Navodaya Vidyalaya Satna	97	Jawahar Navodaya Vidyalaya Tikamgarh
68	Jawahar Navodaya Vidyalaya Guna	98	Jawahar Navodaya Vidyalaya Umari
69	Jawahar Navodaya Vidyalaya Sheopur	99	Jawahar Navodaya Vidyalaya Balaghat
70	Jawahar Navodaya Vidyalaya Damoh	100	Jawahar Navodaya Vidyalaya Morena
71	Jawahar Navodaya Vidyalaya Raisen	101	Jawahar Navodaya Vidyalaya Indore
72	Jawahar Navodaya Vidyalaya Balod	102	Jawahar Navodaya Vidyalaya, Malkangiri-I
73	Jawahar Navodaya Vidyalaya Bemetara	103	Jawahar Navodaya Vidyalaya Datia
74	Jawahar Navodaya Vidhyalay Agarmalwa	104	Jawahar Navodaya Vidyalaya Sehore
75	Jawahar Navodaya Vidhyalaya Ratlam-I	105	Jawahar Navodaya Vidyalaya Gwalior

76	Jawahar Na60wodya Vidyalaya Shajapur	106	Jawahar Navodaya Vidyalaya Neemuch
77	Jawahar Navodaya Vidhyalya Jabalpur	107	Jawahar Navodaya Vidyalaya Sidhi
78	Jawahar Navodaya Vidyalaya, Rayagada	108	Jawahar Navodaya Vidyalaya Alirajpur
<b>Chandigarh Region : Phase I -41 JNVs Phase II -11 JNVS Total -52 JNVs</b>			
<b>Phase I- 41 JNVs</b>			
109	Jawahar Navodaya Vidyalaya Reasi	130	Jawahar Navodaya Vidyalaya Goindwal Sahib, Taran Taran
110	Jawahar Navodaya Vidyalaya, Lahul & Spiti	131	Jawahar Navodaya Vidyalaya, Kullu
111	Jawahar Navodaya Vidyalaya Gharota, Jammu-I	132	Jawahar Navodaya Vidyalaya Pulahi, Hoshiarpur
112	Jawahar Navodaya Vidyalaya Paprola, Kangra	133	Jawahar Navodaya Vidyalaya, Kargil
113	Jawahar Navodaya Vidyalaya, Samba	134	Jawahar Navodaya Vidyalaya Hamirpur
114	Jawahar Navodaya Vidyalayaya, KATHUA	135	Jawahar Navodaya Vidyalaya , Ferozpur
115	Jawahar Navodaya Vidyalaya, Udhampur	136	Jawahar Navodaya Vidyalaya Amritsar-I(Awan)
116	Jawahar Navodaya Vidyalaya Aishmuqam, Anantnag	137	Jawahar Navodaya Vidyalaya Ganderbal
117	Jawahar Navodaya Vidyalaya Kauni, Faridkot	138	Jawahar Navodaya Vidyalaya Bilaspur
118	Jawahar Navodaya Vidyalaya Leh	139	Jawahar Navodaya Vidyalaya Rajouri
119	Jawahar Navodaya Vidyalaya Najochak, Pathankot	140	Jawahar Navodaya Vidyalaya Mansa
120	Jawahar Navodaya Vidyalaya, Nardi Bala, Jammu -Ii	141	Jawahar Navodaya Vidyalaya Mohali
121	Jawahar Navodaya Vidyalaya, Chandigarh	142	Jawahar Navodaya Vidyalaya Ropar
122	Jawahar Navodaya Vidyalaya Solan	143	Jawahar Navodaya Vidyalaya Chamba
123	Jawahar Navodaya Vidyalaya, Jalandhar	144	Jawahar Navodaya Vidyalaya Lohara, Moga
124	Jawahar Navodaya Vidyalaya Pekhubela, Una	145	Jawahar Navodaya Vidyalaya Shahkote, Baramulla
125	Jawahar Navodaya Vidyalaya Pojewal, Sbs Nagar	146	Jawahar Navodaya Vidyalaya Theog Distt.Shimla
126	Jawahar Navodaya Vidyalaya Reckong Peo, Kinnaur	147	Jawahar Navodaya Vidyalaya Waring Khera, Mukstar
127	Jawahar Navodaya Vidyalaya, Sangrur	148	Jawahar Navodaya Vidyalaya, Sirmour
128	Jawahar Navodaya Vidyalaya, Barnalla	149	Jawahar Navodaya Vidyalaya Teona Pujarian, Bathinda
129	Jawahar Navodaya Vidyalaya Seyogi, Mandi		
<b>Phase II-11 JNVs</b>			
150	Jawahar Navodaya Vidhyalaya Amritsar-II	156	Jawahar Navodaya Vidyalaya Doda

151	Jawahar Navodaya Vidhyalaya Fazilka	157	Jawahar Navodaya Vidyalaya Ludhiana
152	Jawahar Navodaya Vidyalaya Gurdaspur	158	Jawahar Novodaya Vidhalaya Shopian
153	Jawahar Navodaya Vidyalaya Kapurthala	159	Jawahar Navodaya Vidyalaya F/G Sahib
154	Jawahar Navodaya Vidyalaya Patiala	160	Jawahar Navodaya Vidyalaya Poonch
155	Jawahar Navodaya Vidyalaya Kupwara		
<b>Hyderabad Region : Phase I - 32 JNVs Phase II - 43 JNVs Total -75 JNVs</b>			
<b>Phase I – 32 JNVs</b>			
161	Jawahar Navodaya Vidyalaya Kulageri, Bagalkot	177	Jawahar Navodaya Vidyalaya Mavinakere, Hassan
162	Jawahar Navodaya Vidyalaya Uduvalli, Chitradurga	178	Jawahar Navodaya Vidyalaya Chalakurthy, Nalgonda
163	Jawahar Navodaya Vidyalaya, Banglore Urban	179	Jawahar Navodaya Vidyalaya Mudipu, Dakshina Kanada
164	Jawahar Navodaya Vidyalaya, Chitoor	180	Jawahar Navodaya Vidyalaya-Periyakalpet, Puducherry
165	Jawahar Navodaya Vidyalaya, Nellore	181	Jawahar Navodaya Vidyalaya - Rayanpalayam, Karriakal
166	Jawahar Navodaya Vidyalaya, Anantapur	182	Jawahar Navodaya Vidyalaya, Banavasi, Kurnool
167	Jawahar Navodaya Vidyalaya, Krishna	183	Jawahar Navodaya Vidyalaya Pedavegi, West Godavari
168	Jawahar Navodaya Vidyalaya, East Godavri - I	184	Jawahar Navodaya Vidyalaya Maddiral, Guntur
169	Jawahar Navodaya Vidyalaya, Chikkaballpur	185	Jawahar Navodaya Vidyalaya, Ongole, Prakasam I
170	Jawahar Navodaya Vidyalaya, Mysore	186	Jawahar Navodaya Vidyalaya Kiltampalem Bowdara, Vizianagaram
171	Jawahar Navodaya Vidyalaya, Gadag	187	Jawahar Navodaya Vidyalaya Naramraju Palli, Kadapa
172	Jawahar Navodaya Vidyalaya, Prakasam li	188	Jawahar Navodaya Vidyalaya Panchavati, North And Middle Andman
173	Jawahar Navodaya Vidyalaya Crs, Chikamangalur	189	Jawahar Navodaya Vidyalayas-Devarahalli
174	Jawahar Navodaya Vidyalaya Gajanur Shimoga	190	Jawahar Navodaya Vidyalaya Vennelavalasa, Srikakulam
175	Jawahar Navodaya Vidyalaya , Yadgiri	191	Jawahar Navodaya Vidyalaya Chara Hebri, Udupi
176	Jawahar Navodaya Vidyalaya Kukanoor, Koppal	192	Jawahar Navodaya Vidyalaya Shivaragudda, Mandya
<b>Phase II -43 JNVs</b>			
193	Jawahar Navodaya Vidyalaya E. Godavari-2	215	Jawahar Navodaya Vidhyalya Car Nicobar
194	Jawahar Navodaya Vidyalaya Chamarajnagara	216	Jawahar Navodaya Vidyalaya Kottayam
195	Jawahar Navodaya Vidyalaya Belgavi	217	Jawahar Navodaya Vidyalaya Bidar
196	Jawahar Novodaya Vidyalaya	218	Jawahar Navodaya Vidyalaya

	Kalaburgi		Bellary
197	Jawahar Navodaya Vidyalaya Malappuram	219	Jawahar Navodaya Vidyalaya Thrissur
198	Jawahar Navodaya Vidyalaya Nizamabad	220	Jawahar Navodaya Vidyalaya Thriuvanathauram
199	Jawahar Navodaya Vidyalaya Uttar Kannda	221	Jawahar Navodaya Vidyalaya Karimnagar
200	Jawahar Navodaya Vidyalaya Narayanpur	222	Jawahar Navodaya Vidyalaya Alleppey
201	Jawahar Navodaya Vidyalaya Palakkad	223	Jawahar Navd Vlya Vidyalaya Vishakhapattnam
202	Jawahar Navodaya Vidyalaya Yanam	224	Jawahar Navodaya Vidyalaya Wayanad
203	Jawahar Navodaya Vidyalaya Kasaragod	225	Jawahar Navodaya Vidyalaya Haveri
204	Jawahar Navodaya Vidyalaya Adilabad	226	Jawahar Navodaya Vidyalaya Kodagu
205	Jawahar Navodaya Vidyalaya Idukki	227	Jawahar Navodaya Vidyalaya Kozhikode
206	Jawahar Navodaya Vidyalaya Khammam	228	Jawahar Navodaya Vidyalaya Banguluru Rural
207	Jawahar Navodaya Vidyalaya Kolar	229	Jawahar Navodaya Vidyalayam Medak
208	Jawahar Navodaya Vidyalaya Pathanamthitta	230	Jawahar Navodaya Vidyalaya Bijapur
209	Jawahar Navodaya Vidyalaya Rangareddy	231	Jawahar Navodaya Vidyalaya Ernakulam
210	Jawahar Navodaya Vidyalaya Mahe	232	Jawahar Novodaya Vidyalaya Kollam
211	Jawahar Navodaya Vidyalaya Minicoy	233	Navodaya Vidyalaya Vidyalaya Raichur
212	Jawahar Navodaya Vidyalaya Dharwad	234	Jawahar Navodaya Vidyalaya Kalaburgi-I
213	Jawahar Navodaya Vidyalaya Nagarkurnool	235	Jawahar Navodaya Vidyalayam Warangal
214	Jawahar Navodaya Vidyalaya Kannur		

**Jaipur Region : Phase I- 51 JNVs Phase II-7 JNVs Total-58 JNVs**

**Phase I-51 JNVs**

236	Jawahar Navodaya Vidyalaya Chhan, Tonk	262	Jawahar Navodaya Vidyalaya Suratgarh, Sri Ganga Nagar li
237	Jawahar Navodaya Vidyalaya, Jalore	263	Jawahar Navodaya Vidyalaya, Fatehabad
238	Jawahar Navodaya Vidyalaya Sardarshahar, Churu	264	Jawahar Navodaya Vidyalaya, Ambala
239	Jawahar Navodaya Vidyalaya, Sirohi	265	Jawahar Navodaya Vidyalaya, Dausa
240	Jawahar Navodaya Vidyalaya Budva, Banswara I	266	Jawahar Navodaya Vidyalaya, Sri Ganga Nagar I
241	Jawahar Navodaya Vidyalaya Jat Baroda, Sawai Madhopur	267	Jawahar Navodaya Vidyalaya, Kota
242	Jawahar Navodaya Vidyalaya Patan, Sikar	268	Jawahar Navodaya Vidyalaya Hurd, Bhilwara
243	Jawahar Navodaya Vidyalaya,	269	Jawahar Navodaya

	Mothuka, Faridabad		Vidyalaya, Ajmer
244	Jawahar Navodaya Vidyalaya Kajara, Jhunjhunu	270	Jawahar Navodaya Vidyalaya Pawata, Jaipur
245	Jawahar Navodaya Vidyalaya Chhotisadri, Pratapgarh	271	Jawahar Navodaya Vidyalaya, Hanuman Garh
246	Jawahar Navodaya Vidyalaya Jojawar, Alwar	272	Jawahar Navodaya Vidyalaya Jatnagla, Karauli
247	Jawahar Navodaya Vidyalaya, Bikaner	273	Jawahar Navodaya Vidyalaya Butana, Sonapat
248	Jawahar Navodaya Vidyalaya Niwarsi, Kurukshetra	274	Jawahar Navodaya Vidyalaya Naultha, Panipat
249	Jawahar Navodaya Vidyalaya, Baran	275	Jawahar Navodaya Vidyalaya, Odhan, Sirsa
250	Jawahar Navodaya Vidyalaya, Banswara li	276	Jawahar Navodaya Vidyalaya, Yamuna Nagar
251	Jawahar Navodaya Vidyalaya, Rewari	277	Jawahar Navodaya Vidyalaya Thakarda, Dungarpur
252	Jawahar Navodaya Vidyalaya, Gurugram	278	Jawahar Navodaya Vidyalaya Mandfiya, Chittorgarh
253	Jawahar Navodaya Vidyalaya, Jhajjar	279	Jawahar Navodaya Vidyalaya, Bundi
254	Jawahar Navodaya Vidyalaya, Rohthak	280	Jawahar Navodaya Vidyalaya Rajsamand
255	Jawahar Navodaya Vidyalaya Bari Road Dholpur	281	Jawahar Navodaya Vidyalaya Tilawasni, Jodhpur,
256	Jawahar Navodaya Vidyalaya Khunga Kothi, Jind	282	Jawahar Navodaya Vidyalaya Mohangarh, Jaisalmer
257	Jawahar Navodaya Vidyalaya Kuchaman City, Nagaur	283	Jawahar Navodaya Vidyalaya Titram, Kaithal
258	Jawahar Navodaya Vidyalaya, Mouli, Panchkula	284	Jawahar Navodaya Vidyalaya, Udaipur
259	Jawahar Navodaya Vidyalaya Pabra, Hissar	285	Jawahar Navodaya Vidyalaya Chhokarawara, Bhartpur
260	Jawahar Navodaya Vidyalaya Pachpadra, Barmer	286	Jawahar Navodaya Vidyalaya Pali
261	Jawahar Navodaya Vidyalaya, Pachpahar, Jhalawar		
<b>Phase II - 7 JNVs</b>			
287	Jawahar Navodaya Vidyalaya Karnal	291	Jawahar Navodaya Vidyalaya Palwal
288	Jawahar Navodaya Vidyalaya, Jaffarpur Kalan	292	Jawahar Navodaya Vidyalaya Nuh
289	Jawahar Navodaya Vidyalaya Bhiwani	293	Jawahar Navodaya Vidyalaya Mahendragarh
290	Jawahar Navodaya Vidyalaya, Mungeshpur		
<b>Lucknow Region Phase I-14 JNVs Phase II-71 JNVs Total-85</b>			
<b>Phase I- 14 JNVs</b>			
294	Jawahar Navodaya Vidyalaya Simar, Bageshwar	301	Jawahar Navodaya Vidyalaya Roshanabad, Haridwar
295	Jawahar Navodaya Vidyalaya Pithoragarh	302	Jawahar Navodaya Vidyalaya, Dehradun
296	Jawahar Navodaya Vidyalaya,	303	Jawahar Navodaya Vidyalaya

	Maharajanj		Gangarkot,Nainital
297	Jawahar Navodaya Vidyalaya,Us Nagar	304	Jawahar Navodaya Vidyalaya Bansu, Jakhdhar, Rudraprayag
298	Jawahar Navodaya Vidyalaya Uttarkashi	305	Jawahar Navodaya Vidyalaya Champawat
299	Jawahar Navodaya Vidyalaya Tarikhet, Almora	306	Jawahar Navodaya Vidyalaya Pipalkoti, Chamoli
300	Jawahar Navodaya Vidyalaya, Pauri Garhwal	307	Jawahar Navodaya Vidyalaya Poukhal, Tehri Garhwal
<b>Phase II- 71 JNVs</b>			
308	Jawahar Navodaya Vidyalaya Balla	344	Jawahar Navoday Vidyalaya Shrawasti
309	Jawahar Navodaya Vidyalaya Bahraich	345	Jawahar Navodaya Vidyalaya Kaushambi
310	Jawahar Navodey Vidhyalya Moradabad	346	Jawahar Novodaya Vidyalaya Farrukhabad
311	Jawahar Navodaya Vidyalaya Ghazipur	347	Jawahar Navoday Vidyalaya Ghaziabad
312	Jawahar Navodaya Vidyalaya Deoria	348	Jawahar Navoday Vidyalaya Bijnor
313	Jawahar Navodaya Vidyalaya Etah	349	Jawahar Navodaya Vidyalaya Fatehpur
314	Jawahar Navodaya Vidyalaya Mathura	350	Jawahar Navodaya Vidyalaya Jhansi
315	Jawahar Navodaya Vidyalaya Sonbharda	351	Jawahar Navodaya Vidhyalya Bulandshar
316	Jawahar Navodaya Vidhyalya Bagpat	352	Jawahar Navoday Vidyalaya Aligarh
317	Jawahar Navoday Vidyalaya Agra	353	Jawahar Navoday Vidyalaya Unnao
318	Jawahar Navodaya Vidyalaya Bareilly	354	Jawahar Navodaya Vidyalaya Kannau
319	Jawahar Navodaya Vidyalaya Prayagraj	355	Jawahar Navodaya Vidyalaya Chandauli
320	Jawahar Navodaya Vidyalaya Mahoba	356	Jawahar Navoday Vidyalaya Banda
321	Jawahar Navodaya Vidyalaya Pilibhit	357	Jawahar Navodaya Vidyalaya Balrampur
322	Jawahar Navodaya Vidyalaya Mau	358	Jawahar Navodaya Vidyalaya Kushinagar
323	Jawahar Navodaya Vidyalaya Muzaffarnagar	359	Jawahar Navodaya Vidyalaya Sitapur-2
324	Jawahar Navodaya Vidyalaya Hardoi	360	Jawahar Navodaya Vidyalaya G B Nagar
325	Jawahar Navodaya Vidyalaya Lalitpur	361	Jawahar Navodaya Vidyalaya Gonda
326	Jawahar Navodaya Vidyalaya Hathras	362	Jawahar Navodaya Vidyalaya Mirzapur
327	Jawahar Navodaya Vidyalaya Amroha	363	Jawahar Navodaya Vidyalaya Pratapgarh
328	Jawahar Navodaya Vidyalaya Firozabad	364	Jawahar Navoday School Mainpuri
329	Jawahar Navodaya Vidyalaya Auraiya	365	Jawahar Navoday Vidyalaya Varanasi

330	Jawahar Navodaya Vidyalaya Gorakhpur	366	Jawahar Navodaya Vidyalaya Saharanpur
331	Jawahar Navodaya Vidyalaya Basti	367	Jawahar Navodaya Vidyalaya Barabanki
332	Jawahar Navodaya Vidyalaya Chitrkoot	368	Jawahar Navodaya Vidyalaya Lucknow
333	Jawahar Navodaya Vidyalaya Sambhal	369	Jawahar Navodaya Vidyalaya Kanpur Dehat
334	Jawahar Navodaya Vidyalaya Meerut	370	Jawahar Navodaya Vidyalaya Ambedkar Nagar
335	Jawahar Navodaya Vidyalaya Kanpur Nagar	371	Jawahar Navodaya Vidyalaya Siddarth Nagar
336	Jawahar Navodaya Vidyalaya Kasganj	372	Jawahar Navodaya Vidyalaya Ballia
337	Jawahar Navodaya Vidyalaya Jalaun	373	Jawahar Navodaya Vidyalaya Rampur
338	Jawahar Navodaya Vidyalaya Jaunpur	374	Jawahar Navodaya Vidyalaya Etawah
339	Jawahar Navodaya Vidyalaya S K Nagar	375	Jawahar Navodaya Vidyalaya Shamli
340	Jawahar Navodaya Vidyalaya Lakhimpur Kheri	376	Jawahar Navodaya Vidyalaya Bhadohi
341	Jawahar Navodaya Vidyalaya Hamirpur	377	Jawahar Navodaya Vidyalaya Azamgarh
342	Jawahar Navodaya Vidyalaya Faizabad	378	Jawahar Navodaya Vidyalaya Shahjahanpur
343	Jawahar Navodaya Vidyalaya Sitapur-I		
<b>Patna Region : Phase I-48 JNVs</b>		<b>Phase II-24 JNVs</b>	<b>Total- 72 JNVs</b>
<b>Phase I - 48 JNVs</b>			
379	Jawahar Navodaya Vidyalaya Jamtara	403	Jawahar Navodaya Vidyalaya Bihiya, Bhojpur
380	Jawahar Navodaya Vidyalaya Nagarpara, Bhagalpur	404	Jawahar Navodaya Vidyalaya Bishnupur, Begusarai
381	Jawahar Navodaya Vidyalaya, W. Champaran	405	Jawahar Navodaya Vidyalaya, Sijulata, Seraikela
382	Jawahar Navodaya Vidyalaya Ghaghra, Gumla	406	Jawahar Navodaya Vidyalaya, Chatra
383	Jawahar Navodaya Vidyalaya Teliya Pokhar, Maheshpur, Pakur- I	407	Jawahar Navodaya Vidyalaya Gaya-I
384	Jawahar Navodaya Vidyalaya Rajgir, Nalanda	408	Jawahar Navodaya Vidyalaya Jogna, Lohardaga
385	Jawahar Navodaya Vidyalaya, East Singhbhum	409	Jawahar Navodaya Vidyalaya Piprakothi, E Champaran
386	Jawahar Navodaya Vidyalaya, Vishali-1	410	Jawahar Navodaya Vidyalaya Sukhasan, Madhepura
387	Jawahar Navodaya Vidyalaya, Sheikhpura	411	Jawahar Navodaya Vidyalaya, Muzaffarpur
388	Jawahar Navodaya Vidyalaya, Deoghar	412	Jawahar Navodaya Vidyalaya Araria
389	Jawahar Navodaya Vidyalaya, Bokaro	413	Jawahar Navodaya Vidyalaya Bariyahi, Saharsa
390	Jawahar Navodaya Vidyalaya,	414	Jawahar Navodaya Vidyalaya



	Samstipur		Sahebganj
391	Jawahar Navodaya Vidyalaya, Garhwa	415	Jawahar Navodaya Vidyalaya Rewar, Nawada
392	Jawahar Navodaya Vidyalaya, Ranchi	416	Jawahar Navodaya Vidyalaya Lalmatia, Godda
393	Jawahar Navodaya Vidyalaya, Buxar	417	Jawahar Navodaya Vidyalaya Latehar
394	Jawahar Navodaya Vidyalaya, West Singhbhum	418	Jawahar Navodaya Vidyalaya, Patna
395	Jawahar Navodaya Vidyalaya, Bonga, Hazaribagh	419	Jawahar Navodaya Vidyalaya Barahiya, Lakhisarai
396	Jawahar Navodaya Vidyalaya, Garhbanaili, Kasba, Purnia	420	Jawahar Navodaya Vidyalaya Kaimur
397	Jawahar Navodaya Vidyalaya, Hansdiha, Dumka	421	Jawahar Navodaya Vidyalaya Kishanganj
398	Jawahar Navodaya Vidyalaya Simdega	422	Jawahar Navodaya Vidyalaya Benagoria, Dhanbad
399	Jawahar Navodaya Vidyalaya Barun, Aurangabad	423	Jawahar Navodaya Vidyalaya Kolashi Katihar
400	Jawahar Navodaya Vidyalaya Puto, Koderma	424	Jawahar Navodaya Vidyalaya Saktinagar, Banka
401	Jawahar Navodaya Vidyalaya Munger	425	Jawahar Navodaya Vidyalaya Pachhadhi, Darbangha
402	Jawahar Navodaya Vidyalaya Barhat, Jamui	426	Jawahar Navodaya Vidyalaya Jawahar Devti, Saran
<b>Phase II-24 JNVs</b>			
427	Jawahar Navodaya Vidyalaya Bankura	439	Jawahar Navodaya Vidyalaya Nadia
428	Jawahar Navoday Vidyalaya Supaul	440	Jawahar Navodaya Vidyalaya Hooghly
429	Jawahar Navoday Vidyalay Siwan	441	Jawahar Navodaya Vidyalaya Jalpaiguri
430	Jawahar Navodaya Vidyalaya Gopalganj	442	Jawahar Navodaya Vidyalaya Alipurduar
431	Jawahar Navoday Vidyalaya Giridih	443	Jawahar Navodaya Vidyalaya Jehanabad
432	Jawahar Navodaya Vidyalaya South 24 Parganas-2	444	Jawahar Navodaya Vidyalaya North 24 Parganas
433	Jawahar Navodaya Vidyalaya Purulia	445	Jawahar Navodaya Vidyalaya Murshidabad
434	Jawahar Navodaya Vidyalaya Birbhum	446	Jawahar Navodaya Vidyalaya Pachim Medinipur
435	Jawahar Navoday Vidyalay Sitamarhi	447	Jawahar Navodaya Vidyalaya Purba Medenipur
436	Jawahar Navodaya Vidyalaya Rohtas	448	Jawahar Navoday Vidyalay Arwal
437	Jawahar Navodaya Vidyalaya Pachim Bardhaman	449	Jawahar Navodaya Vidyalaya Madhubani
438	Jawahar Navodaya Vidyalaya Dakshin Dinajpur	450	Jawahar Navodaya Vidyalaya Sheohar
<b>Pune Region : Phase I-59 JNVs    Phase II-8 JNVs    Total – 67 JNVs</b>			

Phase I-59 JNVs			
451	Jawahar Navodaya Vidyalaya, Bharuch	481	Jawahar Navodaya Vidyalaya Akola
452	Jawahar Navodaya Vidyalaya, Patan	482	Jawahar Navodaya Vidyalaya Parbhani
453	Jawahar Navodaya Vidyalaya, Rajkot	483	Jawahar Navodaya Vidyalaya Selukate, Wardha
454	Jawahar Navodaya Vidyalaya, Vadodara	484	Jawahar Navodaya Vidyalaya Amba, Jalna
455	Jawahar Navodaya Vidyalaya, Panchmahal	485	Jawahar Navodaya Vidyalaya, Buldana
456	Jawahar Navodaya Vidyalaya, Kutch	486	Jawahar Navodaya Vidyalaya, Aravalli
457	Jawahar Navodaya Vidyalaya, Tapi	487	Jawahar Navodaya Vidyalaya Jamkalyanpur, Dwarka
458	Jawahar Navodaya Vidyalaya, Satara	488	Jawahar Navodaya Vidyalaya Navegaon, Nagpur
459	Jawahar Navodaya Vidyalaya, Sindudurg	489	Jawahar Navodaya Vidyalaya H.S., Latur
460	Jawahar Navodaya Vidyalaya, Gir Somnath	490	Jawahar Navodaya Vidyalaya, Porbandar
461	Jawahar Navodaya Vidyalaya, Dahod I	491	Jawahar Navodaya Vidyalaya Kheda
462	Jawahar Navodaya Vidyalaya, Gondia	492	Jawahar Navodaya Vidyalaya, Mehsana
463	Jawahar Navodaya Vidyalaya, Bhavnagar	493	Jawahar Navodaya Vidyalaya Basmath, Hingoli
464	Jawahar Navodaya Vidyalaya, Nandurbar	494	Jawahar Navodaya Vidyalaya, Belora, Yavatmal
465	Jawahar Navodaya Vidyalaya Kannad, Aurangabad	495	Jawahar Navodaya Vidyalaya Mota Bhandariya, Amreli
466	Jawahar Navodaya Vidyalaya, Gandhi Nagar	496	Jawahar Navodaya Vidyalaya Padave, Ratnagiri
467	Jawahar Navodaya Vidyalaya, South Goa	497	Jawahar Navodaya Vidyalaya Rupvel, Navsari
468	Jawahar Navodaya Vidyalaya, Banaskantha	498	Jawahar Navodaya Vidyalaya, Chandrapur
469	Jawahar Navodaya Vidyalaya, Jam Nagar	499	Jawahar Navodaya Vidyalaya ,Amravati
470	Jawahar Navodaya Vidyalaya, Valsad	500	Jawahar Navodaya Vidyalaya, Palghar
471	Jawahar Navodaya Vidyalaya, Surnendera Nagar	501	Jawahar Navodaya Vidyalaya, Pune
472	Jawahar Navodaya Vidyalaya, Anand	502	Jawahar Navodaya Vidyalaya, Kolhapur
473	Jawahar Navodaya Vidyalaya, Silvasa	503	Jawahar Navodaya Vidyalaya, Solapur
474	Jawahar Navodaya Vidyalaya, Daman	504	Jawahar Navodaya Vidyalaya, Raigarh
475	Jawahar Navodaya Vidyalaya Ahemdagar	505	Jawahar Navodaya Vidyalaya, Beed
476	Jawahar Navodaya Vidyalaya Gadchiroli	506	Jawahar Navodaya Vidyalaya, Nasik
477	Jawahar Navodaya Vidyalaya	507	Jawahar Navodaya Vidyalaya,

	Nandurbar li		Sangli
478	Jawahar Navodaya Vidyalaya Osmanabad	508	Jawahar Navodaya Vidyalaya, Nanded
479	Jawahar Navodaya Vidyalaya Jalgaon	509	Jawahar Navodaya Vidyalaya, Washim
480	Jawahar Navodaya Vidyalaya Saputara, Dang		
<b>Phase II- 8 JNVs</b>			
510	Jawahar Navodaya Vidhyalaya Bhandara	514	Jawahar Navodaya Vidyalaya Diu
511	Jawahar Navodaya Vidyalaya Surat	515	Jawahar Navodaya Vidyalaya Morbi
512	Jawahar Navodaya Vidyalaya Ahmedabad	516	Jawahar Navodaya Vidyalaya Sabarkantha
513	Jawahar Navodaya Vidyalaya North Goa	517	Jawahar Navodaya Vidyalaya, Dhule
<b>Shillong Region : Phase I-19 JNVs Phase II-61 JNVs Total -80 JNVs</b>			
<b>Phase I - 19 JNVs</b>			
518	Jawahar Navodaya Vidyalaya West Kameng	528	Jawahar Navodaya Vidyalaya Mon
519	Jawahar Navodaya Vidyalaya L. Dibang Valley	529	Jawahar Navodaya Vidyalaya Tuensang
520	Jawahar Navodaya Vidyalaya Lohit	530	Jawahar Navodaya Vidyalaya Wokha
521	Jawahar Navodaya Vidyalaya Changlang	531	Jawahar Navodaya Vidyalaya North Sikkim
522	Jawahar Navodaya Vidyalaya West Siang	532	Jawahar Navodaya Vidyalaya South Sikkim
523	Jawahar Navodaya Vidyalaya Longding	533	Jawahar Navodaya Vidyalaya West Sikkim
524	Jawahar Navodaya Vidyalaya Dima Hasao	534	Jawahar Navodaya Vidyalaya South Tripura
525	Jawahar Navodaya Vidyalaya West Jaintia Hills	535	Jawahar Navodaya Vidyalaya Gomati
526	Jawahar Navodaya Vidyalaya Lunglei	536	Jawahar Navodaya Vidyalaya Dhalai
527	Jawahar Navodaya Vidyalaya Lawngtlai		
<b>Phase II- 61 JNVs</b>			
537	Jawahar Navodaya Vidyalaya Dhubri1	568	Jawahar Navodaya Vidyalaya Zunheboto
538	Jawahar Navodaya Vidyalaya U Subansri	569	Jawahar Navodaya Vidyalaya Senapati-I
539	Jawahar Navodaya Vidyalaya Nagaon	570	Jawahar Navodaya Vidyalaya Nalbari
540	Jawahar Navodaya Vidyalaya Rangia Kamrup	571	Jawahar Navodaya Vidyalaya East Khasi Hills
541	Jawahar Navodaya Vidyalaya L. Subansri	572	Jawahar Navodaya Vidyalaya Goalpara
542	Jawahar Navodaya Vidyalaya,	573	Jawahar Navodaya Vidyalaya

	Nongstoin, West Khasi Hills, Meghalaya		Tamenglong
543	Jawahar Navodaya Vidyalaya Biswanath(Sonitpur)	574	Jawahar Navodaya Vidyalaya Imphal East
544	Jawahar Navodaya Vidyalaya East Kemeng	575	Jawahar Navodaya Vidyalaya Mokokchung
545	Jawahar Navodaya Vidyalaya Bishnupur	576	Jawahar Navodaya Vidyalaya Morigaon
546	Jawahar Navodaya Vidyalaya Baksa	577	Jawahar Navodaya Vidyalaya Tinsukia
547	Jawahar Navodaya Vidyalaya Anjaw	578	Jawahar Navodaya Vidyalaya Bongaigaon
548	Jawahar Navodaya Vidyalaya, Diphu, Karbi Anglong	579	Jawahar Navodaya Vidyalaya Kohima
549	Jawahar Navodaya Vidyalaya, Nazira, Sivasagar	580	Jawahar Navodaya Vidyalaya South West Garo Hills
550	Jawahar Navodaya Vidyalaya Udalguri	581	Jawahar Navodaya Vidyalaya Cachar
551	Jawahar Navodaya Vidyalaya East Sikkim	582	Jawahar Navodaya Vidyalaya Peren
552	Jawahar Navodaya Vidyalaya Darrang	583	Jawahar Navodaya Vidyalaya, Phek
553	Jawahar Navodaya Vidyalaya Khowai	584	Jawahar Navodaya Vidyalaya Izwal
554	Jawahar Navodaya Vidyalaya Barpeta	585	Jawahar Navodaya Vidyalaya Jorhat
555	Jawahar Navodaya Vidyalaya Kolasib	586	Jawahar Navodaya Vidyalaya Lakhimpur
556	Jawahar Navodaya Vidyalaya Longleng	587	Jawahar Navodaya Vidyalaya Karbi Anglong-2
557	Jawahar Navodaya Vidyalaya Hailakandi	588	Jawahar Navodaya Vidyalaya Sepahijala
558	Jawahar Navodaya Vidyalaya Ukhruil	589	Jawahar Navodaya Vidyalaya Dibrugarh
559	Jawahar Navodaya Vidyalaya Kokrajhar	590	Jawahar Navodaya Vidyalaya South Garo Hills
560	Jawahar Navodaya Vidyalaya Golaghat	591	Jawahar Navodaya Vidyalaya Champhai
561	Jawahar Navodaya Vidyalaya Churachandpur	592	Jawahar Navodaya Vidyalaya Papumpare
562	Jawahar Navodaya Vidyalaya East Garo Hills	593	Jawahar Navodaya Vidyalaya Dhemaji
563	Jawahar Navodaya Vidyalaya North Tripura	594	Jawahar Navodaya Vidyalaya Serchhip
564	Jawahar Navodaya Vidyalaya Chirang	595	Jawahar Navodaya Vidyalaya Chandel
565	Jawahar Navodaya Vidyalaya Ri-Bhoi	596	Jawahar Navodaya Vidyalaya Imphal West
566	Jawahar Navodaya Vidyalaya Karimganj	597	Jawahar Navodaya Vidyalaya, Tawang
567	JAWAHAR NAVODAYA VIDYALAYA DIMAPUR		

## ANNEXURE-IV

## EXAMPLES OF LEARNING OUTCOMES FROM DIFFERENT SUBJECTS

(As per CBSE Circular No. Acad-34/2020 dated 14<sup>th</sup> May 2020)

ACTION VERB	OBJECT	CONDITION
<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>

<p><b>G</b> Generate Meaning</p>	<p>Move to long term memory through reflection: ask the class the following and tell them to enter into their portfolio</p>	<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>
<p><b>A</b> Apply to real life</p>	<p>Demonstrate skills</p>	<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>
<p><b>G</b> Gauge the Learning</p>	<p>Look how much you have learnt ;all this also goes into the portfolio/journal</p>	<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>
<p><b>E</b> Extend</p>	<p>Extended activities</p>	<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>

## ANNEXURE- VI

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. **Learning Outcomes**(Specific to the lesson mapped with NCERT learning outcomes):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

B. **Details of Pedagogical Strategies/Process** (Art integrated /Sportsintegrated/Story tellingbased/Toy based /Any other pedagogy):

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C. **Topic of the lesson for presentation by the students** (once in a week by rearrangingclassroom setting suitable for group work):

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D. **Name 21<sup>st</sup>Century Skills to be developed:**


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E. **Activities/Experiments/Hands-on-learning/Projects:**


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F. **Interdisciplinary linkage and infusion of Life Skills, Values, Gender Sensitivity andEnvironmental Awareness:**


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G. **Resources** (including ICT):

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H. **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.

I. **Remedial Teaching Plans/Plan for unfinished portion of previous unit:**

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J. **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 the Principal/ Vice Principal)



**JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_**  
**ACADEMIC SESSION: 2024 - 25**  
**REPORT CARD FOR CLASS XI**

**ANNEXURE-VII**

**Roll No.:** \_\_\_\_\_  
**Student's Name:** \_\_\_\_\_  
**Name of the Mother:** \_\_\_\_\_  
**Name of the Father:** \_\_\_\_\_  
**Date of Birth:** \_\_\_\_\_



**Part A: Scholastic Area**

Scholastic Areas:	Term-1										Term-2																																																																																														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V																																																																																			
Subject Name	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)					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				
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) grading)**

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
SEWA(Community service/Pace setting Activity)		
Health & Physical Education		
<b>Part C: 10 Bagless days</b>		
Participation (Yes/No)	During vacation	During school

**Part D: Discipline ( On a 03-point grading)**

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 a05-point grading scale as follows**

GRAD	CONNOTATION
E	
A	EXEMPLARY
B	PROFICIENT
C	DEVELOPING
D	EMERGING
E	BEGINNER

**Grading Scale for Discipline: Grades are awarded on a03-point grading scale as follows**

GRAD	CONNOTATION
E	
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)

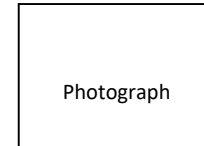


**JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_**

**ACADEMIC SESSION: 2024 - 25**

**REPORT CARD FOR CLASS IX**

**Roll No.:**  
**Student's**  
**Name:Name**  
**of Mother**  
**Name of**  
**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 M)	Marks in Half Yearly Examination (MM 80 M)	Total Marks (MM 100)	Weightage of Term -1 (40% of I)	Marks in PWT-3 (MM40)	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 M)	Marks in Annual Examination (MM 80 M)	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**

**Grading Scale for Co-scholastic Areas: Grades are awarded on a 05-point grading scale as follows**

GRAD E	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**

GRAD E	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)

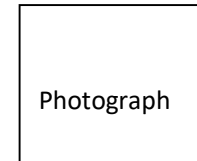


JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

ACADEMIC SESSION: 2024 – 25

REPORT CARD FOR CLASS VI – VIII

Roll No.:  
Student's Name:  
Name of the  
Mother: Name of  
the Father: Date of  
Birth:  
Part A: Scholastic  
Area



Scholastic Areas:	Term-1										Term-2												
	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	Annual marks converted to 50 marks	Total Marks (MM 100) ( m + n+o + p+r )	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
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																							
Sanskrit/ Foreign Language																							
Total Marks																							

A 1: Name of the Skill Course opted : (Name)\_\_\_\_(Qualified / Not Qualified)\_\_\_\_\_

**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- X

List of 200 JNVs for Language Lab				
S No	Region	Language Lab	State	JNV
1	Bhopal	Hindi	Odisha	Angul
2	Bhopal	Hindi	Odisha	Deogarh
3	Bhopal	Hindi	Odisha	Dhenkanal
4	Bhopal	Hindi	Odisha	Nayagarh
5	Bhopal	Hindi	Odisha	Puri
6	Bhopal	Hindi	Odisha	Sambalpur
7	Bhopal	Hindi	Odisha	Ganjam
8	Bhopal	Hindi	Odisha	Malkangiri - II
9	Bhopal	English	Balaghat	Madhya Pradesh
10	Bhopal	English	Balod	Chattisgarh
11	Bhopal	English	Bhopal	Madhya Pradesh
12	Bhopal	English	Dhamtari	Chattisgarh
13	Bhopal	English	Rajnandgaon	Chattisgarh
14	Bhopal	English	Baloda Bazar	Chattisgarh
15	Bhopal	English	Betul	Madhya Pradesh
16	Bhopal	English	Dantewada	Chattisgarh
17	Bhopal	English	Gariyaband	Chattisgarh
18	Bhopal	English	Gwalior	Madhya Pradesh
19	Bhopal	English	Jhabua - I	Madhya Pradesh
20	Bhopal	English	Jhabua - II	Madhya Pradesh
21	Bhopal	English	Narsinghpur	Madhya Pradesh
22	Bhopal	English	Raipur	Chattisgarh
23	Bhopal	English	Ratlam - II	Madhya Pradesh
24	Bhopal	English	Sarguja	Madhya Pradesh
25	Bhopal	English	Sukma - II	Chattisgarh
26	Bhopal	English	Ujjain - II	Madhya Pradesh
27	Bhopal	English	Umaria	Madhya Pradesh
28	Chandigarh	English	Amritsar - I	Pujab
29	Chandigarh	English	Ferozepur	Pujab
30	Chandigarh	English	Ganderbal	J & K
31	Chandigarh	English	Kangra	Himachal Pradesh
32	Chandigarh	English	Mohali	Pujab
33	Chandigarh	English	Rajouri	J & K
34	Chandigarh	English	S.B.S. Nagar	Pujab
35	Chandigarh	English	Bhatinda	Pujab
36	Chandigarh	English	Fazilka	Pujab
37	Chandigarh	English	Gurdaspur	Pujab
38	Chandigarh	English	Jammu-II	J & K
39	Chandigarh	English	Moga	Pujab

40	Chandigarh	English	Sangrur	Pujab
41	Hyderabad	Hindi	Karnataka	Bagalkot
42	Hyderabad	Hindi	Karnataka	Bellary
43	Hyderabad	Hindi	Karnataka	Chamarajanagar
44	Hyderabad	Hindi	Karnataka	Chikamagaluru
45	Hyderabad	Hindi	Karnataka	Davanagere
46	Hyderabad	Hindi	Andhra Pradesh	Guntur
47	Hyderabad	Hindi	Karnataka	Hassan
48	Hyderabad	Hindi	Karnataka	Haveri
49	Hyderabad	Hindi	Telanganana	Khammam-I
50	Hyderabad	Hindi	Kerala	Kollam
51	Hyderabad	Hindi	Andhra Pradesh	Kurnool
52	Hyderabad	Hindi	Puducherry (U.T)	Mahe
53	Hyderabad	Hindi	Telanganana	Nalgonda
54	Hyderabad	Hindi	Andhra Pradesh	Nellore
55	Hyderabad	Hindi	Telanganana	Nizamabad
56	Hyderabad	Hindi	Karnataka	Raichur
57	Hyderabad	Hindi	Andhra Pradesh	Srikakulam
58	Hyderabad	Hindi	Kerala	Thrissur
59	Hyderabad	Hindi	Karnataka	Tumkur
60	Hyderabad	Hindi	Andhra Pradesh	Vizianagaram
61	Hyderabad	Hindi	Telanganana	Adilabad
62	Hyderabad	Hindi	Karnataka	Bangalore Rural
63	Hyderabad	Hindi	Karnataka	Bangalore Urban
64	Hyderabad	Hindi	Karnataka	Bijapur
65	Hyderabad	Hindi	Andhra Pradesh	East Godavari
66	Hyderabad	Hindi	Kerala	Ernakulam
67	Hyderabad	Hindi	Kerala	Kannur
68	Hyderabad	Hindi	Telengana	Karimnagar
69	Hyderabad	Hindi	Kerala	Kasargod
70	Hyderabad	Hindi	Kerala	Kottayam
71	Hyderabad	Hindi	Kerala	Mallapuram
72	Hyderabad	Hindi	Karnataka	Mandya
73	Hyderabad	Hindi	Karnataka	Mysore
74	Hyderabad	Hindi	Kerala	Palkkad
75	Hyderabad	Hindi	Kerala	Pathanamthitta
76	Hyderabad	Hindi	Puducherry	Pondicherry
77	Hyderabad	Hindi	Andhra Pradesh	Prakasam - I
78	Hyderabad	Hindi	Andhra Pradesh	Prakasam - II
79	Hyderabad	Hindi	Telengana	Ranga Reddy
80	Hyderabad	Hindi	Karnataka	Shimoga
81	Hyderabad	Hindi	Kerala	Trivandrum
82	Hyderabad	Hindi	Andhra Pradesh	Visakhapatnam
83	Hyderabad	Hindi	Telengana	Warangal

84	Hyderabad	Hindi	Kerala	Waynad
85	Hyderabad	Hindi	Andhra Pradesh	West Godavari
86	Jaipur	English	Baran	Rajasthan
87	Jaipur	English	Bhiwani	Haryana
88	Jaipur	English	Jaisalmer	Rajasthan
89	Jaipur	English	Panipat	Haryana
90	Jaipur	English	Rewari	Haryana
91	Jaipur	English	Sirohi	Rajasthan
92	Jaipur	English	Banswara-II	Rajasthan
93	Jaipur	English	Bharatpur	Rajasthan
94	Jaipur	English	Bhilwara	Rajasthan
95	Jaipur	English	Bundi	Rajasthan
96	Jaipur	English	Chittorgarh	Rajasthan
97	Jaipur	English	Churu	Rajasthan
98	Jaipur	English	Faridabad	Haryana
99	Jaipur	English	Gurgaon	Haryana
100	Jaipur	English	Hanumangarh	Rajasthan
101	Jaipur	English	Hissar	Haryana
102	Jaipur	English	Jhajjar	Haryana
103	Jaipur	English	Jhalawar	Rajasthan
104	Jaipur	English	Jodhpur	Rajasthan
105	Jaipur	English	Karauli	Rajasthan
106	Jaipur	English	Nagaur	Rajasthan
107	Jaipur	English	Jaffarpur kalan	Delhi
108	Jaipur	English	Mungeshpur	Delhi
109	Jaipur	English	Sonepat	Haryana
110	Jaipur	English	Sri Ganganagar-I	Rajasthan
111	Jaipur	English	Tonk	Rajasthan
112	Jaipur	English	Udaipur	Rajasthan
113	Lucknow	English	Auriya	Uttar Pradesh
114	Lucknow	English	Barabanki	Uttar Pradesh
115	Lucknow	English	Dehradun	Uttarkhand
116	Lucknow	English	Hathras	Uttar Pradesh
117	Lucknow	English	Jalaun	Uttar Pradesh
118	Lucknow	English	Jhansi	Uttar Pradesh
119	Lucknow	English	Kanpur Dehat	Uttar Pradesh
120	Lucknow	English	Kasganj	Uttar Pradesh
121	Lucknow	English	Mahoba	Uttar Pradesh
122	Lucknow	English	Rampur	Uttar Pradesh
123	Lucknow	English	Sitapur I	Uttar Pradesh
124	Lucknow	English	Sonebhadra	Uttar Pradesh
125	Lucknow	English	Amethi	Uttar Pradesh
126	Lucknow	English	Udham Singh Nagar	Uttarkhand

127	Lucknow	English	Almora	Uttarkhand
128	Lucknow	English	Champawat	Uttarkhand
129	Lucknow	English	Farrukhabad	Uttar Pradesh
130	Lucknow	English	Kushinagar	Uttar Pradesh
131	Lucknow	English	Mirzapur	Uttar Pradesh
132	Lucknow	English	Nainital	Uttarkhand
133	Lucknow	English	Sant Kabir Nagar	Uttar Pradesh
134	Lucknow	English	Shamli	Uttar Pradesh
135	Lucknow	English	Varanasi	Uttar Pradesh
136	Patna	Hindi	West Bengal	Birbhum
137	Patna	Hindi	West Bengal	East Mednipur
138	Patna	Hindi	West Bengal	Purulia
139	Patna	Hindi	West Bengal	S.24 Paraganas - II
140	Patna	Hindi	West Bengal	West Mednipur
141	Patna	Hindi	West Bengal	Bankura
142	Patna	Hindi	West Bengal	Burdwan
143	Patna	Hindi	West Bengal	Hooghly
144	Patna	Hindi	West Bengal	Murshidabad
145	Patna	English	East Champaran	Bihar
146	Patna	English	Giridih	Jharkhand
147	Patna	English	Hazaribagh	Jharkhand
148	Patna	English	Kaimur	Bihar
149	Patna	English	Koderma	Jharkhand
150	Patna	English	Ranchi	Jharkhand
151	Patna	English	Sheikhpura	Bihar
152	Patna	English	Siwan	Bihar
153	Patna	English	Banka	Bihar
154	Patna	English	Begusarai	Bihar
155	Patna	English	Chatra	Jharkhand
156	Patna	English	Dhanbad	Jharkhand
157	Patna	English	Gumla	Jharkhand
158	Patna	English	Latehar	Jharkhand
159	Patna	English	Nawada	Bihar
160	Patna	English	Patna	Bihar
161	Patna	English	Rohtas	Bihar
162	Patna	English	Sahebganj	Jharkhand
163	Pune	Hindi	Gujrat	Ahmedabad
164	Pune	Hindi	Goa	South Goa
165	Pune	Hindi	Maharashtra	Amravati
166	Pune	Hindi	Gujrat	Bhandara
167	Pune	Hindi	Gujarat	Dahod-I
168	Pune	Hindi	Gujrat	Devbhumi Dwarka
169	Pune	Hindi	Maharashtra	Latur

170	Pune	Hindi	Gujrat	Mahisagar
171	Pune	Hindi	Maharashtra	Nanded
172	Pune	Hindi	Gujarat	Panchmahal
173	Pune	Hindi	Gujrat	Sabarkantha
174	Pune	Hindi	Maharashtra	Solapur
175	Pune	Hindi	Maharashtra	Ahmednagar
176	Pune	Hindi	Gujrat	Amreli
177	Pune	Hindi	Gujrat	Banaskantha
178	Pune	Hindi	Maharastra	Beed
179	Pune	Hindi	Gujrat	Bhavnagar
180	Pune	Hindi	Maharashtra	Chandrapur
181	Pune	Hindi	Gujrat	Gandhinagar
182	Pune	Hindi	Maharastra	Gondia
183	Pune	Hindi	Maharastra	Jalgaon
184	Pune	Hindi	Maharastra	Kolhapur
185	Pune	Hindi	Maharashtra	Nagpur
186	Pune	Hindi	Maharashtra	Nasik
187	Pune	Hindi	Gujrat	Patan
188	Pune	Hindi	Gujrat	Surendra Nagar
189	Pune	Hindi	Maharashtra	Pune
190	Pune	Hindi	Maharastra	Wardha
191	Shillong	Hindi	Manipur	Bishnupur
192	Shillong	Hindi	Manipur	East Imphal
193	Shillong	Hindi	Assam	Goalpara
194	Shillong	Hindi	Tripura	Gomati
195	Shillong	Hindi	Assam	Hailakandi
196	Shillong	Hindi	Assam	Nalbari
197	Shillong	Hindi	Sikkim	South Sikkim
198	Shillong	Hindi	Tripura	South Tripura
199	Shillong	Hindi	Manipur	West Imphal
200	Shillong	Hindi	Meghalaya	West Khasi Hills



## JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

## Report of Checking of Home work/ class work/ Assignment

Date of submission of note book 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 : \_\_\_/\_\_\_/\_\_\_

Principal

Sign. of Principal/Vice-

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

ANNEXURE- XV

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

Annexure- XVI

Jawahar Navodaya Vidyalaya \_\_\_\_\_

## Monthly Maintenance &amp; Repair (M&amp;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 Prefect

Signature of Class Teacher

Signature of Vice-Principal

Signature of Principal

DATE : \_\_\_/\_\_\_/\_\_\_ JAWAHAR NAVODAYA VIDYALAYA \_\_\_\_\_

**CLASS ABSENTEE DIARY**

Class Section

Name of the Class Prefect

Name of the class Teacher

Sign. of Class Teacher

Class Strength Present Absent

Leave Sick

On Duty

**Period****Subject****Any extra present/Leave/Absent (With name)****Reason of Extra present/leave/ absent**

Sign. of Subject Teacher

I

II

III

IV

V

VI

VII

VIII

**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 VIDAYALAYA:**

.....



**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.	Name of the Associated Country under VishwaSangam Programme			
Xx	Wether JNV is PM SHRI School			

**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.	C A	L. A.	ECP	COOK	M. H.	CCS	C H	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 Personnel	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	Post engaged on contract/Daily wages

	relationship	

**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 the Student	Gender (Male/ Female)	Class	Whether the death happened 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.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	

### 7. Assistance Provided to CWSN

#### 7.1. 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		

#### 7.2 Special Facilities

Sl.No,	Name of the Student	Gender (Male/ Female)	Whether PH/ VI/HI	% of Disability	Special facilities Assistive device provided

### 7.2 1 Remark of Panel inspection team on status of additional facilities to CWSN Children:

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### 8. Classroom Teaching by Principal / Vice-Principal

Principal / Vice-Principal	Class handled	No. of periods per week	Observations by Panel Inspection team
Principal			
Vice-Principal			

### 9. 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 per week				
4	<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)	Phase	No. of teachers	No. of teachers	
		e	teachers	teachers	

	<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.			
		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 per week			

## 10. 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 not appeared

#### 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							

## 11. Academic Performance of the current Academic Session

### Class VI

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 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			
	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 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/Pre-Board Exam				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																

**12. 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		

**13. 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		

**14. 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		

**15. 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)

**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	Provision of wall mounted projector and CPU in the class room			
9	Fixing of White/ green board & Soft board on the front wall			
10	Display of learning outcomes of each subject			

**Use of Laboratories :**

Sl.No.	Lab	Cleanliness of Lab & Maintenance of Equipment (yes/ no)	Whether Class wise & date wise conduct of Practical/ activities	Photographs of Scientists related with the subject are displayed	Good quality charts of related scientific 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			

### 15.3 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			

### 16. 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)

### 17 Art Education

a) Visual Arts (Fine Arts)					Observation of the Panel Inspection team
Class	Total Strength	No. of students who can:			
		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					

**18. Games and Sports:**

**18.1. 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		

**18.2. 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								

**19. 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			

**20. 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.

**21. 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)					

**22. 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



**23. 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		

**24. 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

**25. Status of Skill Modules completed by Students (Class VI to VIII)**

S. No.	Class	Name of skill Module	Name of Teacher In-charge	NumberOf Modules Completed	Registered on CBSE Posrtal (Yes/No)	Observation of Panel InspectionTeam
1	VI					
2	VII					
3	VIII					

**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 Hub Centres:**

Name of the Skill Area	Number of Batches	Number of candidates Registered on PMKVY Portal	Status of functionaliy	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**

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. Digital Infrastructure**  
**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 :

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**Status of utilization of Tablets for class XI &XII**

Class	Total No. of Tablets	Total no. of unctional tablets	Whether the tablets are utilized(teaching/learning / career/ assessment) asper directions (Yes/ No)	Frequency of the use of tablets by students (Daily/Weekly/ Fortnightly/ monthly/ never)	Whether th echarging cabine for tablets a available (Yes/ No)
Class XI					
Class XII					

**31.2.1 Observation of Panel Inspection team:**

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**31.3 Smart Class Room**

No. of Smart Class Rooms available without devices for all students	No. of Smart Class Rooms available (with devices for all students)	Detail of Devices available in the Smart Class Room						Number of Graphic Tablets procured (Digital Pad & Pen)
		Number of Laptops available			Number of Tablets available			
		Functional	Not Functional	Total	Functional	Not Functional	Total	

**31.3.1. Observation of Panel Inspection team :**

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**31.4 Internet Connectivity**

Internet connectivity is available through (Broad Band/ Jio / Airtel / Dongle / Leased Line/ V SAT etc.). Provide details	Internet speed (inMbps)	Is Wi-Fi network available in the academic block?	Monthly expenditure internet connectivity	Observation of Panel Inspection team

**32. 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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### 33. Residential Components

#### 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					

#### 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/ bedding and daily use items (Whether provided as per norms)		

### 34. 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		

**35. 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		
<b>CCTV surveillance system</b>			
v)	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)		
<b>NDMA Guidelines School safety Policy 2016:</b>			
vi)	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		



**36. Health Care**

S.No.	Area	Status report by Principal	Observation of the panel inspection team
a)	Availability of part time doctor and alternative arrangement, in case, 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)		

**37. General Aspects of functioning of Vidyalaya**

<b>Sl.No</b>	<b>Aspects</b>	<b>Status report/comments of Principal with documentary evidence</b>	<b>Observation of the panel inspection team</b>
<b>i.</b>	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 SARAS, OASIS, SQAAF portal, etc.		
	d) Status of mandatory disclosure as per CBSE on JNV website		
<b>ii.</b>	Status of updating U-DISE PLUS Portals		
<b>iii.</b>	Status of Reporting/reviewing of APAR in respect all the employees of JNV		
<b>iv.</b>	Status of interpersonal relations in the JNV		
<b>v.</b>	Functioning of the migration scheme		
<b>vi.</b>	Pending disciplinary cases of staff if any		
<b>vii.</b>	Pending court cases if any		
<b>viii.</b>	VMC/VAC meetings Dates of meetings and follow up action (Since previous Panel inspection)		
<b>ix.</b>	District Level Mess Committee Visit/ Meetings Dates of meetings and follow up action (Since previous Panel inspection)		
<b>x.</b>	Dates of PTC meetings conducted in the current session		
<b>xi.</b>	Disposal of Grievances of students		
<b>xii.</b>	Availability of Vidyalaya vehicle (Hired/Own/ not available)		
<b>xiii.</b>	Maintenance and Repairs of vehicle and action taken for condemnation / auction, if required.		
<b>xiv.</b>	Maintenance of service books & records		
<b>xv.</b>	Status of condemnation of Articles		
<b>xvi.</b>	Maintenance of other records like asset register/TA/Medical reimbursement/ advances etc.		

**38. 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		

**39. 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.		

**40. 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		

#### 41. 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		

#### 42. Action taken report on recommendations of Previous Panel Inspection

Dates of previous panel inspection conducted

(From \_\_\_/\_\_\_/\_\_\_\_\_ To \_\_\_/\_\_\_/\_\_\_\_\_)

##### 1. Members of Panel Inspection Team:

Members of Inspection Team	Designation	Mobile No.	Email ID
1.			
2.			
3.			
4.			

## 2. Status of action recommended by previous Panel Inspection Team:

### A. 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).

### B. 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).

### C. 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 pointsonly) :**

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**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 / avilbility of potable water/ regular water testing / safety measures regarding water bodies inside the campus/ Electrical wiring, fitting, fixtures etc)		

7.	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.)		
8.	General upkeep & beautification of all buildings (inside & outside ) in the entire JNV campus		
9.	Audit & Finance (Pending Audit Para)		
10.	M&R and Construction		
11.	Admission JNVST/Lateral Entry		
12.	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)

**VISHVA SANGAM Activities & Associated Countries**

Each JNVs is associated with a country. Every JNV will perform suggested activities given below :

- 1 Quiz
- 2 Comparison between India and specific country.
- 3 Contribution in world peace and development.
- 4 Collect photograph, coins and stamp.
- 5 Prepare list of important personalities.
- 6 Organisation of folk song, dance, drama and showing movies.
- 7 Group discussion on geographical, political, financial condition.
- 8 Prepare scrap book.
- 9 Location of important places on map.
- 10 Collect photographs of leader and tourist place.

SR.NO	NAME OF JNV	ASSOCIATED COUNTRY	SR. NO.	NAME OF JNVS	ASSOCIATED COUNTRY
<b>BHOPAL REGION</b>			<b>LUCKNOW REGION (CONTINUED)</b>		
1.	AGAR MALWA	TURKEY	325.	BULANDSHAHAR	NORTH KOREA
2.	ALIRAJPUR	POLAND	326.	CHANDAULI	CHAD
3.	ANUPPUR	JAPAN	327.	CHITRAKOOT	SOUTH AFRICA
4.	ASHOKNAGAR	ETHIOPIA	328.	DEORIA	U. S. A.
5.	BALAGHAT	PHILIPPINES	329.	ETAH	PAKISTAN
6.	BARWANI	EGYPT	330.	ETAWAH	MCCO
7.	BETUL	VIETNAM	331.	FAIZABAD	JAPAN
8.	BHIND	CONGO	332.	FARRUKHABAD	SAUDI ARABIA
9.	BHOPAL	FINLAND	333.	FATEHPUR	ZAMBIA



10.	BURHANPUR	IRAN	334.	FIROZABAD	HONGKONG
11.	CHHATARPUR	TURKEY	335.	G B NAGAR	GERMANY
12.	CHHINDWARA	THAILAND	336.	GHAZIABAD	GERMANY
13.	DAMOH	UNITED KINGDOM	337.	GHAZIPUR	SOMALIA
14.	DATIA	FRANCE	338.	GONDA	SPAIN
15.	DEWAS	ITALY	339.	GORAKHPUR	UKRAINE
16.	DHAR	U. S. A.	340.	HAMMIRPUR	CÔTE D'IVOIRE
17.	DINDORI	INDONESIA	341.	HAPUR	CAMEROON
18.	GUNA	BRAZIL	342.	HARDOI	MALAYSIA
19.	GWALIOR	PAKISTAN	343.	HATHRAS	NIGERIA
20.	HARDA	NIGERIA	344.	J P NAGAR	MALAWI
21.	HOSHANGABAD	EAST TIMORE	345.	JALAUN	IRAQ
22.	INDORE	GERMANY	346.	JAUNPUR	GUINEA
23.	JABALPUR	RUSSIA	347.	JHANSI	POLAND
24.	JHABUA - I	TANZANIA	348.	KANNAUJ	PERU
25.	JHABUA - II	BANGLADESH	349.	KANPUR DEHAT	VENEZUELA
26.	KATNI	SOUTH AFRICA	350.	KANPUR NAGAR	UZBEKISTAN
27.	KHANDWA	MYANMAR	351.	KASHGANJ	BANGLADESH
28.	KHARGONE	SOUTH KOREA	352.	KAUSHAMBI	GUATEMALA
29.	MANDLA	KENYA	353.	KUSHINAGAR	ALGERIA
30.	MANDSAUR	COLOMBIA	354.	LAKHIMPURI KHIRI	ANGOLA
31.	MORENA	SPAIN	355.	LALITPUR	CANADA
32.	NARSINGHPUR	UGANDA	356.	LUCKNOW	GERMANY

33.	NEEMUCH	UKRAINE	357.	MAHARAJGANJ	SURINAME
34.	PANNA	ALGERIA	358.	MAHOBA	SOUTH KOREA
35.	RAISEN	SUDAN	359.	MAINPURI	U. S. A.
36.	RAJGARH	IRAQ	360.	MATHURA	INDONESIA
37.	RATLAM - I	NEW ZEALAND	361.	MAU	CONGO
38.	RATLAM - II	VENEZUELA	362.	MEERUT	NIGER
39.	REWA	CANADA	363.	MIRZAPUR	SRI LANKA
40.	SAGAR	AFGHANISTAN	364.	MORADABAD	KAZAKHSTAN
41.	SATNA	MOROCCO	365.	MUZAFFARNAGAR	ECUADOR
42.	SEHORE	SAUDI ARABIA	366.	PILIBHIT	TURKEY
43.	SEONI	PERU	367.	PRATAPGARH	JORDAN
44.	SHAH DOL	VENEZUELA	368.	RAEBARELI	NEPAL
45.	SHAJAPUR	UZBEKISTAN	369.	RAMPUR	CHINA
46.	SHEOPUR	MALAYSIA	370.	SAHARANPUR	SENEGAL
47.	SHIVPURI	ANGOLA	371.	SAMBHAL	CHILE
48.	SIDHI	MOZAMBIQUE	372.	SANT KABIR NAGAR	FRANCE
49.	SINGRAULI	IRAN	373.	SHAHJAHANPUR	THAILAND
50.	TIKAMGARH	NEPAL	374.	SHAMLI	CAMBODIA
51.	UJJAIN - I	GHANA	375.	SHRAWASTI	ARGENTINA
52.	UJJAIN - II	YEMEN	376.	SIDHARTHANAGAR	ITALY
53.	UMARIA	MADAGASCAR	377.	SITAPUR	GHANA
54.	VIDISHA	NORTH KOREA	378.	SITAPUR-II	KIRIBATI
55.	BALOD	AUSTRALIA	379.	SONEBHADRA	ROMANIA

56.	BALODA BAZAR	MOLDOVA	380.	SULTANPUR	PHILIPPINES
57.	BALRAMPUR	JAPAN	381.	UNNAO	YEMEN
58.	BASTAR	CÔTE D'IVOIRE	382.	VARANASI	U. S. A.
59.	BEMETARA	CAMEROON	383.	ALMORA	ANTIGUA AND BARBUDA
60.	BIJAPUR	SOUTH KOREA	384.	BAGESHWAR	SEYCHELLES
61.	BILASPUR	AUSTRALIA	385.	CHAMOLI	CÔTE D'IVOIRE
62.	DANTEWADA	GERMANY	386.	CHAMPAWAT	DOMINICA
63.	DHAMTARI	NIGER	387.	DEHRADUN	GERMANY
64.	DURG	SRI LANKA	388.	HARIDWAR	MARSHALL ISLANDS
65.	GARIYABAND	MAURITIUS	389.	NAINITAL	MONACO
66.	JANJGIR CHAMPA	BURKINA FASO	390.	PAURI GARHWAL	LIECHTENSTEIN
67.	JASHPUR	ROMANIA	391.	PITHORAGARH	SAN MARINO
68.	KABIRDHAM	MALAWI	392.	RUDRAPRAYAG	PALAU
69.	KANKER	MALI	393.	TEHRI GARHWAL	NAURU
70.	KONDAGAON	BANGLADESH	394.	U.S. NAGAR	TUVALU
71.	KORBA	KAZAKHSTAN	395.	UTTARKASHI	HOLY SEE
72.	KOREA	SYRIA	<b>PATNA REGION</b>		
73.	MAHASAMUND	CHILE	396.	ARARIA	ARGENTINA
74.	MUNGELI	SINGAPORE	397.	ARWAL	U. S. A.
75.	NARAYANPUR	UNITED KINGDOM	398.	AURANGABAD	UKRAINE
76.	RAIGARH	ZAMBIA	399.	BANKA	ALGERIA
77.	RAIPUR	GUATEMALA	400.	BEGUSARAI	SUDAN

78.	RAJNANDGAON	NETHERLANDS	401.	BHAGALPUR	IRAQ
79.	SARGUJA	SWEDEN	402.	BHOJPUR	POLAND
80.	SUKMA - I	ZIMBABWE	403.	BUXAR	CANADA
81.	SUKMA - II	DENMARK	404.	DARBHANGA	AFGHANISTAN
82.	SURAJPUR	ECUADOR	405.	E. CHAMPARAN	MOROCCO
83.	ANGUL	SENEGAL	406.	GAYA - I	SAUDI ARABIA
84.	BALASORE	CAMBODIA	407.	GAYA - II	PERU
85.	BARGARH	CHAD	408.	GOPALGANJ	VENEZUELA
86.	BHADRAK	SOMALIA	409.	JAMUI	UZBEKISTAN
87.	BOLANGIR	GUINEA	410.	JEHANABAD	MALAYSIA
88.	BOUDH	SOUTH SUDAN	411.	KAIMUR	ANGOLA
89.	CUTTACK	RWANDA	412.	KATIHAR	MOZAMBIQUE
90.	DEOGARH	TUNISIA	413.	KHAGARIA	NEPAL
91.	DHENKANAL	BELGIUM	414.	KISHANGANJ	GHANA
92.	GAJAPATI	CUBA	415.	LAKHISARAI	YEMEN
93.	GANJAM	BENIN	416.	MADHEPURA	MADAGASCAR
94.	JAGATSINGHPUR	BURUNDI	417.	MADHUBANI	NORTH KOREA
95.	JAJPUR	BOLIVIA	418.	MUNGER	CÔTE D'IVOIRE
96.	JHARSUGUDA	GREECE	419.	MUZAFFARPUR	AUSTRALIA
97.	KALAHANDI	HAITI	420.	NALANDA	GERMANY
98.	KENDRAPADA	DOMINICAN REPUBLIC	421.	NAWADA	NIGER
99.	KEONJHAR	CZECH REPUBLIC	422.	PATNA	GERMANY
100.	KHURDA	PORTUGAL	423.	PURNEA	BURKINA FASO

101.	KORAPUT	SWEDEN	424.	ROHTAS	ROMANIA
102.	MALKANGIRI - I	AZERBAIJAN	425.	SAHARSA	MALAWI
103.	MALKANGIRI - II	JORDAN	426.	SAMASTIPUR	MALI
104.	MAYURBHANJ	HUNGARY	427.	SARAN	KAZAKHSTAN
105.	NABRANGPUR	U. A. E.	428.	SHEIKHPURA	SYRIA
106.	NAYAGARH	BELARUS	429.	SHEOHAR	CHILE
107.	NUAPADA	HONDURAS	430.	SITAMARHI	ZAMBIA
108.	PHULBANI	TAJIKISTAN	431.	SIWAN	GUATEMALA
109.	PURI	SERBIA	432.	SUPAUL	NETHERLANDS
110.	RAYAGADA	AUSTRIA	433.	VAISHALI	ZIMBABWE
111.	SAMBALPUR	SWITZERLAND	434.	W. CHAMPARAN	ECUADOR
112.	SONEPUR	ISRAEL	435.	BOKARO	SENEGAL
113.	SUNDERGARH	PAPUA NEW GUINEA	436.	CHATRA	CAMBODIA
<b>CHANDIGARH REGION</b>			437.		
114.	CHANDIGARH	GERMANY	438.	DHANBAD	SOMALIA
115.	BILASPUR	ITALY	439.	DUMKA	GUINEA
116.	CHAMBA	ISRAEL	440.	E. SINGHBHUM	U. S. A.
117.	HAMIRPUR	MYANMAR	441.	GARHWA	RWANDA
118.	KANGRA	BRAZIL	442.	GIRIDIH	TUNISIA
119.	KINNAUR	SOUTH AFRICA	443.	GODDA	BELGIUM
120.	KULLU	NIGERIA	444.	GUMLA	CUBA
121.	LAHAUL SPITI	AFGHANISTAN	445.	HAZARIBAGH	BENIN
122.	MANDI	UKRAINE	446.	JAMTARA	BURUNDI

123.	SHIMLA	GERMANY	447.	KHUNTI	CAMEROON
124.	SIRMOUR	CANADA	448.	KODERMA	BOLIVIA
125.	SOLAN	GHANA	449.	LATEHAR	GREECE
126.	UNA	NEW ZEALAND	450.	LOHARDAGA	HAITI
127.	ANANTNAG	ARGENTINA	451.	PAKUR - I	DOMINICAN REPUBLIC
128.	BANDIPORA	SPAIN	452.	PAKUR - II	CZECH REPUBLIC
129.	BARAMULLA	BULGARIA	453.	PALAMU - I	PORTUGAL
130.	BUDGAM	NETHERLANDS	454.	PALAMU - II	SWITZERLAND
131.	DODA	MEXICO	455.	RAMGARH	SOUTH KOREA
132.	GANDERBAL	HONGKONG	456.	RANCHI	GERMANY
133.	JAMMU-I	INDONESIA	457.	SAHEBGANJ	JORDAN
134.	JAMMU-II	PHILIPPINES	458.	SERAIKELA	HUNGARY
135.	KATHUA	HAITI	459.	SIMDEGA	U. A. E.
136.	KISHTWAR	EAST TIMORE	460.	W. SINGHBHUM	BELARUS
137.	KULGAM	SUDAN	461.	ALIPURDWAR	AUSTRALIA
138.	KUPWARA	EGYPT	462.	BANKURA	HONDURAS
139.	POONCH	MOROCCO	463.	BIRBHUM	SERBIA
140.	PULWAMA	BELARUS	464.	BURDWAN	TAJIKISTAN
141.	RAJOURI	KAZAKHSTAN	465.	COOCHBEHAR	AUSTRIA
142.	RAMBAN	KYRGYZSTAN	466.	DAKSHIN DINAJPUR	NICARAGUA
143.	REASI	UZBEKISTAN	467.	DARJEELING	SWITZERLAND
144.	SAMBA	SLOVENIA	468.	E. MEDINIPUR	ISRAEL
145.	SHOPIAN	AZERBAIJAN	469.	HOOGHLY	PAPUA NEW GUINEA

146.	UDHAMPUR	CZECH REPUBLIC	470.	HOWRAH	TOGO
147.	KARGIL	SLOVAKIA	471.	JALPAIGURI	SIERRA LEONE
148.	LEH	URUGUAY	472.	MURSHIDABAD	BULGARIA
149.	AMRITSAR (AWAN)	PERU	473.	N 24 PARGANA	LAOS
150.	AMRITSAR-II	ZIMBABWE	474.	NADIA	GERMANY
151.	BARNALA	KENYA	475.	W. MEDINAPUR	LIBYA
152.	BHATINDA	CHINA	476.	PURULIA	EL SALVADOR
153.	F/GARH SAHIB	PAKISTAN	477.	S. 24 PARAGANAS - I	KYRGYZSTAN
154.	FARIDKOT	SRI LANKA	478.	S.24 PARAGANAS - II	TURKMENISTAN
155.	FAZILKA	NEPAL	479.	UTTAR DINAJPUR	LEBANON
156.	FEROZEPUR	BHUTAN	<b>PUNE REGION</b>		
157.	GURDASPUR	MYANMAR	480.	SILVASSA	SPAIN
158.	HOSHIARPUR	NORTH KOREA	481.	DAMAN	KENYA
159.	JALANDHAR	TURKEY	482.	DIU	COLOMBIA
160.	KAPURTHALA	MEXICO	483.	NORTH GOA	SOUTH KOREA
161.	LUDHIANA	JAPAN	484.	SOUTH GOA	GERMANY
162.	MANSA	ETHIOPIA	485.	AHMEDABAD	SAN MARINO
163.	MOGA	PHILIPPINES	486.	AMRELI	PALAU
164.	MOHALI	EGYPT	487.	ANAND	NAURU
165.	MUKTSAR	VIETNAM	488.	ARVALLI	U. S. A.
166.	PATHANKOT	CONGO	489.	BANASKANTHA	HOLY SEE
167.	PATIALA	GEORGIA	490.	BHARUCH	CHINA
168.	ROPAR	IRAN	491.	BHAVNAGAR	SWEDEN

169.	S.B.S. NAGAR	THAILAND	492.	BOTAD	U. S. A.
170.	SANGRUR	UNITED KINGDOM	493.	CHOTA UDAIPUR	NIGER
171.	TRAN-TARAN	FRANCE	494.	DAHOD-I	INDONESIA
<b>HYDERABAD REGION</b>			495.	DAHOD-II	BRAZIL
172.	ANANTAPUR	RWANDA	496.	DANGS	PAKISTAN
173.	CHITOOOR	TUNISIA	497.	DEVBHUMI DWARKA	NIGERIA
174.	EAST GODAVARI - I	CUBA	498.	GANDHINAGAR	BANGLADESH
175.	EAST GODAVARI - II	SWEDEN	499.	GIR SOMNATH	JAPAN
176.	GUNTUR	BENIN	500.	JAMNAGAR	RUSSIA
177.	KADAPA	BELGIUM	501.	JUNAGADH	POLAND
178.	KRISHNA	BURUNDI	502.	KHEDA	ETHIOPIA
179.	KURNOOL	BOLIVIA	503.	KUTCH	PHILIPPINES
180.	NELLORE	GREECE	504.	MAHISAGAR	EGYPT
181.	PRAKASHAM	HAITI	505.	MEHSANA	VIETNAM
182.	PRAKASHAM - II	JORDAN	506.	MORBI	SRI LANKA
183.	SRIKAKULAM	DOMINICAN REPUBLIC	507.	NARMADA	CONGO
184.	VISHAKAPATNAM	GERMANY	508.	NAVSARI	AZERBAIJAN
185.	VIZAYANAGARAM	PORTUGAL	509.	PANCHMAHAL	IRAN
186.	WEST GODAVARI	ITALY	510.	PATAN	TURKEY
187.	BANGALORE RURAL	U. A. E.	511.	PORBANDAR	THAILAND
188.	BANGALORE URBAN	GERMANY	512.	RAJKOT	UNITED KINGDOM
189.	BELGAUM	HONDURAS	513.	SABARKANTHA	MAURITIUS
190.	BELLARY	TAJIKISTAN	514.	SURAT	BURKINA FASO



191.	BHAGALKOT	HUNGARY	515.	SURENDRANAGAR	ITALY
192.	BIDAR	U. S. A.	516.	TAPI	FRANCE
193.	BIJAPUR	INDONESIA	517.	VADODARA	GERMANY
194.	CHAMARAJNAGAR	BRAZIL	518.	VALSAD	SOUTH AFRICA
195.	CHIKKABALLAPURA	PAKISTAN	519.	AHMEDNAGAR	DJIBOUTI
196.	CHIKMANGALORE	NIGERIA	520.	AKOLA	FIJI
197.	CHITRADURGA	HONGKONG	521.	AMRAVATI	COMOROS
198.	DAVANGERE	HUNGARY	522.	AURANGABAD	GERMANY
199.	DHARWAD	RUSSIA	523.	BEED	GUYANA
200.	GADAG	TANZANIA	524.	BHANDARA	MONTENEGRO
201.	HASSAN	BANGLADESH	525.	BULDHANA	SOLOMON ISLANDS
202.	HAVERI	SOUTH AFRICA	526.	CHANDRAPUR	LUXEMBOURG
203.	KALABURGI - I	MYANMAR	527.	DHULE	SURINAME
204.	KALABURGI - II	SOUTH KOREA	528.	GADCHIROLI	CABO VERDE
205.	KODAGU	KENYA	529.	GONDIA	MALDIVES
206.	KOLAR	COLOMBIA	530.	HINGOLI	BRUNEI
207.	KOPPAL	SPAIN	531.	JALGAON	MALTA
208.	MANDYA	U. S. A.	532.	JALNA	BAHAMAS
209.	MYSORE	UKRAINE	533.	KOLHAPUR	BELIZE
210.	NORTH CANARA	ALGERIA	534.	LATUR	ICELAND
211.	RAICHUR	SUDAN	535.	NAGPUR	BARBADOS
212.	RAMANAGARA	IRAQ	536.	NANDED	VANUATU

213.	SHIMOGA	POLAND	537.	NANDURBAR-I	SAO TOME AND PRINCIPE
214.	SOUTH CANARA	VENEZUELA	538.	NANDURBAR-II	SAMOA
215.	TUMKUR	CANADA	539.	NASIK	GERMANY
216.	UDUPI	AFGHANISTAN	540.	OSMANABAD	KIRIBATI
217.	YADAGERE	MAURITIUS	541.	PALGHAR	ST. VINCENT & GRENADINES
218.	ALLEPPEY	GERMANY	542.	PARBHANI	TONGA
219.	CALICUT	AUSTRIA	543.	PUNE	GRENADA
220.	CANNANORE	SAUDI ARABIA	544.	RAIGAD	MICRONESIA
221.	ERNAKULAM	GERMANY	545.	RATNAGIRI	ANTIGUA AND BARBUDA
222.	IDUKKI	PAPUA NEW GUINEA	546.	SANGLI	SEYCHELLES
223.	KASARGOD	PERU	547.	SATARA	GERMANY
224.	KOLLAM	VENEZUELA	548.	SINDHUDURG	DOMINICA
225.	KOTTAYAM	UZBEKISTAN	549.	SOLAPUR	SAINT KITTS & NEVIS
226.	MALLAPURAM	MALAYSIA	550.	WARDHA	MARSHALL ISLANDS
227.	PALGHAT	ANGOLA	551.	WASHIM	MONACO
228.	PATANAMTHITTA	MOZAMBIQUE	552.	YAVATMAL	LIECHTENSTEIN
229.	TRICHUR	IRAN	<b>SHILLONG REGION</b>		
230.	TRIVENDRAM	GERMANY	553.	LOWER DIBANG VALLEY	CONGO
231.	WYNAD	NEPAL	554.	EAST KAMENG	DENMARK
232.	ADILABAD	TOGO	555.	LOHIT (NAMSAI)	ERITREA
233.	KARIMNAGAR	SIERRA LEONE	556.	LONGDING (OLD TIRAP)	LIBERIA

234.	KHAMMAM	BULGARIA	557.	UPPER SUBANSIRI	OMAN
235.	MAHABOOB NAGAR	LAOS	558.	TAWANG	COSTA RICA
236.	MEDAK	PARAGUAY	559.	TIRAP (NEW)	ROMANIA
237.	NALGONDA	LIBYA	560.	LOWER SUBANSIRI	NORWAY
238.	NIZAMABAD	EL SALVADOR	561.	CHANGLANG	TURKMENISTAN
239.	RANGA REDDY	GERMANY	562.	WEST SIANG	CENTRAL AFRICAN REPUBLIC
240.	WARANGAL	KYRGYZSTAN	563.	PAPUMPARE	STATE OF PALESTINE
241.	CAR NICOBAR	GHANA	564.	UPPER SIANG	IRELAND
242.	MIDDLE ANDAMAN	YEMEN	565.	EAST SIANG	FINLAND
243.	SOUTH ANDAMAN	MADAGASCAR	566.	ANJAW	LEBANON
244.	KARAIKAL	NORTH KOREA	567.	WEST KAMENG	NEW ZEALAND
245.	MAHE	AUSTRALIA	568.	DIBANG VALLEY	SINGAPORE
246.	PONDYCHERRY	GERMANY	569.	KURUNG KUMEY	SLOVAKIA
247.	YANAM	MOLDOVA	570.	BAKSA	MAURITANIA
248.	MINICOY	JAPAN	571.	BARPETA	KUWAIT
<b>JAIPUR REGION</b>			572.	BONGAIGAON	CROATIA
249.	AJMER	TOGO	573.	CACHAR	PANAMA
250.	ALWAR	SIERRA LEONE	574.	CHIRANG	MALAWI
251.	BANSWARA-I	BULGARIA	575.	DARRANG	SYRIA
252.	BANSWARA-II	LAOS	576.	DHEMAJI	BOSNIA & HERZEGOVINA
253.	BARAN	PARAGUAY	577.	DHUBRI	CHILE
254.	BARMER	LIBYA	578.	DIBRUGARH	SINGAPORE

255.	BHARATPUR	EL SALVADOR	579.	GOALPARA	ALBANIA
256.	BHILWARA	NICARAGUA	580.	GOLAGHAT	ARMENIA
257.	BIKANER	KYRGYZSTAN	581.	HAILAKANDI	JAMAICA
258.	BUNDI	LEBANON	582.	JORHAT	LITHUANIA
259.	CHITTORGARH	TURKMENISTAN	583.	KAMRUP	QATAR
260.	CHURU	SINGAPORE	584.	KARBI ANGLONG	NAMIBIA
261.	DAUSA	DENMARK	585.	BAITHALANGSO (KARBI ANGLONG - II)	UNITED KINGDOM
262.	DHOLPUR	FINLAND	586.	KARIMGANJ	BOTSWANA
263.	DUNGARPUR	SLOVAKIA	587.	KOKRAJHAR	LESOTHO
264.	HANUMANGARH	CONGO	588.	LAKHIMPUR	GAMBIA
265.	JAIPUR	NORWAY	589.	MORIGAON	U. S. A.
266.	JAISALMER	ERITREA	590.	N.C. HILLS	SLOVENIA
267.	JALORE	STATE OF PALESTINE	591.	NAGAON	GABON
268.	JHALAWAR	COSTA RICA	592.	NALBARI	LATVIA
269.	JHUNJHUNU	LIBERIA	593.	SIVASAGAR	GUINEA-BISSAU
270.	JODHPUR	OMAN	594.	SONITPUR	BAHRAIN
271.	KARAULI	IRELAND	595.	TINSUKIA	SWAZILAND
272.	KOTA	NEW ZEALAND	596.	UDALGURI	TRINIDAD AND TOBAGO
273.	NAGOUR	CENTRAL AFRICAN REPUBLIC	597.	BISHNUPUR	EQUATORIAL GUINEA
274.	PALI	MAURITANIA	598.	CHANDEL	MAURITIUS
275.	PRATAPGARH	NETHERLANDS	599.	CHURACHANDPUR	ESTONIA
276.	RAJSAMAND	SWITZERLAND	600.	IMPHAL EAST	SOMALIA
277.	SAWAI MADHOPUR	CROATIA	601.	IMPHAL WEST	BHUTAN

278.	SIKAR	PANAMA	602.	SENAPATI - I	CYPRUS
279.	SIROHI	MOLDOVA	603.	SENAPATI - II	CHAD
280.	SRI GANGANAGAR-I	GEORGIA	604.	TAMENGLONG	DJIBOUTI
281.	SRI GANGANAGAR-II	AZERBAIJAN	605.	THOUBAL	FIJI
282.	TONK	GERMANY	606.	UKHRUL - I	COMOROS
283.	UDAIPUR	KUWAIT	607.	UKHRUL - II	BELGIUM
284.	AMBALA	JAMAICA	608.	EAST GARO HILLS	GUYANA
285.	BHIWANI	LITHUANIA	609.	EAST JAINTIA HILLS	JORDAN
286.	FARIDABAD	GERMANY	610.	EAST KHASI HILLS - I	GERMANY
287.	FATEHABAD	NAMIBIA	611.	EAST KHASI HILLS - II	SOLOMON ISLANDS
288.	GURUGRAM	GERMANY	612.	NORTH GARO HILLS	CZECH REPUBLIC
289.	HISSAR	LESOTHO	613.	RIBHOI	SURINAME
290.	JHAJJAR	GAMBIA	614.	SOUTH GARO HILLS	CABO VERDE
291.	JIND	NORTH MACEDONIA	615.	SOUTH WEST KHASI HILLS	HAITI
292.	KAITHAL	SLOVENIA	616.	WEST GARO HILLS	DOMINICAN REPUBLIC
293.	KARNAL	GABON	617.	WEST JAINTIA HILLS	LUXEMBOURG
294.	KURUKSHETRA	LATVIA	618.	WEST KHASI HILLS	BRUNEI
295.	MOHINDERGARH	BAHRAIN	619.	SOUTH WEST GARO HILLS	ITALY
296.	NUH	GUINEA-BISSAU	620.	AIZAWL	ISRAEL
297.	PALWAL	BANGLADESH	621.	CHAMPHAI	MALTA
298.	PANCHKULA	SWAZILAND	622.	KOLASIB	BAHAMAS
299.	PANIPAT	TRINIDAD AND TOBAGO	623.	LAWNGTLAI	BELIZE
300.	REWARI	TIMOR-LESTE	624.	LUNGLEI	VANUATU

301.	ROHTAK	EQUATORIAL GUINEA	625.	MAMIT	ICELAND
302.	SIRSA	ESTONIA	626.	SAIHA	BRAZIL
303.	SONEPAT	MAURITIUS	627.	SERCHHIP	BARBADOS
304.	YAMUNANAGAR	CYPRUS	628.	DIMAPUR	SAO TOME AND PRINCIPE
305.	JAFFARPUR KALAN	GERMANY	629.	KIPHIRE	SAMOA
306.	MUNGESHPUR	MALI	630.	KOHIMA	SAINT LUCIA
<b>LUCKNOW REGION</b>			631.	LONGLENG	KIRIBATI
307.	AGRA	CHINA	632.	MOKOKCHUNG	ST. VINCENT & GRENADINES
308.	ALIGARH	BRAZIL	633.	MON	TONGA
309.	ALLABAHAD	ZIMBABWE	634.	PEREN	ARGENTINA
310.	AMBEDKAR NAGAR	RUSSIA	635.	PHEK	GRENADA
311.	AMETHI	MONGOLIA	636.	TUENSANG	HONGKONG
312.	AURIYA	AFGHANISTAN	637.	WOKHA	ANTIGUA AND BARBUDA
313.	AZAMGARH	EGYPT	638.	ZUNHEBOTO	SEYCHELLES
314.	BADAUN	PORTUGAL	639.	EAST SIKKIM	ANDORRA
315.	BAGPAT	MADAGASCAR	640.	NORTH SIKKIM	DOMINICA
316.	BAHRAICH	KENYA	641.	SOUTH SIKKIM	SAINT KITTS & NEVIS
317.	BALLIA	VIETNAM	642.	WEST SIKKIM	MARSHALL ISLANDS
318.	BALRAMPUR	COLOMBIA	643.	DHALAI	MONACO
319.	BANDA	TANZANIA	644.	GOMATI	SAN MARINO
320.	BARABANKI	ETHIOPIA	645.	KHOWAI	PALAU

<b>321.</b>	BAREILLY	IRAN	<b>646.</b>	NORTH TRIPURA	LIECHTENSTEIN
<b>322.</b>	BASTI	UNITED KINGDOM	<b>647.</b>	SEPAHIJALA	SURINAME
<b>323.</b>	BHADOHI	BURKINA FASO	<b>648.</b>	SOUTH TRIPURA	EGYPT
<b>324.</b>	BIJNOR	MALI	<b>649.</b>	UNAKOTI	MAURITIUS
			<b>650.</b>	KAMRUP METRO	VIETNAM

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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 जिम्मेदारी 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

**REPORT OF MASTER ON DUTY**

JAWAHARNAVODAYAVIDYALAYA \_\_\_\_\_

Date: \_\_\_\_\_ Day: \_\_\_\_\_

(To be filled by MOD himself / herself &amp; 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 &amp; other details in "Consolidate Class Attendance Register" were verified &amp; 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 &amp; 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.

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ANNEXURE-XXVI

**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.

## Annexure- XXVII

## NAVODAYA VIDYALAYA SAMITI VACATION SCHEDULE FOR 2024-25

			From	To		
1.	<b>Bhopal</b>	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	10.10.2024	08.11.2024	30 days	
		Winter	--	--	--	
2.	<b>Chandigarh</b> Punjab (All JNVs) Chandigarh Jammu(Kathua, Samba, Udhampur, Jammu-I, Jammu-II & Reasi) HP All JNVs (except Shimla, Kaza, Kinnaur, Kullu)	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	28.10.2024	06.11.2024	10 days	
		Winter	26.12.2024	14.01.2025	20 days	
	J&K (Anantnag, Baramulla, Budgam, Kupwara, Ganderbal, Shopian, Doda, Poonch, Kulgam, Rajouri, Kishtwar, Ramban, Bandipora, Pulwama)	Summer	08.06.2024	29.06.2024	22 days	
		Autumn	28.10.2024	06.11.2024	10 days	
		Winter	19.12.2024	14.02.2025	58 days	
	HP: Kinnaur, Kaza, Shimla & Kullu Ladakh: Leh & Kargil	Summer	17.06.2024	26.06.2024	10days	
		Autumn	28.10.2024	06.11.2024	10 days	
		Winter	23.12.2024	02.03.2025	70 days	
	3.	<b>Hyderabad</b> JNVs of Andman & Nicobar Islands and Lakshadweep	Summer	01.05.2024	29.06.2024	60 days
			Autumn	10.10.2024	08.11.2024	30 days
			Winter	--	--	--
Andhra Pradesh, Telangana, Karnataka, Puducherry (All JNVs Except Mahe)		Summer	01.05.2024	29.06.2024	60 days	
		Autumn	10.10.2024	02.11.2024	24 days	
		Winter	10.01.2025	15.01.2025	06 days	
All JNVs of Kerala & Mahe (UT of Pudducherry)		Summer	01.04.2024	30.05.2024	60 days	
		Autumn	09.09.2024	18.09.2024	10 days	
		Winter	19.12.2024	07.01.2025	20 days	
4.		<b>Jaipur (All JNVs)</b>	Summer	01.05.2024	29.06.2024	60 days
			Autumn	28.10.2024	06.11.2024	10 days
			Winter	26.12.2024	14.01.2025	20 days
5.	<b>Lucknow (All JNVs)</b>	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	28.10.2024	06.11.2024	10 days	
		Winter	26.12.2024	14.01.2025	20 days	
6.	<b>Patna</b> Bihar & Jharkhand (All JNVs)	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	11.10.2024	09.11.2024	30 days	
		Winter	--	--	--	
	West Bengal (All JNVs)	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	07.10.2024	05.11.2024	30 days	
		Winter	--	--	--	
	JNV Darjeeling	Summer	01.05.2024	30.05.2024	30 days	
		Autumn	11.10.2024	09.11.2024	30 days	
		Winter	19.12.2024	17.01.2025	30 days	
7.	<b>Pune</b> All JNVs All JNVs (except Gujarat JNVs) All JNVs Gujarat (All JNVs)	Summer	01.05.2024	29.06.2024	60 days	
		Autumn	06.09.2024	11.09.2024	06 days	
		Autumn	17.10.2024	09.11.2024	24 days	
		Winter	09.01.2025	14.01.2025	06 days	
8.	<b>Shillong</b> Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Sikkim & Nagaland (All JNVs)	Summer	01.05.2024	01.06.2024	32 days	
		Autumn	07.10.2024	06.11.2024	31 days	
		Winter	19.12.2024	14.01.2025	27 days	
	Assam & Tripura (All JNVs)	Summer	01.05.2024	21.06.2024	52 days	
		Autumn	07.10.2024	03.11.2024	28 days	
		Winter	26.12.2024	04.01.2025	10 days	



## Annexure- XXVIII

**Standard 1: Core Values and Ethics**

<b>Domain 1: Constitutional values as enshrined in the Constitution of India</b>
<b>SD 1.1- Ability to reason, priorities, reflect and explain with reference to constitutional values</b>
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.
<b>SD1.2-Ability to use information ethically, responsibly and ensure dignity of students</b>
1.2.1 Protects student information and does not share it unless required for specific purposes by authorities.
<b>SD 1.3-Awareness and practice of fundamental duty, given in Article 51 A of the Indian Constitution</b>
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
<b>SD 1.4-Ability to understand legal obligations, rules, regulations, policies, and morally reason in case of conflicting situation and negotiate complex environments</b>
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.
<b>Domain 2: Professional Relationships</b>
<b>SD 2.1- Interfacing with other professionals and organizations to initiate co- curricular opportunities for learners</b>
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.
<b>SD 2.2- Acknowledge and understand the role of parents &amp; community in the holistic development of child</b>
2.2.1. Builds trusting relationships with parents and the community to ensure students have learning support at home and in society.
<b>SD 2.3- Ability to maintain mutual linkages between own school and other institutions and community for sharing resources, etc.</b>
2.3.1. Builds strong relationships with teachers in other schools and the community for enriching students' learning experiences.
<b>SD 2.4- Ability to nurture relationships and negotiate complex &amp; challenging environments with varied stakeholders inside &amp; outside the school</b>
2.4.1. Manages relationships with patience and trust and ensure that everyone upholds constitutional values and attitudes.
<b>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</b>
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>
8.1.1. Uses strategies such as classroom observation, questioning, and written work in notebooks (end-of- chapter questions) to assess students.  8.1.2. Poses open-ended questions to students during teaching-learning processes.	8.1.3. Regularly uses a range of methods such as projects, presentations, portfolios, experiments, quiz, surveys, case studies) as per student learning needs.  8.1.4. Initiates conversations with students to determine what they know and understand about a given topic.	8.1.5. Implements the best practices of assessments in classrooms as recommended in relevant policy documents.  8.1.6. Actively incorporates assessment for learning and as learning in classrooms.
<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>
8.2.1. Uses assessment data to identify and address common issues and alternative conceptions in classroom learning.	8.2.2. Uses assessment data to modify lesson plans and pedagogy adequately to suit specific learning needs of students.	8.2.3. Synthesizes information on student learning collected using multiple assessments to identify areas of improvement in instruction and planning.  8.2.4 Identifies areas of improvement in instruction and planning, and plan specific interventions
<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

Proficient Teacher	Advanced Teacher	Expert Teacher
<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

Proficient Teacher	Advanced Teacher	Expert Teacher
<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**

Domain 11: Learning needs		
Proficient Teacher	Advanced Teacher	Expert Teacher
<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.
Domain 12: Reflective practice		
Proficient Teacher	Advanced Teacher	Expert Teacher



<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>
12.1. Discusses the strengths and weaknesses of own practice. 12.2. Discusses the strengths and weaknesses of individual students.	12.3. Documents reflections on lesson plans and classroom strategies in light of student learning needs. 12.4. Gives multiple approaches undertaken to alter practice for better teaching-learning in classrooms.	12.5. Mentors colleagues in reflective practice. 12.6. Takes initiative to build a peer support group for ongoing learning.
<b>Domain 13: Engagement and participation in a learning community</b>		
<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>
13.1. Uses various sources/participate(s) in various platforms for shared learning opportunities within and outside the school. 13.2. Attends relevant events that promote professional learning and inquiry mostly in the capacity of a participant or observer.	13.3. Regularly presents own learnings, classroom experiments etc. in state-level conferences/seminars. 13.4. Regularly presents own learnings, classroom experiments etc. in national conferences/seminars.	13.5. Jointly organizes workshops, meetings, trainings, seminars, conferences, etc for promoting learning of colleagues. 13.6. Works towards the development of an extended learning community of teachers from neighbouring schools.

## Annexure-XXIX

## List of JNVs implementing Vigyan Jyoti programme:

REGION	S. No.	DISTRICT	REGION	S.NO	DISTRICT
Bhopal	1	JNV Cuttack	Jaipur	151	JNV Pali
Bhopal	2	JNV Dhamtari	Jaipur	152	JNV Tonk
Bhopal	3	JNV Indore	Jaipur	153	JNV Jhajjar
Bhopal	4	JNV Raipur	Jaipur	154	JNV Panchkula
Bhopal	5	JNV Sambalpur	Jaipur	155	JNV Palwal
Bhopal	6	JNV Vidisha	Jaipur	156	JNV Rewari
Bhopal	7	JNV Kanker	Jaipur	157	JNV Panipat
Bhopal	8	JNV Bilaspur	Jaipur	158	JNV Fatehabad
Bhopal	9	JNV Jabalpur	Jaipur	159	JNV Ambala
Bhopal	10	JNV Mandla	Lucknow	160	JNV Allahabad
Bhopal	11	JNV Khurda	Lucknow	161	JNV Almora
Bhopal	12	JNV Sundergarh	Lucknow	162	JNV Dehradun
Bhopal	13	JNV Dhar	Lucknow	163	JNV Haridwar
Bhopal	14	JNV Bastar	Lucknow	164	JNV Kanpur Nagar
Bhopal	15	JNV Dewas	Lucknow	165	JNV Lucknow
Bhopal	16	JNV Dhenkanal	Lucknow	166	JNV Saharanpur
Bhopal	17	JNV Durg	Lucknow	167	JNV Varanasi
Bhopal	18	JNV Ganjam	Lucknow	168	JNV Bareilly
Bhopal	19	JNV Gwalior	Lucknow	169	JNV Gorakhpur
Bhopal	20	JNV Kabirdham	Lucknow	170	JNV Jhansi
Bhopal	21	JNV Kalahandi	Lucknow	171	JNV Nainital
Bhopal	22	JNV Katni	Lucknow	172	JNV PauriGarhwal
Bhopal	23	JNV Nayagarh	Lucknow	173	JNV Agra
Bhopal	24	JNV Raigarh	Lucknow	174	JNV Aligarh
Bhopal	25	JNV Sagar	Lucknow	175	JNV Basti
Bhopal	26	JNV Ujjain-I	Lucknow	176	JNV Champawat
Bhopal	27	JNV Bhopal	Lucknow	177	JNV Hardoi
Bhopal	28	JNV Chhindwara	Lucknow	178	JNV Muzaffarnagar
Bhopal	29	JNV Rajgarh	Lucknow	179	JNV Rae Bareily
Bhopal	30	JNV Rajnandgaon	Lucknow	180	JNV Udham Singh Nagar
Bhopal	31	JNV Mahasamund	Lucknow	181	JNV Bagpat
Bhopal	32	JNV Korea	Lucknow	182	JNV Chitrakoot
Bhopal	33	JNV Balasore	Lucknow	183	JNV Faizabad
Bhopal	34	JNV Malkangiri-I	Lucknow	184	JNV Pithoragarh
Bhopal	35	JNV Puri	Lucknow	185	JNV Uttarkashi
Bhopal	36	JNV Sehore	Lucknow	186	JNV Bulandshahar
Bhopal	37	JNV Gariyaband	Lucknow	187	JNV Jaunpur
Bhopal	38	JNV Janjgir Champa	Lucknow	188	JNV Amethi
Bhopal	39	JNV Mungeli	Lucknow	189	JNV Lalitpur
Bhopal	40	JNV Jajpur	Lucknow	190	JNV Farrukhabad
Bhopal	41	JNV Bhadrak	Lucknow	191	JNV Gonda
Chandigarh	42	JNV Ludhiana	Lucknow	192	JNV Sitapur-I
Chandigarh	43	JNV Chandigarh	Lucknow	193	JNV Kushinagar

Chandigarh	44	JNV Hamirpur	Lucknow	194	JNV Ghazipur
Chandigarh	45	JNV Leh	Patna	195	JNV Darbhanga
Chandigarh	46	JNV Mandi	Patna	196	JNV East Medinipur
Chandigarh	47	JNV Amritsar	Patna	197	JNV Hazaribagh
Chandigarh	48	JNV Mansa	Patna	198	JNV Nadia
Chandigarh	49	JNV Faridkot	Patna	199	JNV Nalanda
Chandigarh	50	JNV Udhampur	Patna	200	JNV Patna
Chandigarh	51	JNV Ganderbal	Patna	201	JNV Ranchi
Chandigarh	52	JNV Solan	Patna	202	JNV Vaishali
Chandigarh	53	JNV Shimla	Patna	203	JNV West Medinipur
Chandigarh	54	JNV Bhatinda	Patna	204	JNV Katihar
Chandigarh	55	JNV Doda	Patna	205	JNV Muzaffarpur
Chandigarh	56	JNV Jalandhar	Patna	206	JNV Dhanbad
Chandigarh	57	JNV Jammu-I	Patna	207	JNV Bardhaman
Chandigarh	58	JNV Kangra	Patna	208	JNV West Singhbhum
Chandigarh	59	JNV Kapurthala	Patna	209	JNV Alipurduar
Chandigarh	60	JNV Kinnaur	Patna	210	JNV Bhagalpur
Chandigarh	61	JNV Kullu	Patna	211	JNV Birbhum
Chandigarh	62	JNV Samba	Patna	212	JNV Bokaro
Chandigarh	63	JNV Una	Patna	213	JNV Dumka
Chandigarh	64	JNV S.B.S Nagar	Patna	214	JNV E.Singhbhum
Chandigarh	65	JNV Sirmour	Patna	215	JNV Godda
Chandigarh	66	JNV Kupwara	Patna	216	JNV Gopalganj
Chandigarh	67	JNV Reasi	Patna	217	JNV Gumla
Chandigarh	68	JNV Rajouri	Patna	218	JNV Hoogli
Chandigarh	69	JNV Moga	Patna	219	JNV Murshidabad
Chandigarh	70	JNV Pathankot	Patna	220	JNV North 24 Paraganas
Chandigarh	71	JNV Taran-Taaran	Patna	221	JNV Purulia
Chandigarh	72	JNV Baramulla	Patna	222	JNV Buxar
Chandigarh	73	JNV Kargil	Patna	223	JNV Bankura
Chandigarh	74	JNV Fatehgarh Sahib	Patna	224	JNV East Champaran
Chandigarh	75	JNV Muktsar	Patna	225	JNV Deoghar
Chandigarh	76	JNV Patiala	Patna	226	JNV Koderma
Chandigarh	77	JNV Sangrur	Patna	227	JNV Aurangabad
Chandigarh	78	JNV Bilaspur	Patna	228	JNV Rohtas
Hyderabad	79	JNV Bangalore Urban	Patna	229	JNV Saharsa
Hyderabad	80	JNV Chitradurga	Patna	230	JNV Simdega
Hyderabad	81	JNV Kottayam	Patna	231	JNV Jamtara
Hyderabad	82	JNV Palakkad	Pune	232	JNV Gandhinagar
Hyderabad	83	JNV Rangareddy	Pune	233	JNV Nagpur
Hyderabad	84	JNV SOutH Canara	Pune	234	JNV Pune
Hyderabad	85	JNV Warangal	Pune	235	JNV Silvasa
Hyderabad	86	JNV Puducherry	Pune	236	JNV South Goa
Hyderabad	87	JNV Ananthapur	Pune	237	JNV Sangli
Hyderabad	88	JNV West Godavary	Pune	238	JNV Bhavnagar
Hyderabad	89	JNV Shimoga	Pune	239	JNV Vadodara
Hyderabad	90	JNV Mysore	Pune	240	JNV Tapi

Hyderabad	91	JNV Ernakulum	Pune	241	JNV Aurangabad
Hyderabad	92	JNV Middle Andaman	Pune	242	JNV Diu
Hyderabad	93	JNV Vishakapatnam	Pune	243	JNV Jalgaon
Hyderabad	94	JNV Adilabad	Pune	244	JNV Jamnagar
Hyderabad	95	JNV Alleppey	Pune	245	JNV Kolhapur
Hyderabad	96	JNV Chikkamagaluru	Pune	246	JNV Kutch
Hyderabad	97	JNV Chittoor	Pune	247	JNV Latur
Hyderabad	98	JNV Dharwad	Pune	248	JNV Mehsana
Hyderabad	99	JNV East Godavari 1	Pune	249	JNV Parbhani
Hyderabad	100	JNV Hassan	Pune	250	JNV Porbander
Hyderabad	101	JNV Idukki	Pune	251	JNV Rajkot
Hyderabad	102	JNV Karaikal	Pune	252	JNV Sholapur
Hyderabad	103	JNV Karimnagar	Pune	253	JNV Surendranagar
Hyderabad	104	JNV Kasaragod	Pune	254	JNV Yavatmal
Hyderabad	105	JNV Kurnool	Pune	255	JNV Amreli
Hyderabad	106	JNV Mahe	Pune	256	JNV Panchmahal
Hyderabad	107	JNV Nalgonda	Pune	257	JNV Amravati
Hyderabad	108	JNV Srikakulam	Pune	258	JNV Beed
Hyderabad	109	JNV Tiruvananthpuram	Pune	259	JNV Gadchiroli
Hyderabad	110	JNV Yanam	Pune	260	JNV Ratnagiri
Hyderabad	111	JNV Guntur	Pune	261	JNV Ahmedabad
Hyderabad	112	JNV Kadapa	Pune	262	JNV Kheda
Hyderabad	113	JNV Bijapur	Pune	263	JNV Valsad
Hyderabad	114	JNV Davangree	Pune	264	JNV Satara
Hyderabad	115	JNV Kollam	Pune	265	JNV Dhule
Hyderabad	116	JNV Wynad	Pune	266	JNV Wardha
Hyderabad	117	JNV Mahaboob Nagar	Pune	267	JNV Anand
Hyderabad	118	JNV Khammam	Shillong	268	JNV East Khasi Hills
Hyderabad	119	JNV Nizamabad	Shillong	269	JNV Imphal West
Hyderabad	120	JNV Uttara Kannada	Shillong	270	JNV Kamrup
Hyderabad	121	JNV Tumkur	Shillong	271	JNV Kohima
Hyderabad	122	JNV Bagalkot	Shillong	272	JNV Lohit
Hyderabad	123	JNV Pathannamthitta	Shillong	273	JNV Nalbari
Jaipur	124	JNV Barmer	Shillong	274	JNV North Sikkim
Jaipur	125	JNV Dausa	Shillong	275	JNV Jorhat
Jaipur	126	JNV Gurugram	Shillong	276	JNV Chandel
Jaipur	127	JNV Jaffarpurkalan	Shillong	277	JNV Khowai
Jaipur	128	JNV Jaipur	Shillong	278	JNV Ri Bhoi
Jaipur	129	JNV Dungarpur	Shillong	279	JNV Golaghat
Jaipur	130	JNV Jodhpur	Shillong	280	JNV Cachar
Jaipur	131	JNV Hisar	Shillong	281	JNV Changlang
Jaipur	132	JNV Kurukshetra	Shillong	282	JNV Churachandpur
Jaipur	133	JNV Kota	Shillong	283	JNV Dhalai
Jaipur	134	JNV Ajmer	Shillong	284	JNV Dibrugarh
Jaipur	135	JNV Alwar	Shillong	285	JNV East Imphal
Jaipur	136	JNV Jhunjhunu	Shillong	286	JNV East Sikkim
Jaipur	137	JNV Karnal	Shillong	287	JNV Goalpara

Jaipur	138	JNV Mohendergarh	Shillong	288	JNV Gomati tripura
Jaipur	139	JNV Mungeshpur	Shillong	289	JNV Morigaon
Jaipur	140	JNV Rohtak	Shillong	290	JNV Nagaon
Jaipur	141	JNV Udaipur	Shillong	291	JNV Sivasagar
Jaipur	142	JNV Banswara-I	Shillong	292	JNV Serchip
Jaipur	143	JNV Bhilwara	Shillong	293	JNV South West Garo Hills
Jaipur	144	JNV Chittorgarh	Shillong	294	JNV Tawang
Jaipur	145	JNV Faridabad	Shillong	295	JNV Tinsukia
Jaipur	146	JNV Jind	Shillong	296	JNV West Siang
Jaipur	147	JNV Sonapat	Shillong	297	JNV Karbianglong-I (Diphu)
Jaipur	148	JNV Rajsamand	Shillong	298	JNV Bongaigaon
Jaipur	149	JNV Bundi	Shillong	299	JNV Bishnupur
Jaipur	150	JNV Jhalawar	Shillong	300	JNV West Jaintia Hills

## ANNEXURE - XXX

## NAVODAYA VIDYALAYA SAMITI

## SANKALP - GIST OF JOB ROLES

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
<b>Total</b>			<b>400</b>			<b>400</b>

## ANNEXURE - XXXI

**Navodaya Vidyalaya Samiti**  
JNVs SELECTED FOR SOIL TESTING LAB

<b>S. No.</b>	<b>School Name</b>	<b>State</b>	<b>Stream in Senior secondary</b>
1	JNV, CHITTOOR	Andhra Pradesh	Science
2	JNV, NELLORE	Andhra Pradesh	Science
3	JNV, ANANTAPUR	Andhra Pradesh	Science
4	JNV, KRISHNA	Andhra Pradesh	Science
5	JNV, EAST GODAVRI - I	Andhra Pradesh	Science
6	JNV, PRAKASAM II	Andhra Pradesh	Science
7	JNV, BANAVASI,KURNOOL	Andhra Pradesh	Science
8	JNV PEDAVEGI,WEST GODAVARI	Andhra Pradesh	Science
9	JNV MADDIRAL,GUNTUR	Andhra Pradesh	Science
10	JNV,ONGOLE,PRAKASAM I	Andhra Pradesh	Science
11	JNV KILTAMPALEM BOWDARA, VIZIANAGARAM	Andhra Pradesh	Science
12	JNV NARAMRAJU PALLI, KADAPA	Andhra Pradesh	Science
13	JNV VENNELAVALASA,SRIKAKULAM	Andhra Pradesh	Science
14	JNV L. DIBANG VALLEY	Arunachal Pradesh	Science
15	JNV LOHIT	Arunachal Pradesh	Science
16	JNV CHANGLANG	Arunachal Pradesh	Science
17	JNV WEST SIANG	Arunachal Pradesh	Science
18	JNV DIMA HASAO	Assam	Science
19	JNV NAGARPARA, BHAGALPUR	Bihar	Science
20	JNV, W. CHAMPARAN	Bihar	Science
21	JNV RAJGIR, NALANDA	Bihar	Science
22	JNV, VAISHALI	Bihar	Science
23	JNV, SHEIKHPURA	Bihar	Science
24	JNV, SAMSTIPUR	Bihar	Science
25	JNV, BUXAR	Bihar	Science
26	JNV, GARHBANAILI, KASBA, PURNIA	Bihar	Science
27	JNV BARUN, AURANGABAD	Bihar	Science
28	JNV MUNGER	Bihar	Science
29	JNV BARHAT, JAMUI	Bihar	Science
30	JNV BIHIYA, BHOJPUR	Bihar	Science
31	JNV BISHNUPUR, BEGUSARAI	Bihar	Science
32	JNV GAYA-I	Bihar	Science
33	JNV PIPRAKOTHI, E CHAMPARAN	Bihar	Science
34	JNV SUKHASAN, MADHEPURA	Bihar	Science
35	JNV, MUZAFFARPUR	Bihar	Science
36	JNV ARARIA	Bihar	Science
37	JNV BARIYAH, SAHARSA	Bihar	Science
38	JNV REWAR, NAWADA	Bihar	Science

39	JNV, PATNA	Bihar	Science
40	JNV BARAHIYA, LAKHISARAI	Bihar	Science
41	JNV KAIMUR	Bihar	Science
42	JNV KISHANGANJ	Bihar	Science
43	JNV KOLASHI KATI HAR	Bihar	Science
44	JNV SAKTINAGAR, BANKA	Bihar	Science
45	JNV PACHHADHI, DARBANGHA	Bihar	Science
46	JNV JWAHAR DEVTI, SARAN	Bihar	Science
47	JNV KUNKURI, JASHPUR (C.G.)	Chhattisgarh	Science
48	JNV LAWAN, BALODA BAZZAR	Chhattisgarh	Science
49	JNV BARSOOR, DANTEWADA	Chhattisgarh	Science
50	JNV BASDEI, SURAJPUR	Chhattisgarh	Science
51	JNV BORAI, DURG	Chhattisgarh	Science
52	JNV CHATARKHAR, MUNGELI	Chhattisgarh	Science
53	JNV CHISDA, JANJGIR CHAMPA	Chhattisgarh	Science
54	JNV DHARAMPURA, BASTAR	Chhattisgarh	Science
55	JNV DONGARGARH, RAJNANDGAON	Chhattisgarh	Science
56	JNV KARAP, KANKER	Chhattisgarh	Science
57	JNV KAWARDHA, KABIRDHAM	Chhattisgarh	Science
58	JNV KENAPARA, KOREA	Chhattisgarh	Science
59	JNV KURUD, DHAMTARI	Chhattisgarh	Science
60	JNV MALHAR, BILASPUR	Chhattisgarh	Science
61	JNV MANACAMP, RAIPUR	Chhattisgarh	Science
62	JNV SALORA, KORBA	Chhattisgarh	Science
63	JNV SARAIPALI, MAHASMUND	Chhattisgarh	Science
64	JNV SUKMA-II	Chhattisgarh	Science
65	JNV, SOUTH GOA	Goa	Science
66	JNV, BHARUCH	Gujrat	Science
67	JNV, PATAN	Gujrat	Science
68	JNV, RAJKOT	Gujrat	Science
69	JNV, VADODARA	Gujrat	Science
70	JNV, PANCHMAHAL	Gujrat	Science
71	JNV, KUTCH	Gujrat	Science
72	JNV, TAPI	Gujrat	Science
73	JNV, GIR SOMNATH	Gujrat	Science
74	JNV, DAHOD I	Gujrat	Science
75	JNV, BHAVNAGAR	Gujrat	Science
76	JNV, GANDHI NAGAR	Gujrat	Science
77	JNV, BANASKANTHA	Gujrat	Science
78	JNV, JAM NAGAR	Gujrat	Science
79	JNV, VALSAD	Gujrat	Science
80	JNV, SURENDRA NAGAR	Gujrat	Science
81	JNV, ANAND	Gujrat	Science
82	JNV SAPUTARA, DANG	Gujrat	Science
83	JNV, ARAVALLI	Gujrat	Science
84	JNV JAMKALYANPUR, DWARKA	Gujrat	Science



85	JNV, PORBANDAR	Gujrat	Science
86	JNV KHEDA	Gujrat	Science
87	JNV, MEHSANA	Gujrat	Science
88	JNV MOTA BHANDARIYA,AMRELI	Gujrat	Science
89	JNV RUPVEL, NAVSARI	Gujrat	Science
90	JNV, MOTHUKA,FARIDABAD	Haryana	Science
91	JNV NIWARSI, KURUKSHETRA	Haryana	Science
92	JNV, REWARI	Haryana	Science
93	JNV, GURUGRAM	Haryana	Science
94	JNV,JHAJJAR	Haryana	Science
95	JNV, ROHTHAK	Haryana	Science
96	JNV KHUNGA KOTHI,JIND	Haryana	Science
97	JNV, MOULI,PANCHKULA	Haryana	Science
98	JNV PABRA,HISSAR	Haryana	Science
99	JNV,FATEHABAD	Haryana	Science
100	JNV,AMBALA	Haryana	Science
101	JNV BUTANA,SONEPAT	Haryana	Science
102	JNV NAULTHA, PANIPAT	Haryana	Science
103	JNV , ODHAN, SIRSA	Haryana	Science
104	JNV,YAMUNA NAGAR	Haryana	Science
105	JNV TITRAM,KAITHAL	Haryana	Science
106	JNV PAPROLA, KANGRA	HP	Science
107	JNV SOLAN	HP	Science
108	JNV PEKHUBELA, UNA	HP	Science
109	JNV RECKONG PEO, KINNAUR	HP	Science
110	JNV SEYOGI, MANDI	HP	Science
111	JNV, KULLU	HP	Science
112	JNV HAMIRPUR	HP	Science
113	JNV BILASPUR	HP	Science
114	JNV CHAMBA	HP	Science
115	JNV THEOG DISTT.SHIMLA	HP	Science
116	JNV, SIRMOUR	HP	Science
117	JNV, SAMBA	J & K	Science
118	JNV, UDHAMPUR	J&K	Science
119	JNV REASI	J&K	Science
120	JNV GHAROTA, JAMMU-I	J&K	Science
121	JNVYA, KATHUA	J&K	Science
122	JNV AISHMUQAM, ANANTNAG	J&K	Science
123	JNV, NARDI BALA, JAMMU -II	J&K	Science
124	JNV GANDERBAL	J&K	Science
125	JNV RAJORI	J&K	Science
126	JNV SHAHKOTE, BARAMULLA	J&K	Science
127	JNV JAMTARA	Jharakhand	Science
128	JNV GHAGHRA, GUMLA	Jharakhand	Science
129	JNV TELIYA POKHAR, MAHESHPUR, PAKUR- I	Jharakhand	Science
130	JNV, EAST SINGHBHUM	Jharakhand	Science

131	JNV, DEOGHAR	Jharkhand	Science
132	JNV, BOKARO	Jharkhand	Science
133	JNV, GARHWA	Jharkhand	Science
134	JNV, RANCHI	Jharkhand	Science
135	JNV, WEST SINGHBHUM	Jharkhand	Science
136	JNV, BONGA, HAZARIBAGH	Jharkhand	Science
137	JNV, HANSDIHA, DUMKA	Jharkhand	Science
138	JNV SIMDEGA	Jharkhand	Science
139	JNV PUTO, KODERMA	Jharkhand	Science
140	JNV, SIJULATA, SERAIKELA	Jharkhand	Science
141	JNV, CHATRA	Jharkhand	Science
142	JNV JOGNA, LOHARDAGA	Jharkhand	Science
143	JNV SAHEBGANJ	Jharkhand	Science
144	JNV LALMATIA, GODDA	Jharkhand	Science
145	JNV LATEHAR	Jharkhand	Science
146	JNV BENAGORIA, DHANBAD	Jharkhand	Science
147	JNV KULAGERI, BAGALKOT	Karnataka	Science
148	JNV UDUVALLI, CHITRADURGA	Karnataka	Science
149	JNV, BANGLORE URBAN	Karnataka	Science
150	JNV, CHIKKABALLPURA	Karnataka	Science
151	JNV, MYSORE	Karnataka	Science
152	JNV, GADAG	Karnataka	Science
153	JNV CRS, CHIKAMANGALUR	Karnataka	Science
154	JNV GAJANUR SHIMOGA	Karnataka	Science
155	JNV , YADGIRI	Karnataka	Science
156	JNV KUKANOOR, KOPPAL	Karnataka	Science
157	JNV MAVINAKERE, HASSAN	Karnataka	Science
158	JNV MUDIPI, DAKSHINA KANADA	Karnataka	Science
159	JNVS-DEVARAHALLI	Karnataka	Science
160	JNV CHARA HEBRI, UDUPI	Karnataka	Science
161	JNV SHIVARAGUDDA, MANDYA	Karnataka	Science
162	JNV LEH	Ladakh UT	Science
163	JNV, KARGIL	Ladakh UT	Science
164	JNV, SATARA	Maharashtra	Science
165	JNV, SINDHUDURG	Maharashtra	Science
166	JNV, GONDIA	Maharashtra	Science
167	JNV, NANDURBAR	Maharashtra	Science
168	JNV KANNAD, AURANGABAD	Maharashtra	Science
169	JNV AHEMDNAGAR	Maharashtra	Science
170	JNV GADCHIROLI	Maharashtra	Science
171	JNV NANDURBAR II	Maharashtra	Science
172	JNV OSMANABAD	Maharashtra	Science
173	JNV JALGAON	Maharashtra	Science
174	JNV AKOLA	Maharashtra	Science
175	JNV PARBHANI	Maharashtra	Science
176	JNV SELUKATE, WARDHA	Maharashtra	Science

177	JNV AMBA, JALNA	Maharashtra	Science
178	JNV, BULDANA	Maharashtra	Science
179	JNV NAVEGAON, NAGPUR	Maharashtra	Science
180	JNV H.S., LATUR	Maharashtra	Science
181	JNV BASMATH, HINGOLI	Maharashtra	Science
182	JNV, BELORA, YAVATMAL	Maharashtra	Science
183	JNV PADAVE, RATNAGIRI	Maharashtra	Science
184	JNV, CHANDRAPUR	Maharashtra	Science
185	JNV, AMRAVATI	Maharashtra	Science
186	JNV, PALGHAR	Maharashtra	Science
187	JNV, PUNE	Maharashtra	Science
188	JNV, KOLHAPUR	Maharashtra	Science
189	JNV, SOLAPUR	Maharashtra	Science
190	JNV, RAIGARH	Maharashtra	Science
191	JNV, BEED	Maharashtra	Science
192	JNV, NASIK	Maharashtra	Science
193	JNV, SANGLI	Maharashtra	Science
194	JNV, NANDED	Maharashtra	Science
195	JNV, WASHIM	Maharashtra	Science
196	JNV WEST JAINTIA HILLS	Meghalaya	Science
197	JNV RAJGARH	MP	Science
198	JNV THANDLA, JHABUA 2	MP	Science
199	JNV JHABUA 1	MP	Science
200	JNV, ANGUL	Odisha	Science
201	JNV, BALASORE	Odisha	Science
202	JNV, BARANG, CUTTACK	Odisha	Science
203	JNV, BELPARA, BOLAGNIR	Odisha	Science
204	JNV, BHADRAK	Odisha	Science
205	JNV, DEOGARH	Odisha	Science
206	JNV, DHENKANAL	Odisha	Science
207	JNV, GAJAPATI	Odisha	Science
208	JNV, GOSALA, SAMBALPUR	Odisha	Science
209	JNV HADAGARH KEONJHAR	Odisha	Science
210	JNV, JAGATSINGHPUR	Odisha	Science
211	JNV, JAJPUR	Odisha	Science
212	JNV, JHARSUGUDA	Odisha	Science
213	JNV, KALAHANDI	Odisha	Science
214	JNV, KENDRAPADA	Odisha	Science
215	JNV, KHURDA	Odisha	Science
216	JNV, KORAPUT	Odisha	Science
217	JNV, MAYURBHANJ	Odisha	Science
218	JNV, NABARANGPUR	Odisha	Science
219	JNV PALJHAR BOUDH	Odisha	Science
220	JNV, PURI	Odisha	Science
221	JNV, SUNDARGARH	Odisha	Science
222	JNV, SURNGI, GANJAM	Odisha	Science

223	JNV, TARBOD, NUAPADA	Odisha	Science
224	JNV, TARVA, SONEPUR	Odisha	Science
225	JNV, TUDIPAJU, KANDHAMAL, PHULBANI	Odisha	Science
226	JNV KAUNI, FARIDKOT	Punjab	Science
227	JNV , FEROZPUR	Punjab	Science
228	JNV TEONA PUJARIAN, BATHINDA	Punjab	Science
229	JNV NAJOCHAK, PATHANKOT	Punjab	Science
230	JNV, JALANDHAR	Punjab	Science
231	JNV POJEWAL, SBS NAGAR	Punjab	Science
232	JNV, SANGRUR	Punjab	Science
233	JNV, BARNALLA	Punjab	Science
234	JNV GOINDWAL SAHIB, TARAN TARAN	Punjab	Science
235	JNV PULAH, HOSHIARPUR	Punjab	Science
236	JNV AMRITSAR-I(AWAN)	Punjab	Science
237	JNV MANSA	Punjab	Science
238	JNV MOHALI	Punjab	Science
239	JNV ROPAR	Punjab	Science
240	JNV LOHARA, MOGA	Punjab	Science
241	JNV WARING KHERA, MUKSTAR	Punjab	Science
242	JNV CHHAN, TONK	Rajasthan	Science
243	JNV,JALORE	Rajasthan	Science
244	JNV SARDARSHAHAR, CHURU	Rajasthan	Science
245	JNV,SIROHI	Rajasthan	Science
246	JNV JAT BARODA,SAWAI MADHOPUR	Rajasthan	Science
247	JNV PATAN,SIKAR	Rajasthan	Science
248	JNV KAJARA,JHUNJHUNU	Rajasthan	Science
249	JNV CHHOTISADRI,PRATAPGARH	Rajasthan	Science
250	JNV JOJAWAR,ALWAR	Rajasthan	Science
251	JNV,BIKANER	Rajasthan	Science
252	JNV,BARAN	Rajasthan	Science
253	JNV,BANSWARA II	Rajasthan	Science
254	JNV BARI ROAD DHOLPUR	Rajasthan	Science
255	JNV KUCHAMAN CITY,NAGAU	Rajasthan	Science
256	JNV PACHPADRA,BARMER	Rajasthan	Science
257	JNV, PACHPAHAR, JHALAWAR	Rajasthan	Science
258	JNV SURATGARH,SRI GANGA NAGAR II	Rajasthan	Science
259	JNV,DAUSA	Rajasthan	Science
260	JNV,SRI GANGA NAGAR I	Rajasthan	Science
261	JNV, KOTA	Rajasthan	Science
262	JNV HURD,BHILWARA	Rajasthan	Science
263	JNV,AJMER	Rajasthan	Science
264	JNV PAWATA,JAIPUR	Rajasthan	Science
265	JNV,HANUMAN GARH	Rajasthan	Science
266	JNV JATNAGLA,KARALI	Rajasthan	Science
267	JNV THAKARDA,DUNGARPUR	Rajasthan	Science
268	JNV MANDFIYA,CHITTORGARH	Rajasthan	Science

269	JNV,BUNDI	Rajasthan	Science
270	JNV RAJSAMAND	Rajasthan	Science
271	JNV,UDAIPUR	Rajasthan	Science
272	JNV CHHOKARAWARA, BHARTPUR	Rajasthan	Science
273	JNV PALI	Rajasthan	Science
274	JNV CHALAKURTHY,NALGONDA	Telangana	science
275	JNV SOUTH TRIPURA	Tripura	Science
276	JNV GOMATI	Tripura	Science
277	JNV DHALAI	Tripura	Science
278	JNV, MAHARAJGANJ	UP	Science
279	JNVAzamgarh	UP	Science
280	JNVBaghpat	UP	Science
281	JNVBareilly	UP	Science
282	JNVBijnore	UP	Science
283	JNVFarrukhabad	UP	Science
284	JNVGhaziabad	UP	Science
285	JNVHathras	UP	Science
286	JNVJ P Nagar	UP	Science
287	JNVJhansi	UP	Science
288	JNVKanpur Dehat	UP	Science
289	JNVKanpur Nagar	UP	Science
290	JNVLucknow	UP	Science
291	JNVMeerut	UP	Science
292	JNVMuzaffarnagar	UP	Science
293	JNV, CHANDIGARH	UT-Chandigarh	Science
294	JNV PUDUCHERRY	UT-Puducherry	Science
295	JNV KARRIAKAL	UT-Puducherry	Science
296	JNV PITHORAGARH	Uttrakhand	Science
297	JNV CHAMPAWAT	Uttrakhand	Science
298	JNV,US NAGAR	Uttrakhand	Science
299	JNV ROSHANABAD,HARIDWAR	Uttrakhand	Science
300	JNV,DEHRADOON	Uttrakhand	Science

## Annexure - XXXII

F.No.12/2/2023-JCA  
Government of India  
Ministry of Personnel, Public Grievances and Pensions  
(Department of Personnel and Training)  
Establishment (JCA) Section

North Block, New Delhi  
Dated the 3<sup>rd</sup> July, 2023

**OFFICE MEMORANDUM**

**Subject: Holidays to be observed in Central Government Offices during the year 2024- reg.**

It has been decided that the holidays, as specified in **Annexure -I** to this O.M., will be observed in all the Administrative Offices of the Central Government located at Delhi/New Delhi during the year 2024. In addition, each employee will also be allowed to avail himself/herself of any two holidays to be chosen by him/her out of the list of Restricted Holidays specified at **Annexure - II**.

2. Central Government Administrative Offices located outside Delhi / New Delhi shall observe the following holidays compulsorily in addition to three holidays, to be chosen out of the 12 optional holidays indicated below at para 3.1:

1. **REPUBLIC DAY**
2. **INDEPENDENCE DAY**
3. **MAHATMA GANDHI'S BIRTHDAY**
4. **BUDDHA PURNIMA**
5. **CHRISTMAS DAY**
6. **DUSSEHRA (VIJAY DASHMI)**
7. **DIWALI (DEEPAVALI)**
8. **GOOD FRIDAY**
9. **GURU NANAK'S BIRTHDAY**
10. **IDU'L FITR**
11. **IDU'L ZUHA**
12. **MAHAVIR JAYANTI**
13. **MUHARRAM**
14. **PROPHET MOHAMMAD'S BIRTHDAY (ID-E-MILAD)**

3.1. For offices located in New Delhi/Delhi, three holidays are selected by the D/o Personnel & Training and for the offices located outside Delhi/New Delhi three holidays are to be chosen by the Central Government Employees Welfare Coordination Committee in the State Capitals, if necessary, in consultation with Coordination Committees at other places in the State, from the list indicated below. The final list, applicable uniformly to all Central Government offices within the concerned State, shall be notified accordingly and no change can be carried out thereafter. It is also clarified that no change is permissible in the festivals and dates, as indicated at Annexure -I and Annexure-II barring a few exceptions indicated at para 5.1 and 5.2 hereinafter. The 12 optional holidays are as follows:

1. **AN ADDITIONAL DAY FOR DUSSEHRA**
2. **HOLI**
3. **JANAMASHTAMI (VAISHNAVI)**
4. **RAM NAVAMI**
5. **MAHA SHIVRATRI**
6. **GANESH CHATURTHI / VINAYAK CHATURTHI**
7. **MAKAR SANKARANTI**
8. **RATH YATRA**
9. **ONAM**
10. **PONGAL**
11. **SRI PANCHAMI / BASANT PANCHAMI**
12. **VISHU/ VAISAKHI / VAISAKHADI / BHAG BIHU / MASHADI UGADI / CHAITRA SUKLADI / CHETI CHAND / GUDI PADAVA / 1<sup>ST</sup> NAVRATRA / NAORAZ/CHHATH POOJA/KARVA CHAOUTH.**

*[Handwritten signature]*

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3.2 No substitute holiday should be declared if any of the festival holidays, initially declared, subsequently happens to fall on a weekly off or any other non-working day or in the event of more than one festival falling on the same day.

4. The list of Restricted Holidays appended as Annexure-II to this O.M. is meant for Central Government Offices located in Delhi / New Delhi. The Coordination Committees at the State Capitals may draw up separate list of Restricted Holidays keeping in view the occasions of local importance. However, the 9 occasions left over, after choosing the 3 variable holidays in para 3.1 above, are also to be included in the list of restricted holidays.

5.1 For offices in Delhi / New Delhi, any change in the date of holidays in respect of Idu'l Fitr, Idu'l Zuha, Muharram and Id-e-Milad, if necessary, depending upon sighting of the Moon, would be declared by the Ministry of Personnel, Public Grievances and Pensions, after ascertaining the position from the Govt. of NCT of Delhi (DCP, Special Branch, Delhi Police).

5.2 For offices outside Delhi / New Delhi, the Central Government Employees Welfare Coordination Committees at the State Capitals are authorised to change the date of holiday, if necessary, based on the decision of the concerned State Governments / Union Territories, in respect of Idu'l Fitr, Idu'l Zuha, Muharram and Id-e-Milad.

5.3 It may happen that the change of date in respect of the above occasions has to be declared at a very short notice. In such a situation, announcement could be made through P.I.B/T.V./A.I.R./ Newspapers and the Heads of Department / Offices of the Central Government may take action according to such an announcement, without waiting for a formal order, about the change of date.

6. During 2024, Diwali (Deepavali) falls on Thursday, October 31, 2024 (Kartika 09). In certain States, the practice is to celebrate the occasion a day in advance, i.e., on "Naraka Chaturdasi Day". In view of this, there is no objection if holiday on account of Deepavali is observed on "Naraka Chaturdasi Day (in place of Deepavali Day) in the Central Government Offices in a State if in that State that day alone is declared as a compulsory holiday for Diwali for the offices of the State Government.

7. Central Government Organisations which include industrial, commercial and trading establishments would observe upto 16 holidays in a year including three national holidays viz. Republic Day, Independence Day and Mahatma Gandhi's birthday, as compulsory holidays. The remaining holidays / occasions may be determined by such establishments/organisations themselves for the year 2024, subject to para 3.2 above.

8. Union Territory Administrations shall decide the list of holidays in terms of Instructions issued in this regard by the Ministry of Home Affairs.

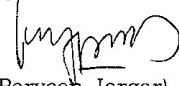


- 3 -

9. In respect of Indian Missions abroad, the number of holidays may be notified in accordance with the instructions contained in this Department's O.M. No.12/5/2002-JCA dated 17<sup>th</sup> December, 2002. In other words, they will have the option to select 14 (Fourteen) holidays of their own only after including in the list, three National Holidays and Mahavir Jayanti and Dussehra included in the list of compulsory holidays and falling on days of weekly off.

10. In respect of Banks, the holidays shall be regulated in terms of the extant instructions issued by the Department of Financial Services, Ministry of Finance.

11. Hindi version will follow.



(Parveen Jargar)  
Deputy Secretary to the Govt. of India

☎ 23094678

To

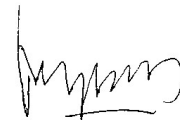
1. All Ministries/ Departments of Government of India.
2. UPSC/CVC/C&AG/PMO/Lok Sabha Secretariat/Rajya Sabha Secretariat/President's Secretariat/Vice-President's Secretariat/ Supreme Court/High Court of the States/Central Administrative Tribunal Principal Bench/ Election Commission of India/Minorities Commission/ National Human Rights Commission/Central Information Commission/National Commission for Women/National Commission for SC/NCST/NCBC.
3. All attached and subordinate offices of Ministry of Personnel, P.G. & Pensions.
4. Secretary, Staff Side, National Council (JCM), 13-C, Ferozeshah Road, New Delhi.
5. All Staff Side Members of the National Council (JCM).
6. All Staff Side Members of the Departmental Council (JCM), Ministry of Personnel, P.G. and Pensions.
7. Chairman/Secretaries, Central Government Employees Welfare Coordination Committees (As per updated list from Welfare Section).
8. PS to Cabinet Secretary.
9. Deputy Secretary (Coordination), Delhi Govt. Secretariat, I.G. Stadium, I.T.O., New Delhi.
10. The Manager (Store), Government of India, Forms Store, 166 Lenin Sarai, Kolkata
11. Chief Secretaries to all the State Governments/Union Territories.
12. Directorate of Advertising and Visual Publicity, PTI Building, New Delhi
13. Deputy Director (Bills), Dte. of Printing, B-Wing, Nirman Bhavan, New Delhi
14. Positional Astronomy Centre, Block-AQ, Plot No.8 Sector-V, Saltlake, Manish Bathan, Kolkata - 700091
15. Facilitation Centre, DOP&T (20 copies)



## ANNEXURE-I

**LIST OF HOLIDAYS FOR THE YEAR 2024 TO BE OBSERVED IN THE  
ADMINISTRATIVE OFFICES OF CENTRAL GOVERNMENT LOCATED AT DELHI / NEW  
DELHI**

S.No.	Holiday	Date	Saka Date	Day
<b>1945 SAKA ERA</b>				
1.	Republic Day	January 26	Magha 06	Friday
<b>1946 SAKA ERA</b>				
2.	Holi	March 25	Chaitra 05	Monday
3.	Good Friday	March 29	Chaitra 09	Friday
4.	Id-ul-Fitr	April 11	Chaitra 22	Thursday
5.	Ram Navami	April 17	Chaitra 28	Wednesday
6.	Mahavir Jayanti	April 21	Vaisakha 01	Sunday
7.	Budha Purnima	May 23	Jyaishta 02	Thursday
8.	Id-ul-Zuha (Bakrid)	June 17	Jyaishta 27	Monday
9.	Muharram	July 17	Ashadha 26	Wednesday
10.	Independence Day	August 15	Sarvana 24	Thursday
11.	Janmashtami (Vaishnva)	August 26	Bhadra 04	Monday
12.	Milad-un-Nabi or Id-e-Milad (Birthday of Prophet Mohammad)	September 16	Bhadra 25	Monday
13.	Mahatma Gandhi's Birthday	October 02	Asvina 10	Wednesday
14.	Dussehra	October 12	Asvina 20	Saturday
15.	Diwali (Deepavali)	October 31	Kartika 09	Thursday
16.	Guru Nanak's Birthday	November 15	Kartika 24	Friday
17.	Christmas Day	December 25	Pausha 04	Wednesday



**ANNEXURE-II****LIST OF RESTRICTED HOLIDAYS FOR THE YEAR 2024 IN RESPECT OF ADMINISTRATIVE OFFICES OF CENTRAL GOVERNMENT LOCATED AT DELHI / NEW DELHI**

S.No	Holiday	Date	Saka Date	Day
<b>SAKA ERA 1945</b>				
1.	New Year's Day	January 01	Pausha 11	Monday
2.	Lohri	January 13	Pausha 23	Saturday
3.	Makar Sankranti	January 14	Pausha 24	Sunday
4.	Magha Bihu/ Pongal	January 15	Pausha 25	Monday
5.	Guru Gobind Singh's Birthday	January 17	Pausha 27	Wednesday
6.	Hazarat Ali's Birthday	January 25	Magha 05	Thursday
7.	Sri Panchami, Basant Panchami	February 14	Magha 25	Wednesday
8.	Shiva ji Jayanti	February 19	Magha 30	Monday
9.	Guru Ravi Das's Birthday	February 24	Phalguna 05	Saturday
10.	Birthday of Swami Dayananda Saraswati	March 06	Phalguna 16	Wednesday
11.	Maha Shivratri	March 08	Phalguna 18	Friday
<b>SAKA ERA 1946</b>				
12.	Holika dahan	March 24	Chaitra 04	Sunday
13.	Dolyatra	March 25	Chaitra 05	Monday
14.	Easter Sunday	March 31	Chaitra 11	Sunday
15.	Jamat-Ul-Vida	April 05	Chaitra 16	Friday
16.	Chaitra Sukladi /Gudi Padava/Ugadi/ Cheti Chand	April 09	Chaitra 20	Tuesday
17.	Vaisakhi /Vishu	April 13	Chaitra 24	Saturday
18.	Meshadi (Tamil New Year's Day) / Vaisakhadi (Bengal) / Bahag Bihu (Assam)	April 14	Chaitra 25	Sunday
19.	Birthday of Guru Rabindranath Tagore	May 08	Vaisakha 18	Wednesday
20.	Rath Yatra	July 07	Ashadha 16	Sunday
21.	Parsi New Year's day/Nauraj	August 15	Sravana 24	Thursday
22.	Raksha Bandhan	August 19	Sravana 28	Monday

**Newly Added and Modified Features in PAP 2024 - 25.****1) Newly Added Features in PAP 2024-25**

<b>S. No.</b>	<b>Particulars</b>	<b>Page No.</b>
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2	National Curriculum Framework	14
3	National Professional Standards for Teachers (NPST)	17
4	National Mission for Mentoring (NMM)	18
5	PRASHAST APP: Disability Screening Checklist for Schools	25
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12	Training: Methodology of 50 Hours of CPD for Teachers / School Heads	110
13	SAATHEE	137
14	Center of Excellence For Sports	149
15	Centralized Aadhar based Attendance System for all the unites of NVS (HQ/ROs/JNVs/NLIs)	190

**2) Modified Features in PAP 2024-25**

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1	Institutional Planning	8
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3	PM SHRI Schools	21
4	Bench Mark Fixed for Pass Percentage And Subject Average For The Academic Year 2024-25	50
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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 PLANNING



## 2024-25



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



