

# **NVS PM SHRI SCHOOLS**

## **Framework on School Transformation**

**(PHASE-I, 2nd YEAR - 2024-25, JNVs - 312)**



### **Part 1**

## **Implementation and Programmatic Guidelines**

## **PM SHRI PHASE-I, 2nd YEAR - 2024-25, JNVs – 312**

### **Implementation and Programmatic Guidelines**

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**Note – The guideline for Pillars 3 & 5 will be issued separately.**

## About the PM SHRI Guiding Framework

PM SHRI schools are envisioned to be exemplar schools that meet the demands of the 21st century. These schools will be qualitatively strengthened to showcase the various aspects of the National Education Policy, 2020 and to emerge as exemplar schools in their regions, which will further mentor schools in a given region with an aim to amplify the excellence of these schools and develop the quality standards of the PM SHRI Schools within these schools. This will help in handholding, collaboration and clustering, finally leading to a ripple effect for developing more potential exemplar schools every year.

This guiding framework 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.

## Outline of the Guiding Framework

The guiding framework is prepared with the intention to provide the school ecosystem with the tools and strategies through which they can create a stimulating learning experience. Accordingly, a comprehensive approach has been undertaken to develop the guiding framework, which is divided into three parts as follows -

**Part I:** Lays out the theoretical aspects and explores the pillars of the PM SHRI schools, i.e. Curriculum, Pedagogy and Assessment; Access and Infrastructure (Adequacy, Functionality, Aesthetics and Safety); Human Resources and School Leadership; Inclusive Practices and Gender Equity; Management, Monitoring and Governance, and Beneficiary Satisfaction. The section further explains how transformations across these pillars can be brought to life within the school environment.

**Part II:** Lays out the programmatic and financial norms, along with suggestive activities that schools may undertake in order to fulfil the norms.

**Part III:** Lays down School Quality Assessment Framework (SQAF)

## Purpose of the Framework

**It is to be noted that the framework is not prescriptive but suggestive in nature. School transformation may look different for each school, and readers can use this framework as a resource that enables the kind of transformation that the school wants. Keeping the purpose of NEP at the centre, any homogenisation /uniformization/ rigid structuring would not allow for uniqueness of excellence. NVS has customized the guideline as per the requirement of JNVs.**

As such, this framework has been developed keeping various enablers in mind. These may be school principals, school management committees, teachers, parents, and even government officials. The purpose and ways to utilise this framework differ from user to user. In particular, the framework serves the users in the following ways:

- a.** It acts as a reference for suggestive actions that may be undertaken by schools to achieve school transformation
- b.** It acts as a practical guide to aid the implementation for concepts that may be novel to some users
- c.** It acts as a reinforcement of methods that users are already familiar with

It is expected that this framework will answer most queries pertaining to the different aspects of PM SHRI Schools and aid different stakeholders in achieving that.

## Introduction to PM SHRI Schools

As we continue to build an education system for the future, it is critical that the school ecosystem is resilient in the face of an 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 exemplar schools. 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, multilingual 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 the effective implementation of the scheme. A system of transparency and accountability will be created for the effective delivery of performance at school levels.

These schools will focus on not only enhancing cognitive development but also creating holistic and well-rounded individuals equipped with key 21st-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-centred, discussion-based, flexible, and enjoyable. The focus will be on the learning outcomes of everychild in every grade. 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 honoured. Furthermore, the unutilized capacity of school infrastructure would be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”. Suitable facilitating systems shall be put in place to achieve universal participation in school by carefully tracking students, as well as their learning levels.

The PM SHRI schools should act as a network of exemplar schools that will demonstrate excellence and act as belief, practices and knowledge centers for the entire learning ecosystem. PM SHRI schools may invite other schools in the same cluster or block to visit these exemplar schools to facilitate knowledge sharing and school improvement conversations. The following sections are built around these ideas and provide actionable insights to achieve school transformation.

## **Aims and Objectives**

- i. The selected schools will help showcase the implementation of the National Education Policy 2020 and emerge as exemplar schools over a period of time.
- ii. This initiative is intended to prepare more than 14,500 exemplar schools in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.
- iii. These schools 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, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020.
- iv. These schools aim to nurture students in a way that they become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.
- v. The aim of these schools will not only be cognitive development, but also to create holistic and well-rounded individuals equipped with key 21st century skills.
- vi. Pedagogy adopted in these schools will be more experiential, holistic, integrated, play/toy-based (particularly, in the foundational years) inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, enjoyable.
- vii. Focus will be on the learning outcomes of every child in every grade – with continuous formative assessment of Quantitative, Verbal & Logical Reasoning Skills. Assessment at all levels will be based on conceptual understanding and application of knowledge to real life situations and will be competency-based. Skill-Based Aptitude Test (SBAT) will be introduced for vocational education.
- viii. Assessment of the resources available and their effectiveness will



be done in terms of availability, adequacy, appropriateness, and utilisation for each of the domains and their key performance indicators will be done and gaps will be filled in a systematic and planned manner.

- ix. Linkage with Sector Skill Councils and local industry for enhancing employability and providing better employment opportunities.
- x. These schools will be developed as Green Schools incorporating environment friendly aspects like energy efficient using solar panels and LED lightings, nutrition gardens with natural farming, waste management, plastic-free, water conservation and harvesting, study of traditions/practises related to protection of the environment, climate change related hackathons and awareness generation to incorporate organic lifestyle.
- xi. Efforts to be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students.
- xii. The dignity of the school as an institution would be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the unutilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non- teaching / schooling hours and may be used as a “Samajik Chetna Kendra”
- xiii. It is also aimed to achieve universal participation in the school of neighbourhood children by carefully tracking the enrolment of students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out.
- xiv. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place.

- xv. These schools are expected to emerge as leaders in education and will offer guidance to neighbourhood schools to achieve the benchmarks of PM SHRI schools over time.
- xvi. These schools will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.
- xvii. Regular visits in the PM SHRI Schools by other schools in the district/block/cluster or nearby sub-locality will be encouraged to motivate them to adopt the interventions and become exemplar schools themselves.

### **Selection of 312 JNVs, under Phase – I**

312 JNVs have been selected in 1<sup>st</sup> phase during the session 2023-24. The different activities / strengthening of JNV infrastructure will be continue in all 312 JNVs during the session 2023-24 as per NVS guidelines.

## Programmatic and Financial Norms of PM SHRI Schools

Programmatic and Financial Norms of PM SHRI Schools are provided for the interventions under six pillars. It is to be noted that these Programmatic and Financial Norms is an evolving document, which are being modified/changed as per NVS requirements and local context.

### **Pillar1: Curriculum, Pedagogy and Assessment:**

#### **1.1 Learning Enhancement Programme (LEP) / Remedial Teaching Learning Enrichment Programme in NVS (Recurring)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>No of Students</b>	<b>Unit cost</b>	<b>Total</b>
Learning Enhancement/ Enrichment Program for all students of grade 6 <sup>th</sup> to 12 <sup>th</sup> lagging behind to achieve desired LOs <b>(Rs.200 / Student x 500 Students)</b>	500	0.002 (Rs.200)	<b>Rs.1 lac</b>

##### **Project Background**

Learning Enhancement Program is a centrally sponsored scheme that aims to identify the learning gaps and equip low achievers with core learning prerequisites, to enable them to reach competency levels resulting in an equitable education in accordance with the sustainable development goal for education. The primary objective of LEP is to enable children to continue learning as the first step towards the restoration of normal learning following the learning gaps imposed by the pandemic. Two primary pillars of LEP are defined below:

- Learning through experiential activities in fast paced manner
- Special focus on conceptual clarity to students for application in the future classes

##### **Project Objectives**

- To provide need-based interventions for enhancing learning of such children who got left behind or suffered learning loss
- To provide support for bridging learning gaps with additional interventions in the form of resource material, peer interaction and engaging educational content

<b>Proposed Norms:</b>	
<b>Programmatic Norms</b>	<p>This programme will include following four areas:</p> <ol style="list-style-type: none"> <li><b>Classroom based interventions</b> focusing on enhancing the students' learning capacities – that is, activity-based and hands-on experiential/art-integrated/sport-integrated learning to acquire listed learning outcomes. Here, teachers are expected to record individual Student Academic Progress to be able to identify areas of improvement from time to time.</li> <li><b>Academic enrichment in classrooms</b> aimed at engaging students beyond classrooms through various interventions, such as, group research, group work, portfolios, presentations by students, debates, quizzes, extra reading, project- work, etc.</li> <li><b>Individualised learning interventions</b> for children with special needs and identified slow learners, especially with the help of special educators, therapists, peer learning, parental/volunteer involvement, etc.</li> <li><b>Academic enrichment beyond classrooms</b> - Topic-centered and Project-based Circles will be encouraged and supported at the levels of schools, both in online as well as offline mode. Examples include Science Circles, Math Circles, Music &amp; Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Photography clubs, Social-service clubs, Digital clubs, Heritage clubs, Literary clubs, Art clubs, Health &amp; Well-being Clubs/ Yoga Clubs and so on.</li> </ol> <p><b>Note:</b> Class-wise topics/circles may be formed to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement for conducting various activities/deliberations to understand/comprehend the particular themes/topics/areas. (NEP 4.44)</p>

### **Meeting diverse needs of students:**

It is imperative that the planned curriculum enables teachers to deliver learning content and experiences for our diverse learners within our classrooms.

Teachers need to consider how to meet diverse learning needs while planning curriculum units and teaching resources. Differentiated strategies, learning options, and differentiated resources are to be planned to assist our teachers to apply differentiated practices to cater into the requirements of both the slow learners and high achievers.

Monitoring and formative feedback at the Principal level assists teachers to implement adjustments to teaching, resources, and strategies so that our diverse students are challenged to meet their potential.

**LEP -High achievers:**

- Higher-order questions and opportunities for formative assessment.
- Targeted and intensive enrichment programme.
- Differentiated study materials and activities.
- Formation of flexible peer study groups.
- Mentors support.
- Provide opportunities for open-ended questions, self-directed activities.
- Provide independent learning opportunities.
- Use advanced supplementary/reading materials/open source resources.
- Provide drill and practice activities.
- Provide opportunities for divergent (many answers) and convergent (best answer) thinking.

**LEP- Low achievers:**

- Targeted intervention.
- One to one interaction & Individual attention.
- Identification and providing easily scoreable areas.
- Dictation of model answers and writing practice
- Breaking Down Concepts.
- Regular Feedback and Assessment.
- Positive Reinforcement and Encouragement.
- Collaboration and Peer Support.
- Building Confidence and Motivation.

<b>Suggestive Action Items</b>
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|---|
| <ul style="list-style-type: none"><li>• To prepare specific teaching learning aids for enhancing learning.</li><li>• Conduct of subject wise project work / group work.</li><li>• Providing additional learning material in the form of conceptual reading material handouts / practice material.</li><li>• Providing additional learning materials for high achievers</li><li>• Inviting expert for filling the learning gaps in particular subject.</li><li>• Engagement of special educators for short duration to assist CWSN students</li><li>• Providing supplementary enrichment material to understand the particular theme/topics</li><li>• To arrange toys/Games/Story books to be used for integrating art/toy/story Telling/sports games based class room teaching.</li><li>• To conduct different activity projects/survey/visits under topic centred &amp; project based circles.</li></ul> |
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The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

## 1.2 Teacher Resource Material / Activity Hand Book (Recurring)

### Budget for 2024-25:

Component	No of Teachers	Unit cost	Total
<b>Teacher Resource Material (TRM)</b>			
(a) Resource Material / Activity Hand Book (Rs. 200 per Teacher)	30	0.002 (Rs.200)	<b>Rs.6000</b>
(b) Additional Support on TRM (Rs. 300/Teacher)	30	0.003 (Rs.300)	

### Teacher Resource Material / Activity Handbook (Recurring)

- To arrange Teacher Manuals, Activity Handbooks, resource materials for teachers from reputed/ recognised institution to align their innovative pedagogies with learning outcomes and grade level competencies.
- To prepare low cost TLM by school teachers.

### Suggestive Action Items

- Seminars or workshops could be organised to create teacher resources like manuals, handbooks in languages spoken by students in school at RO / JNV / Cluster level.
- Subject specific “Community of Practice” of teachers could be formed to share the best practices and also share subject specific challenges.
- Teacher Resource material could be made available in school libraries and could be accessed whenever required
- Collaboration with nearby institutions could be arranged in creating the teaching resource material.
- The quality of the teaching materials could be ensured and they should be upgraded at continuous intervals.
- Every teacher in the school could be using these resource materials to align their innovative pedagogies with learning outcomes and grade level competencies.
- Best practices or materials could be shared with RO so that other schools can also be benefitted from them.
- Topic centre specific handbooks of different subjects may be made available from NCERT/CBSE/NCTE etc.
- Materials related to subject specific skills in line to communication skills in language, logical reasoning in maths etc. may be made available as supplementary TRM.
- The study material / subject specific handbooks/ manuals available in digital form on educational websites/platforms (NCERT / DIKSHA / CBSE/ NCTE / prestigious institutions) may be downloaded and to keep its print version in library for utilization and ready reference by teachers.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

### **1.3 Rashtriya Aavishkar Abhiyan**

#### **Science / Maths Circle (Recurring)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>No of Circles</b>	<b>Unit cost</b>	<b>Total</b>
<b>Rashtriya Aavishkar Abhiyan (Class VI-XII)</b>			
(a) Science Circles (10 Circles in each JNV)	<b>10</b>	0.05	<b>Rs.50,000</b>
		(Rs.5000)	
(b) Math Circles (02 Circles in each JNV)	<b>02</b>	0.05	<b>Rs.10,000</b>
		(Rs.5000)	

Rashtriya Aavishkar Abhiyan aims to provide nourishing and nurturing support and a platform for schools in a dual-track approach to make science, mathematics and Technology exciting to children and encourage them to have an enduring interest both inside the classroom and outside the classroom activities.

Science is a very interesting subject where students should be given a chance to perform various activities like observation, doing experiments and observing various activities in science institutes.

##### **Objectives:**

- To create a culture of thinking, inventing and doing; to promote enquiry-based learning in schools
- To enable children to become motivated and engaged in Science, Mathematics and Technology (SMT) through observation, experimentation, drawing inferences, model building, rational reasoning and testability
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology
- To achieve learning levels appropriate to the class of study in Science and Mathematics
- To encourage and nurture schools to be incubators of Innovation.

##### **Formation of Science/ Maths Circles:**

Rashtriya Aavishkar Abhiyan (RAA) is planned to provide nourishing and nurturing support to and a platform for schools in a dual-track approach to make science, mathematics, and technology exciting to children and encourage them to have an enduring interest both inside classroom and outside activities.

Formation of Science and Math Circles in each JNV which promote the scientific temperament and logical aptitude among the students.

Science and Maths circles in our JNVs will offer a space for students to delve deeper into these subjects beyond the classroom curriculum. They provide an opportunity for:



- **Enrichment:** Explore concepts in greater detail and have fun with the subjects.
- **Collaboration:** Work with peers who share similar interests.
- **Challenge:** Tackle problems and puzzles that go beyond the textbook.
- **Creativity:** Develop problem-solving skills and think outside the box.

**JNVs should establish Science circles in science related areas like Science / Astronomy / Eco / Heritage / Health / IT circles / subjects and Maths circles in Maths related areas and conduct different activities as suggested below:**

<b>Suggestive Action Items</b>
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**Common Activities in Science and Maths Circles**

- Planned visits could be organised to Science Museums and Innovation hubs under mentorship of Higher Education Institutions/ UG or PG Students of Engineering or Science / Mathematics students.
- Science fairs and Mathematics Melas could be organised in the school where students can display their experiments/innovations/models.
- Science and Mathematics clubs/circles could be established in the school and should be provided with kits to understand the concepts better.
- School libraries could be enriched with books for teachers and students to sustain interest in Science, Mathematics and Technology.
- Students could be encouraged to develop a research project in teams or individually that could be sponsored by the school.
- Seminars/webinar or workshop could be organised with National or International Experts in the field of Mathematics and Science
- Students could be encouraged to write Science communication articles in local media based on self- observation, experience and analysis.
- Community-Scientist interactions could be held at certain intervals using TV, Radio and other technologies to sensitise parents and society on Science and Mathematics education.
- JNVs may organize Science - Maths festival / utsav on quarterly basis to showcase the various activities conducted during the previous quarter and to exhibit important science and Maths, exhibits / projects / models prepared by the students.
- Local experts in the field of Maths and Science may also be called to attend such activities.

### 1.3(a) - Science Circles:

- **Science Experiments:** Conduct hands-on experiments related to the current curriculum or explore new areas of science like building a simple telescope or extracting DNA from a strawberry.
- Invite scientists, researchers, or professionals working in science fields to share their experiences and spark curiosity.
- **Science Olympiad/Quiz Club:** Prepare for science olympiads or competitions, fostering teamwork and knowledge application.
- **Science in the News:** Discuss current scientific breakthroughs and their implications.
- **Nature Walks and Observations:** Explore the local environment, observe plant and animal life, and collect data for further analysis.

### 1.3(b) - Maths Circles:

- **Math Games and Puzzles:** Play games that involve logic, critical thinking, and mathematical concepts. This could involve classics like Sudoku or Rubik's cube, or explore online math game resources.
- **Math Competitions:** Training for math Olympiads or competitions, developing problem-solving skills in a competitive environment.
- **Math Debates:** Debate different approaches to solving a problem or the applications of specific mathematical concepts.
- **Math Modeling Projects:** Apply math to real-world problems. For example, model population growth or design a budget for a school event.

**Coding and Programming Activities:** Learn the basics of coding and explore its applications in mathematics and problem-solving.

### 1.3(c) - Exposure Visit:

#### **Budget for 2024-25:**

<b>Component</b>	<b>No of Circles</b>	<b>Unit cost</b>	<b>Total</b>
Exposure Visit (400 students per JNV)	<b>400</b>	0.005 (Rs.500)	<b>Rs.2 lacs</b>

The purpose of the Exposure visit is to provide students with experiences outside their everyday activities. It will create more interest in science subjects through science study visits. The aim of this type of study visit for students is to achieve information regarding Science. For this purpose, exposure visits within / outside districts will be implemented through Rashtriya Aavishkar Abhiyan. JNVs may finalize the visit plan in nearby Higher Educational Institutes (HEIs).

An exposure visit for students related to science is a trip to a place where students can learn about science in a hands-on, interactive way. This can be a great way to supplement classroom learning and to spark students' interest in science. There are many different places that students can visit on a science exposure visit, such as:

- **Science museums:** Science museums have exhibits on a wide variety of scientific topics, from dinosaurs to space exploration. Students can see real scientific specimens, watch demonstration, and even participate in experiments.
- **Zoos and aquariums:** Zoos and aquariums allow students to learn about animals from all over the world. Students can see how animals are adapted to their environments and about the importance of conservation.
- **Botanical gardens:** Botanical gardens are a great place for students to learn about plants. Students can see a wide variety of plants, from familiar flowers to exotic trees. They can also learn about the importance of plants for the environment.
- **Nature centers:** Nature centers offer programs and exhibits on a variety of environmental topics. Students can learn about local ecosystems, wildlife, and conservation efforts.
- **Scientific research institution:** Scientific research labs like CSIR labs, research lab of central / Prestigious University, IITs, NITs etc. may give exposure to the students as an opportunity to meet scientists and learn about their research and its utilization in the daily life.
- **Planetarium:** A visit to the planetarium is a great way for students to learn about space exploration, astronomy, and the wonders of the universe. Field trips to planetariums are a fun and educational experience that can spark a lifelong interest in science in young minds.

Exposure visit can be a great way for students to learn about science in a fun and engaging way. They can help students to see the relevance of science to their lives and to spark their interest in pursuing a career in science.

### **1.3 (d) & (e) Mentoring by Eminent Experts (National & International): (Recurring)**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(d) Mentoring by Eminent Experts (National)	<b>Rs.5000</b>
(e) Mentoring by Eminent Experts (International)	<b>Rs.10,000</b>

Science is a very interesting subject where students should be given a chance to perform various activities like observation, doing experiments, and observing various activities in science institutes. To promote Science and Maths learning at upper primary to Senior Secondary (for classes VI to XII) & to inculcate scientific temper and evidence-based thinking, creativity, and innovativeness.

Under the PM SHRI School Seminars/webinars or workshops may be organized with National & International Experts in the field of Mathematics and Science.

Mentoring is a process for informal transmission of skills, aptitude, proficiency to school students. Mentoring plays a very vibrant role in academic development of students.

#### **Benefits for Students:**

- **Exposure to cutting-edge knowledge:** Experts are at the forefront to their fields, and students get access to the latest advancements and discoveries.
- **Personalized guidance:** Experts can offer tailored advice based on the student's specific interests and goals.
- **Career exploration:** Students can learn about different career paths within a field and get insights from someone who has walked the talk.
- **Motivation and Inspiration:** Interacting with successful individuals can spark passion and a drive to excel in science or other chosen fields.

#### **Suggestive Action Items**

Here are some resources to explore national/International expert mentoring for students:

- **STEM organizations:** Many Science, Technology, Engineering, and Math (STEM) organizations offer mentoring programs. Search for organizations related to the student's specific interest.
- **Professional Societies:** Professional societies in various fields often connect students with mentors. Look for societies related to the student's desired area of study.
- **Universities:** Some universities offer mentorship programs that connect students with professors or researchers.
- **Online platforms:** There are online platforms that connect mentors and mentees across various fields of research and reputable platforms with good reviews.

By exploring these options, student can connect with inspiring experts and unlock their full potential.

The JNVs should provide the list of (name, qualification and other details) of experts / mentors engaged by different JNVs to NVS RO.

Effective Student mentoring programs can significantly impact a student's life, leading to improved academic performance, increased self-confidence and motivation, enhanced decision-making and goal setting skills, greater clarity about future career paths, stronger social and emotional well-being.

## 1.4 Introduction of Vocational Education at Secondary and Sr. Secondary Level (Recurring)

### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) Financial Support for Resource Persons	<b>Rs.2.5 lacs</b>
(b) Raw Material grant	<b>Rs.50,000</b>

- Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level. The vocational subjects are to be introduced as an additional / mandatory subject at the different level in JNVs.
- Children will be encouraged to intern with local retailers, artisans and other informal micro-enterprises along with opportunities related to development of state of art knowledge and futuristic technologies such as – IT, Artificial Intelligence, Machine Learning, 3-D printing, IOT, technology, Data Analytic, Space Technology, Business Intelligence, Augmented Reality / Virtual Reality, Cyber Security, Data Science, Robotics etc.
- School will be aligned with the requirements for the emerging economy as per Industrial Revolution 4.0.

### **Suggestive Action Items**

- Vocational interventions & internship/entrepreneurship opportunities with local industry could be developed for apprenticeships. A close connection with industry, business and services could be ensured and courses/curriculum should be developed accordingly.
- For children enrolled in vocational / Skills education, students could be encouraged to intern with local retailers, artisans and other informal micro-enterprises
- Mapping of skills with developmental projects/ nearby industry could be done to ensure the employability of the students.
- Convergence with MSDE could happen regularly for ongoing schemes, skill initiatives, financial benefits, incentives, scholarships etc. on skill development. Modules and technology through the SSC eco-system of NSDC could also be included.
- The existing infrastructure of schools, could be used to ensure optimum utilization, not only for school going children but also for out-of-school children (Female candidates).
- Students could be provided training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as

communication skills, courses on digital and financial literacy, entrepreneurship etc. as a part of the vocationalisation of education.

- Annual fairs could be organized in schools where students set up their stalls and get real- world market experience.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

### **Utilization of Funds**

- 1. Financial Support for Resource Persons:** Skill teacher may be engaged on contract basis for vocational / Skill training by the JNV for 9 months in a academic session.

#### **A. For existing skill teacher engaged on contract basis for teaching CBSE skill subject :**

- (i) As per NVS norms Rs.34125/- per month (normal station) & Rs.40625/- per month (hard station) are being paid to engage skill teacher on contract basis.
- (ii) JNV may book Rs.26667/-per month under PM SHRI School fund and balance amount may be booked under salary head of the JNV.

**B. If JNV is not having skill teacher,** the same can be engaged by JNV to train the students in particular skill / Vocational. However amount will be paid only Rs.26667/- per month for 9 months in a academic session under PM SHRI School fund

- 2. Raw Material grant:** JNV may procure recurring consumable items required for existing skill lab / skill subject to be utilized during the session.

## **1.5 Library Grant: (Recurring)**

### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) Library Grant Sr. Secondary School (up to highest class XII)	<b>Rs.20,000</b>

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner.

**Objectives:**

- To engage children with books to expand their reading skills.
- To help the low proficient children in reading by providing material according to their abilities and interests.
- To develop curiosity and improve creativity.
- To expand the ability to concentrate and create.
- To impart moral values within them and help them to deal wisely with various situations in life.
- To enable children to become motivated and independent reader.
- To encourage children to write expressive and meaningful pieces of literature;
- To inculcate the habit of reading among children;
- To provide documents to supplement teaching and learning;
- To provide guidance to them in every sphere of their life.

<b>Suggestive Action Items</b>
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**Utilization of Fund**

The budget is to be used preferably for procurement of competitive Exams books on KVPY, CCT, Olympiads, NEST, Defense 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.

**Activities:**

- Dedicated periods could be allotted for the library, especially in grades so that students can improve their oral reading fluency under the supervision of the teacher.
- To instil in students an awareness of the importance of reading, classrooms will provide an environment in which reading is clearly valued. Classrooms will provide reading corner with shelves that have books on a variety of topics, targeting a range of reading levels with both fiction and non-fiction, including such reference books as dictionaries, thesauruses, and encyclopaedias etc.
- Activity Corner, Poem Corner, Message Boards, Folk Stories etc. will be taken into account while including books and other reading material for the library.
- Bi-lingual story books will be given special priority. With the availability of reading corners children can get into the world of interesting stories, pictures, books and other reading materials.
- Children may be asked to write about the book they have read that week during the language class



- Children may be asked to share a story they have read with the other children in class.
- Readers' Club in schools may be constituted to promote the habit of reading.
- The schools may follow various activities to further enhance the reading habits amongst children such as reading a story or poem, story-telling session, story writing, preparing a wall magazine, story or poem etc.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

## **1.6 Project Innovation (Recurring):**

School specific project to create and nurture holistic and well-rounded individuals equipped with key 21<sup>st</sup> century skills such as critical thinking, creativity, scientific temper, communication, collaboration multilingualism, problem solving, ethics, social responsibility, and digital literacy.

Teachers guide students for acquiring critical thinking, creativity, problem-solving skills along with design thinking skills, to enable them to come out with solutions for various socio- economic-technological-sectoral challenges

Counseling may be made available to support students in their career.

School actively builds capacities for innovative pedagogies for its own teachers as well as advocates the same for teachers from neighborhood schools

### **1.6.A (a) Bagless Days: (Recurring)**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) Bagless days	<b>Rs.50,000</b>

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).

In PMSHRI School JNVs, 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.

### Suggestive Action Items

#### **Methodology:**

To achieve the desired objectives of 10 bagless days in the school, the following outdoor / indoor activities to 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.

#### **1.6.A (b) Guidance and Career Counselling: (Recurring)**

##### **Budget for 2024-25:**

Component	Funds allotted
(b) Guidance and Career Counselling	<b>Rs.1 Lac</b>

NVS is proposing holistic guidance & career counselling program in each JNVs to facilitate the students in career selection and enhance mental health. The objective of the program is to identify the problem areas or difficulties of students, their potentialities through a greater self-understanding to enable them to take full advantage of the environmental resources. The suggestive activities are to conduct counseling sessions, organize lectures / seminars / workshops by experts and professionals, identifying students and extending psycho social support to enhance life skills

### Suggestive Action Items

Counselor & Librarian together will plan and conduct calendar of activities to promote career counselling & guidance like

- Lecture / Talks on regular basis by employment officer, Professional achiever of various trades like engineer, doctor, business, civil servant etc.
- Career fair & program conducted to give exposure to students.
- Display of notification, news about latest careers.
- Display of schematic presentation of career charts in various science, humanities, commerce fields.

- Maintain career corner library in with where all such books / guides for competitive exams, solved / unsolved, question Papers of various competition will be made available.
- Subject wise academic support through outside expert of preparation of competitive exams.
- Availability of study packages / tutorial to the students from specialized organization for preparation for competitive exam.
- Counselling to be made available to support students in their concerns to career guidance, mental health and emotional wellbeing.
- JNVs should invite experts in the field of career and counselling not only for giving general ideas of future career for also for conducting doubt clearing session and aptitude assessment.
- The JNVs should provide the list of experts / mentors engaged by different JNVs for career guidance and counselling to NVS RO along with the name, qualification and other details of experts / mentors engaged.

#### **Financial norms engaging experts / mentors.**

- Payment to expert may be done as per NLI norms i.e. Rs.2000/- for 90 minutes in addition to transportation facility.
- Honorarium to expert may be made in proportion of number of hours engaged in day, however, maximum Rs.4000/- as honorarium may be paid for minimum three hour workshop in a day per expert.
- Two experts may be engaged in a day.

#### **1.6.A (c) Organizing Health Camps: (Recurring) Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(c) Organizing Health Camps	<b>Rs.50,000</b>

Organizing health camp for school student is a way to promote well-being, identify potential health concerns, and educate students about healthy habits.

#### **Suggestive Action Items**

- Conducting regular health check-up as per guidelines of NVS.
- Taking appropriate interventions to address health issues, if any.
- Organize workshops on topics like healthy eating, hygiene practices, puberty education (age-appropriate), mental health awareness, or substance abuse prevention.
- Invite doctors, nutritionists, or fitness instructors to deliver informative talks as guest speaker.
- Incorporate games, quizzes, or role-playing activities to make learning about health fun and engaging.

**1.6.A (d) 21<sup>st</sup> Century Learning and Information Skills: (Recurring)**  
**Budget for 2024-25:**

Component	Funds allotted
(d) 21st Century Learning and Information Skills	<b>Rs.50,000</b>

As part of the Principles of the National Education Policy 2020, the purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and *contributing citizens* for building an equitable, inclusive, and plural society as envisaged by our Constitution.

Education in 21<sup>st</sup> Century must also focus on developing capacities among young students to become well-rounded individuals who would possess global knowledge tools such as communication, digital skills, ethic of social engagement, critical thinking, and problem-solving among others. The most suitable time to inculcate such skills would be during the formative schooling years. STEAM i.e. Science, Technology, Engineering, Arts and Mathematics is an integrated and interdisciplinary approach that is being encouraged as 21<sup>st</sup> century learning skills. It's imperative to include dimensions of STEAM (Science, Technology, Engineering, the Arts and Mathematics) at the school level for the holistic development of children to sprout interest in such subjects for brighter future prospects.

The Purpose of education in 21<sup>st</sup> Century skills is to create and nurture holistic and well-rounded individuals equipped with 21<sup>st</sup> Century skills as mention below to meet the present and future challenges in the society:

1. **Learning Skills:** Critical thinking, Communication, Collaboration, Creativity.
2. **Life Skills:** Flexibility and adaptability, Initiative and self-direction, Social and emotional skills, Leadership.
3. **Literacy Skills:** Information literacy, Media literacy, Technology literacy.

### Suggestive Action Items

- To conduct various activities to develop 21<sup>st</sup> Century skills as per CBSE handbooks on 21st Century skills as available at CBSE academic website. The print version on the same handbook has already been provided to all JNVs.
- Display of 21<sup>st</sup> Century skills in the academic block.
- Including 21<sup>st</sup> Century skills connected to particular concept in teaching learning process and organize activities in classes to double the same along with subject learning.
- Arranging talks / seminar / workshop / activities by experts to develop 21<sup>st</sup> Century skills.
- Arrange books and study material on 21<sup>st</sup> Century skills.
- Develop interdisciplinary projects, create digital art & design.
- Organise debate, case studies, design thinking challenges.
- Encouraging best performers with suitable award / prizes.
- Activity Book/Handbooks on 21<sup>st</sup> Century skills may be made available for students.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

#### **1.6.A (e) Citizenship skills, Constitutional values and knowledge of India: (Recurring)**

##### **Budget for 2024-25:**

Component	Funds allotted
(e) Citizenship skills, Constitutional values and Knowledge of India	<b>Rs.50,000</b>

Educating students at a young age about Citizenship and Constitution will ensure that students not just become ardent workers and professionals but also engage meaningfully as global citizens. Being socially, politically and economically aware of Constitutional Rights and Responsibilities would drive students to become 'active' citizens with deep rooted understanding of Indian knowledge system the set of training would be built on two major pillars:

- Fundamental Rights granted by the Constitution of India
- Responsibilities of Citizens
- Knowledge of India

Constitutional values embodied in the Preamble of the Constitution should not be a mere part of the curriculum but should reflect in the knowledge gained during schooling years among students.

### **Suggestive Action Items**

- Display of preamble, fundamental rights and fundamental duties as per Constitution of India on vinyl / acrylic sheet, at prominent places of academic block.
- Organize contests on themes related to citizenship, constitutional values, and Indian history.
- Invite experts such as historians, constitutional scholars, and civic leaders to give talks and interact with students virtually or in person.
- Awareness materials about Indian knowledge system available govt. website may be downloaded and provided in print version to the teacher / students.
- Film / documentary on constitution values / citizenship skills / Indian knowledge system may be shown to the students.
- Organize competition on dance / art from various states / cultures of India.
- Conduct of special assemblies, quizzes, essay competitions focusing on constitutional history / Indian Knowledge system.
- Dedicate a wall to activities and lessons about India's cultural heritage involving field trip to historic sites, museums, cultural centre.
- Organize contests related to citizenship, constitutional value and Indian historic.
- News online platforms for virtual tours of important historical sites and institutions like parliament house, war memorials.
- Access various platforms like Ministry of Tourism, to get study material and use the same for awareness of students.
- Activity Book/Handbooks on Citizenship skills, Constitutional values and knowledge of India may be made available for students

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

## B. Project Innovation (Recurring) (State Specific)

### 1.6.B (a) Aptitude Tests: (Recurring)

#### Budget for 2024-25:

Component	Unit Cost	Total
(a) Aptitude Test at School (240 students per JNV (8th to 10th) @Rs.200/. (Career counselling aptitude tests.)	0.002 (Rs.200)	<b>Rs.48,000</b>

- Aptitude tests can help teachers to identify a students' strength and weaknesses in specific skill areas. This allows them to place candidates in jobs or educational programs where they are most likely to succeed.
- Aptitude tests provide a more objective measure of a student's abilities. This can help to the students in the selection process of career / subject at senior secondary level.

#### **Suggestive Action Items**

- JNV may identify appropriate agencies / experts to conduct aptitude test.
- The aptitude test may be conducted for all students Class VIII to X to assist them in identify their ability for selection of career / subject at senior secondary level.
- The teacher may strengthen / enrich the core abilities as identified through aptitude test.
- The inference / output of aptitude test may be discussed with parents for selection of stream at class XI / career selection as suggestive outcome.

### 1.6.B (b) Art & Culture Programme: (Recurring)

#### Budget for 2024-25:

Component	Funds allotted
(b) Art & Culture Programme	<b>Rs.1 Lac</b>

Art & Culture programme in school develop creativity, emotional intelligences, critical thinking and rootedness in Indian knowledge systems.

By fostering a vibrant environment for artistic expression and cultural exploration, schools can empower students to become creative thinks, effective communicators, and well-rounded individuals who appreciate the richness of human experiences.



### Suggestive Action Items

- JNVs will organize one month workshop on Art in Education on different theme in consultation with RO as per NVS guidelines.

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 %

- Art in Education workshop in JNVs during 2024-25 will be conducted by experts / resource person (Gurus) for which rate of payment honorarium and other expenses are given as below:

S. No.	Details	Amount for 1 month Workshop
1	Chief Coordinator	Rs. 25000/-
2	Two Assistant Coordinator @ Rs. 15,000/- each	Rs. 30000/-
3	Workshop Production (Materials / Costumes, Make-up, etc.)	Rs. 30000/-
4	TA/DA for visit programme of students / Video Recording / Editing	Rs. 15000/-
<b>Total</b>		<b>Rs. 100000/-</b>

- JNVs will prepare detailed report with photos as output of workshop.
- Student participants in the workshop will submit the write-up on their experiences / learnings.
- Best selected performances / art forms may be given opportunity to participate in regional cultural meet and further in national integration meet

**1.6.B (c) Bal Sansad: (Recurring)**  
**Budget for 2024-25:**

Component	Funds allotted
(c) Bal Sansad	<b>Rs.10,000</b>

Youth parliament / Bal Sansad has a special importance in developing an insight in the young students with a view to strengthen the roots of democracy. The purpose of having Youth Parliament / Bal Sansad in JNV 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 the respect and tolerance for the views of others, respect for rules and to train them in group behaviour.

**Suggestive Action Items**

- JNV will organize Youth Parliament / Bal Sansad with the students of class VII to IX.
- Local Member of Parliament / State Assembly may be invited for the programme.
- Documentation of the programme in the form of report / video may be prepared.

**1.6.B (d) Enhancement of School Facilities and Aesthetics: (Recurring)**  
**Budget for 2024-25:**

Component	Funds allotted
(d) Enhancement of School Facilities and Aesthetics	<b>Rs.1 Lac</b>

Enhancing facilities and aesthetics in the schools facilitates learning environment in the campus. It acts as a foundation upon which positive and productive learning experience is built and ensures success as well as overall wellbeing of the students.

### Suggestive Action Items

- Theme based paintings on the boundary wall and at other areas of the campus with the help of students, art teacher / local artist.
- Green cover around the academic block, dining hall and the dormitories.
- Signage at different places in the campus.
- Creating meeting/Sitting places for the parents/visitors.
- Display art works and science projects in MP hall, gallery and common areas to create a sense of pride and accomplishment.
- Showcase students' activities.
- Beautifying internal pathways with flowering plants / hedges on both sides.
- Discussion places may be created informal discussion in front of dormitories
- Decorating and coloring natural objects like stones etc. in the Campus.
- Numbering and labeling plants with botanical names.
- Colorful pots for plants with botanical names.
- Motivational / inspirational quotes on acrylic / vinyl sheet in the gallery of academic block / library / labs / dormitories etc.

The above-mentioned activities are only suggestive in nature, school can design/ plan activities based on context or specific needs of the JNV

#### **1.6.B (e) Celebration of National Days: (Recurring)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(e) Celebration of National Days	<b>Rs.20,000</b>

Celebrating National Days in school goes beyond just a day of festivities. It's a valuable learning experience that fosters national pride, cultural understanding, and a strong school community.

### Suggestive Action Items

- Organizing **Cultural programs, art competitions, creative writing and fancy dress role plays** students learning about national heroes, symbols, and history instills an appreciation for the nation's values and heritage.
- **Displaying wall magazines** to showcase the country's diverse cultures and traditions. This exposure fosters tolerance, acceptance, and appreciation for different backgrounds within the student body.
- **Teaches Historical Significance:** Paper reading / speeches may be taken up during students' assembly to delve deeper into historical events that shaped the nation, enriching students' knowledge.
- **Celebrate Achievements and Aspirations: Multimedia presentation** to highlight the country's accomplishments in various fields like science, arts, or sports. This inspires students and motivates them to contribute positively to the nation's future.

#### **1.6.B (f) Fire Extinguisher / Fire Safety (Recurring)**

##### **Budget for 2024-25:**

Component	Funds allotted
(f) Fire Extinguisher / Fire Safety	<b>Rs.50,000</b>

Fire safety is paramount in any building, but especially in Jawahar Navodaya vidyalayas where students and teachers are gathered together during class hours, dining hours, games & assemblies.

Having fire extinguishers readily available and ensuring proper fire safety protocols are in place offers numerous benefits:

- **Immediate Response:** In the event of a fire, it allows a trained person to attempt to extinguish a small fire before it grows out of control.
- **Safe Evacuation:** By stopping a fire in its early stages, it can help prevent the situation from escalating and causing panic and creates a safer environment for evacuation, allowing students and staff to exit the building calmly and efficiently.
- **Reduced Property Damage**
- **Fire Prevention Education:** The presence of fire extinguishers can serve as a constant reminder of the importance of fire safety to educate students and staff about fire prevention practices, how to use fire extinguishers properly (with appropriate training), and safe evacuation procedures.
- **Compliance with Regulations:** Implementing the regulations mandating the presence and type of fire extinguishers required in schools.

### Suggestive Action Items

- Constitution of School Safety Advisory Committee at the JNV level.
- Preparation of School fire disaster management plan, having following suggestive activities :
  - (a) Conducting fire risk assessment.
  - (b) Fire prevention measures.
  - (c) Fire safety management plan.
  - (d) Educating students, staff and teachers on basic fire safety.
  - (e) Organising fire and evacuation drill.
  - (f) Fire safety audit.
  - (g) Electrical load audit.
  - (h) Compliance to fire NOC.
- Installation / Refilling of fire extinguishers in JNV.
- Adherence to the safety norms with respect to storage of inflammable and toxic material by JNV.
- Conduct of regular training in school safety disaster preparedness for students and teachers in JNV.

#### **1.6.B (g) Heritage Club: (Recurring)**

##### **Budget for 2024-25:**

Component	Funds allotted
(g) Heritage Club	<b>Rs.10,000</b>

A Heritage Club is dedicated to learning about and appreciating cultural and historical heritage. It fosters a sense of connection to the past and encourages students to become responsible stewards of their community's unique treasures.

By offering a diverse range of activities, the Heritage Club can cater to different interests and learning styles, ensuring a fun and enriching experience for all members.

Goal of a Heritage Club is to raise awareness about the different aspects of heritage, including tangible (buildings, artifacts) and intangible (folklore, traditions), cultivate a sense of respect and pride for the cultural and historical richness, engage students in activities that allow them to explore, document, and preserve heritage.

### Suggestive Action Items

- **Guest Speakers:** Invite local historians, artists, or craftspeople to share their knowledge about the community's heritage.
- **Field Trips:** Organize visits to historical sites, museums, or cultural centers to bring heritage to life.
- **Heritage Walks:** Conduct guided tours of local landmarks or neighborhoods, highlighting their historical significance.
- **Cultural Events:** Celebrate traditional festivals, organize folk dance or music performances, and learn about cultural practices.
- **Competitions:** Hold contests for photography, essays, or art projects focused on heritage themes.
- **Documentation Projects:** Interview elders and collect stories, document traditional recipes or crafts, or create a historical timeline of the community.

#### **1.6.B (h) Health devices: (Recurring)**

##### **Budget for 2024-25:**

Component	Funds allotted
(h) Health Devices	<b>Rs.50,000</b>

The concept of health devices in schools is to encompass a variety of technologies aimed at promoting student well-being, monitoring health, and creating a more health-conscious learning environment.

### Suggestive Action Items

JNVs being residential school has provision of Medical Inspection room, as such various health devices essentially needed will be facilitated as listed below:

- Hospital bed
- General purpose trays
- Light therapy lamps
- Test Kits
- First Aid equipment
- Minor procedure kits
- Wound & skin care kits
- Non-surgical instruments such as Stethoscope, Thermometers.
- Monitoring equipment such as BP monitor, Pulse Oxy meter, glucometer, Scale
- Stretcher
- Oxygen Cylinder

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

### 1.6.B (i) Hygienic and Sanitization (Recurring)

#### Budget for 2024-25:

Component	Funds allotted
(i) Hygienic and Sanitation	<b>Rs.50,000</b>

Hygiene and sanitation are fundamental pillars for a healthy school environment. They work together to create a clean, safe space that promotes student well-being and optimizes learning.

**Hygiene** refers to practices that individuals perform to keep themselves and their surroundings clean and free from germs. This includes frequent hand washing, proper coughing and sneezing etiquette, and maintaining personal cleanliness.

**Sanitation** focuses on the maintenance of a clean and healthy environment. This includes access to clean water and proper sanitation facilities like toilets and waste disposal systems. It also encompasses practices like regular cleaning and disinfection of classrooms, play areas, and common spaces.

#### **Suggestive Action Items**

Following activities will be taken up to promote awareness & sanitization implementation of hygienic, healthy habits and sanitation:

- Display of information (Do's & Don'ts) regarding Hygiene & cleanliness at various places in campus (hostels, dining hall, playground, Acad. building etc.)
- Educating students through teachers, staff Nurse, Catering Manager and staff regularly.
- Conducting regular house meetings to review Hygiene & sanitation by teachers & students together.
- Hand washing facilities- Ensure readily accessible hand washing stations with soap and running water in all washrooms and near classrooms.
- Cleaning and disinfection- Implement regular cleaning and disinfection protocols for classrooms, bathrooms, common areas, and frequently touched surfaces
- Prevention – through fumigation, cleaning, spray of pesticides.
- Provision of hand wash, soaps, sanitizers at hostel washrooms, dining hall acad. Building.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

### 1.6.B (j) Olympiads for Students from Class VI to XII: (Recurring)

#### **Budget for 2024-25:**

Component	Unit Cost	Total
(j) Olympiad for Class VIth to XIIth (Rs. 500 per student for 50 students for fee & study material)	0.005 (Rs.500)	<b>Rs.25,000</b>

#### **For making students to develop –**

- **Deeper Understanding:** Olympiads delve deeper into subjects than the regular curriculum, encouraging students to explore concepts in greater detail and develop a more thorough understanding.
- **Problem-Solving Skills:** Olympiad problems often require creative and critical thinking to solve. This strengthens problem-solving skills, a valuable asset in academics and future careers.
- **Increased Knowledge Base:** Preparing for Olympiads exposes students to new concepts and advanced topics, expanding their knowledge base beyond the textbook.

#### **Suggestive Action Items**

- 50 talented students in each JNV from various classes may be identified
- Identified students may be supported by providing study material, application fee as well as mentorship.
- Opportunity to the identified students may be provided participate in various Olympiads like National standard exam (NSE) by IAPT which includes Physics, Chemistry, Biology, Astronomy, Junior Science Olympiads, Maths Olympiads etc.
- Expert talks/ Mentoring sessions may be organized.

### 1.6.B (k) Parent Teacher Meet (Recurring)

#### **Budget for 2024-25**

Component	Funds allotted
(k) Parent Teacher Meet	<b>Rs.20,000</b>

Parent-teacher meetings are a crucial link between a child's education at home and at school. By bringing parents and teachers together, at regular intervals, they offer a wealth of benefits for students, parents, and teachers alike:

- **Improved Academic Performance:** PTMs allow teachers to share a student's academic progress, strengths, and weaknesses in detail. This equips parents to support their child's learning at home with targeted strategies and resources, ultimately leading to better academic performance.
- **Stronger Parent-Teacher Relationships:** Regular meetings help build rapport and trust between parents and teachers. This creates a more



positive school environment for everyone and allows parents to feel comfortable reaching out to teachers with any questions or concerns.

- **Improved Student Well-being:** PTMs go beyond just academics. Teachers can share insights into a student's social interactions, emotional development, and overall well-being at school. This allows parents to provide additional support at home if needed.
- **Increased Parental Involvement:** Regular PTMs encourage parents to be more involved in their child's education. This can motivate students and make them feel more supported, leading to a more positive attitude towards school.

Overall, parent-teacher meetings are a valuable tool for creating a strong foundation for a child's academic success and overall well-being. By fostering communication, collaboration, and a shared vision between parents and teachers, PTMs can empower students to thrive in school.

**The composition of PTC is given below:**

- 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 teacher's representatives (minimum of two female staff to be nominated by teachers).
- Vice-Principal of the Vidyalaya will function as Member Secretary.

<b>Suggestive Action Items</b>
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- PTC meeting will be organized every month in JNV as per NVS guidelines.
- JNV will ensure physical facilities to facilitate parents for meeting their wards in JNV.
- 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.
- Those students who are emotionally disturbed, 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, assistants of PTC may be taken.
- Parent teacher meet may be utilized to interact with parents by the teachers for improvement of scholastic and co-scholastic areas of each student.

### **(C). Project Innovation (Non-Recurring)**

#### **1.6.C (a) Band Set: (Non-Recurring)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) Band Set	<b>Rs.1 Lac</b>

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, JNVs will have 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.

PM SHRI JNVs will ensure to prepare a Band Group (Pipe/Brass).

#### **Suggestive Action Items**

##### **Utilization of Fund**

- To procure band items for a band group.
- For arrange uniforms to the team members of band group.
- Arranging training for band group of the JNV

##### **Activities:**

Each JNV should create band group and necessary band items may be procured and the team may be trained by experts.

If any JNV has already band set / team, they can improve and strengthen their team and activities.

In that way every JNV will have a band group as per NVS guidelines to participate in the National Band Competition.

#### **1.6.C (b) Musical Instruments (Non-Recurring)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(b) Musical Instruments	<b>Rs.50,000</b>

The Musical instruments offer a wonderful introduction to the rich world of music and are relatively easy to learn for students of all ages.

Incorporating these instruments into the school music curriculum, will spark an interest in Indian culture and music is created, among the students and they may develop musical skills like rhythm, melody, and coordination, it foster a sense of community and teamwork through playing together.

### **Utilization of Funds**

The budget may be utilized for procurement of musical instruments in sufficient number to facilitate maximum students to have an exposure learning to play various instruments

#### **Activities:**

- Conducting talent and competition to identify the talent of students by the teacher in beginning of the session.
- Organizing house wise competitions in instrumental music / dance / songs.
- Preparing students for participation in state level / National level competitions like Kala Utsav.

## **Pillar 2: Access Infrastructure – Adequacy, Functionality, Aesthetics and safety**

### **2.1 Green School**

The PM SHRI Schools will be developed as Green schools, incorporating environmentally friendly aspects like LED lights, nutrition gardens with natural farming, waste management, plastic-free, water conservation and harvesting, the study of traditions/practices related to the protection of the environment, climate change related hackathon and awareness generation to adopt a sustainable lifestyle.

These 312 JNVs will follow eco-friendly/green practices and Conduct Workshops/ Orientation Programs for Students, Teachers, Staff, Community, and Parents on the study of traditions/ practices related to the protection of the environment, climate change-related hackathon and awareness generation to incorporate organic lifestyle.

The school will have Waste Management/recycling, rainwater harvesting, water conservation/auditing, and is plastic-free. The schools should have a kitchen/nutritional garden where children learn organic/natural farming practices.

These JNVs will develop its School development Plan and can also prepare a vision of how the school will develop as a green school in future by incorporating,

- Taking actionable steps for the efficient use of resources,
- Step to be taken for creating a healthy environment,
- Integrating ecological curriculum in all teaching and learning, focusing on locally available nutritious food, and
- Adopting sustainable community practices, such as conservation of biodiversity, use of locally produced products that are eco-friendly,

etc. Beds, paths, plant nurseries, compost heaps and a garden shed should be made on the school premises.

- Healthy vegetables and fruits should be grown on the ground or at the entry point in school with the use of natural inputs.

### **2.1 (a) LED Lightening (Recurring)**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) LED Lightening	<b>Rs.2000</b>

#### **Suggestive Action Items**

- LED lights / tube lights should be procured and mounted over the white/green board with a provision of reflectors so that the light should illuminate the board in classes, library and departments.
- Classrooms should have LED tube-lights in sufficient numbers to ensure that the class is well lit.
- LED tube lights should be mounted in dormitories, dining halls and kitchen / MP halls, Galleries / Verandahs of academic block and be used as street light.

### **2.1 (b) Activity Promoting Green School (Recurring)**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(b) Activity Promoting Green School (More than 200 Students)	<b>Rs.10,000</b>

The concept of activities promoting a Green School revolves around creating a culture of environmental awareness and responsibility within the school community. These activities aim to engage students, staff and even parents in practices that benefit the environment and promote sustainability.

By implementing activities promoting a Green School, schools can empower students to become environmental stewards, make changes within the school environment, and develop a lifelong commitment to a sustainable future.

## Suggestive Action Items

### Activities Promoting a Green School:

Following engaging activities to be conducted to promote a green school environment and empower students to become environmentally responsible:

#### 1. Cultivating a Greener Campus:

- **Tree Planting and Gardening:** Organize tree planting drives and establish a school garden where students can learn about sustainable agriculture and grow fruits, vegetables, or herbs.
- **Waste Management:** Implement a waste segregation system with clearly labeled bins for recyclables, compostables, and landfill waste.
- **Composting:** Set up a composting system to turn food scraps into nutrient-rich fertilizer for the school garden.
- **Energy Conservation:** Encourage practices like turning off lights and electronics when not in use, utilizing natural light whenever possible, and adjusting thermostats for efficient energy consumption. Hold contests for the most energy-efficient classroom.
- **Water Conservation:** Install low-flow faucets and toilets, promote water-saving practices like taking shorter showers, and collect rainwater for watering plants.

#### 2. Educational Activities:

- **Environmental Debates and Discussions:** Organize debates or discussions on environmental issues like climate change, pollution and sustainable practices.
- **Guest Speakers:** Invite environmental experts, local conservationists or waste management representatives to speak to students about environmental challenges and solutions.
- **Eco-Art Projects:** Encourage students to create art projects using recycled materials, raising awareness about environmental issues through creative expression.
- **Environmental Audits:** Conduct school-wide environmental audits to identify areas for improvement and involve students in creating an action plan for a greener school.
- **Field Trips:** Organize field trips to nature centers, recycling plants or local farms to provide students with firsthand experiences of environmental conservation efforts.

#### 3. Promoting Green Habits:

- **"Paper Reduction Challenge":** Encourage paperless communication and responsible paper usage, promoting double-sided printing and using recycled paper whenever possible.
- **Eco club** may take up activities as suggestive above.

JNVs can foster a culture of environmental awareness and empower students to become responsible stewards of the planet. The key is to make these

activities engaging and relevant to students, allowing them to learn, have fun and make a real difference in their school environment.

### **2.1 (c) Vegetable /Medical/Kitchen Gardens (Recurring)**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(c) Vegetable /Medical/Kitchen Gardens	<b>Rs.50,000</b>

Nutritional / Kitchen gardens can be a valuable addition to any school. By incorporating them creatively and addressing any challenges, schools can cultivate in students, a love for learning, healthy eating, and environmental responsibility.

#### **Suggestive Action Items**

- Beds, paths, plant nurseries, compost heaps and a garden shed could be made on the school premises.
- A small patch of land (Adjoining vidyalaya mess/Dormitories, could be dedicated for a mini-farm or for gardening, where students may be taught about the plantation of trees and taking care of it.
- Students could also be given their own garden space and taught to use easy-to- handle garden equipment.
- Students could identify and learn the right method of watering the plants. Stored rainwater could be used to water the plants in the kitchen garden of schools.
- Compost made from biodegradable waste in school could be used in organic farmingto provide nutrients to the soil.
- Use of plastic could be restricted by replacement of the often-used plastic objects like flower pots and dustbins with the available greener options.
- Use the garden to teach about plant life cycles, photosynthesis and the impact of weather on plants.
- Practice measurement skills when planning the garden layout and measuring plant growth.
- Discuss the nutritional benefits of different vegetables and fruits grown in the garden.
- Use elements of the garden as inspiration for art projects.

## 2.1 (d) Organize 'Swachhta Pakhwada' clean up drives (Recurring)

### Budget for 2024-25:

Component	Funds allotted
(d) Organize 'Swachhata Pakhwada' clean up drives	Rs.20,000

Swachhta Pakhwada (Cleanliness Fortnight) is a nationwide campaign in India from 1<sup>st</sup> to 15<sup>th</sup> September every year as per NVS guidelines promoting sanitation, hygiene, and waste management in the JNV campus.

The Swachhata Pakhwada is to be celebrated from 1<sup>st</sup> to 15<sup>th</sup> September 2024 as per NVS guidelines.

### Suggestive Action Items

#### 1. Cleanliness Drives and Competitions:

- **Classroom Cleaning Competition:** Encourage students to maintain a clean and organized classroom throughout the fortnight. Award points for cleanliness, waste management and creative use of recycled materials for decorations.
- **School Grounds Cleanup:** Organize a school-wide clean-up drive where students, teachers, and staff work together to clean common areas like playgrounds, gardens, and hallways.
- **Poster Making Competition:** Hold a competition for students to design posters promoting cleanliness habits like hand washing, proper waste disposal and keeping the environment clean.

#### 2. Educational Activities:

- **Assembly Presentations:** Organize presentations during school assemblies on topics like the importance of cleanliness, hygiene practices to prevent diseases and waste management techniques.
- **Debate or Discussion:** Facilitate a debate or discussion among students on the challenges of maintaining cleanliness in public spaces and potential solutions.
- **Guest Speaker Session:** Invite a local sanitation worker, waste management professional, or public health official to speak to students about their work and the importance of cleanliness.

#### 3. Creative Activities:

- **Slogan Writing Competition:** Organize a competition for students to write catchy slogans promoting cleanliness and hygiene practices. These slogans can be displayed throughout the school or used for creating awareness posters.
- **Skit or Play Performance:** Encourage students to write and perform a short skit or play highlighting the importance of cleanliness. This can be a fun and engaging way to spread the message.
- **Art from Waste Competition:** Hold a competition for students to create art installations or sculptures using recycled materials. This can promote creativity and awareness about waste reduction.

## **2.1 (e) Expert Talks (Recurring)**

### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(e) Expert Talks	<b>Rs.10,000</b>

Green School Expert Talks aims to spark student interest in environmental stewardship and empower them to create a more sustainable future, starting with their own school.

This program aims to educate and inspire students. about Green Schools through interactive talks delivered by sustainability experts.

Conducting various activities for green school program will ensure raising awareness about environmental issues, educates students about Green School practices, empower students to become eco-champions in their school and community and fosters a sense of responsibility and ownership for a sustainable future.

### **Suggestive Action Items**

Following activities may be conducted to achieve the above mentioned objectives:

- Experts working in the filed on environmental education may be invited to sensitise students
- The topics for expert talk may be about waste management, climate change, practices related to protection of environment, renewable energy, water conservation.

## **2.2 Annual School Grant (Recurring)**

### **Budget for 2024-25:**

<b>Component</b>	<b>Unit cost</b>
(a) Annual School Grant - No. of Schools having Students (> 250 and <= 1000)	<b>Rs.1 Lac</b>

The vision of the scheme is to ensure inclusive and equitable quality education in accordance with the Sustainable Development Goal (SDG) for the integrated school system from elementary to Sr. Secondary level by organizing Annual functions, Awareness camps/ programs/ celebrations of National programs/ activities.



### Suggestive Action Items

- Annual maintenance and replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school under LEP etc.
- Organisation of Annual function, Awareness camps/ programs/ celebrations of national programmes/ activities.
- Extracurricular activities such as Summer Camps, Drawing/Dance/Debate competitions, Bagless Days, etc.
- Promote Swach Bharat campaign.
- To make efforts for development of playgrounds, maintenance and repair of boundary walls, electrification, toilets, solar panel, ramps and handrails, etc.

## **Pillar 4: Inclusive Practices and Gender Equity**

### **4.1 Provision for Children with Special need (CWSN) (Recurring)**

#### **4.1 (a) Identification and Assessment (Medical Assessment Camps)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Number of Camps</b>	<b>Unit cost</b>	<b>Total</b>
(a) Identification and Assessment (Medical Assessment Camps)	<b>2</b>	0.02	<b>Rs.4000</b>

Identification and Assessment (Medical) Camps for CWSN are special outreach programs designed to identify and assess children with special needs. These camps bring medical professionals directly to schools, making it easier for students to access essential services.

Further identification and assessment camps play a vital role in ensuring timely identification, assessment, and support for Children With Special Needs.

### **Suggestive Action Items**

1. To organize Identification and Assessment (Medical) Camps for children with special needs by inviting practicing Doctors / experts / specialists such as pediatricians, orthopedists, ophthalmologists, ENT specialists, and psychologists for:

- Identifying CWSN
- Conducting check-ups,
- Assessing the type and severity of potential disabilities.

2. Individualized attention and Adaptive strategies in the classroom may be taken up to meet the child's academic, development and functional needs.

## **4.2 Gender and Equity (Self-Defense Training) (Recurring)**

### **4.2\_(a)\_Training to Girls on Self-Defense**

#### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(a) Training to Girls on Self-Defense	<b>Rs.30,000</b>

#### **Training to Girls on Self-defense:**

Self-defense training programs can be incredibly beneficial for girls, equipping them with the skills and confidence to stay safe.

Self-defense training is not about becoming invincible, but about equipping girls with the knowledge and skills to be more prepared and confident in potentially dangerous situations.

### **Suggestive Action Items**

- To organize camp / training program to teach basic self-defense Techniques and to focus on practical moves that can be effective against common attacks.
- Develop skills to identify risky situations and to defend them.
- Recognizing suspicious behaviour and body language.
- Trusting their instincts and practicing safe routes.
- Such training programs of short duration / sessions may be spread over three months on need basis.

#### **4.2\_(b) Sanitary Pads (225 Girls / JNV)**

##### **Budget for 2024-25:**

<b>Component</b>	<b>No of Girls</b>	<b>Unit Cost</b>	<b>Funds allotted</b>
(b) Sanitary Pads (225 Girls / JNV)	<b>225</b>	0.003 (Rs.300)	<b>Rs.67,500</b>

Sanitary pad utilization in schools is crucial for ensuring menstrual hygiene management (MHM) and promoting period dignity for girls. Prioritizing sanitary pad utilization in schools is a critical step towards ensuring menstrual equity and empowering girls to reach their full potential

#### **Suggestive Action Items**

- Regular procurement and timely distribution of sanitary pad.
- Schools should maintain clean and functional washrooms with adequate water supply
- Ensure proper disposal facilities for used pads by equipping girls toilet with incinerator.
- Conduct of regular awareness program by staff nurse and lady teachers / house mistress, about menstrual hygiene, addressing topics like menstrual health, hygiene practices, and safe disposal of sanitary pads.

#### **4.2\_(c) Adolescent Girls Programs**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(c) Adolescent Girls Programs	<b>Rs.3000</b>

##### **Adolescent Girls Programs:**

Only a gender-responsive educational curriculum will reverse gender bias and discrimination within the educational system and society. A curriculum that is properly equipped with progressive ideas and contents will help a lot in removing the gender stereotypes from society.

Taking a cue from NEP, the Ministry of Education has mandated to consider providing Gender Sensitization Awareness Campaigns and Menstrual Health and Hygiene for girls encompassing awareness generation

### Suggestive Action Items

Through following activities, schools can empower adolescent girls with the knowledge, skills, and confidence they need to navigate adolescence, become healthy adults, and reach their full potential.

- Equip girls with communication skills to express themselves confidently and advocate for their needs.
- Develop critical thinking skills for making informed decisions and setting achievable goals for their future.
- Expert talks / workshops / camps may be organized for developing above skills.

#### **4.2\_(d) Career Guidance and Counselling of Students**

##### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(d) Career Guidance and Counselling of Students	<b>Rs.5000</b>

This activity will create awareness among the students and parents and it is expected that in future the students will show a shift from opting for traditional subjects to the new options now made available.

### Suggestive Action Items

Expert talks / workshops / counseling sessions for career guidance may be conducted.

- To make students aware about career development, its objectives and process.
- To familiarize students with the deep understanding of successful career.
- To bring awareness about the various career options & roadmaps.
- To bring awareness about personality development.
- To bring awareness about importance of self-understanding.
- To motivate students for a conscious career choice and career planning for a better and secured future.
- The JNVs should provide the list of (name, qualification and other details) of experts / mentors engaged by different JNVs to NVS RO.

## **4.2 (e) Interaction of girl students with Role Models with Higher education institutions**

### **Budget for 2024-25:**

<b>Component</b>	<b>Funds allotted</b>
(e) Interaction of girl students with Role Models with Higher education institutions	<b>Rs.25,000</b>

Interactions between girl students and role models from higher education institutions can have a powerful impact on their aspirations and academic journeys.

By fostering interactions with female role models from higher education, schools can empower girls to dream big, set ambitious goals, and confidently pursue their academic and career aspirations.

### **Suggestive Action Items**

- Invite women professionals from different fields such as administration, sports, police, Institutions of higher education etc. to speak about their experiences, career paths and the importance of higher education.
- Mentoring girls with female mentors from higher education institutions for personalized guidance and support.
- Connect female alumni of the school with current students for career advice and mentorship opportunities.

## **Pillar 6: Beneficiary Satisfaction**

### **(a) Community Mobilization**

#### **6.1(a) Community Participation SMC/SMDC**

##### **Budget for 2024-25:**

<b>No.</b>	<b>Component</b>	<b>Physical</b>	<b>Unit Cost</b>	<b>Financial</b>
(a)	<b>Community Participation SMC/SMDC</b>	<b>5</b>	0.1 (Rs.10,000)	<b>Rs.50,000</b>

Under PM SHRI School Scheme mandated community involvement in the school system to engender change & development in the education system. The goal, now being carried forward by the said scheme, was to democratize education in the country's rural communities by ensuring that parents and local communities play a central role in the functioning of their school systems - ranging from parents sending their children to school to active participation in school-related meetings and supporting teachers in achieving positive outcomes. Activities that are conducted by PM SHRI need to be publicized and propagated so that the benefits can percolate down to the habitation level and the child in the street or the field is the real beneficiary.

### **Suggestive Action Items**

- 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.
- Schools may encourage students to design Social Action Projects through which they can identify, plan and carry out solutions to problems that will benefit the community and society at large - such as mass clean up drives, plugging, arrangements for flood relief etc.
- The mentor-mentee concept may be introduced in the PM SHRI schools where the mentoring of teachers and school should be conducted, involving retired academicians officers and community volunteers. Individuals or private providers with relevant knowledge and expertise also provide mentorship support through initiatives such as the Vidyanjali 2.0 Portal.
- Parents as home-mentors could be encouraged and oriented towards the enhancement of the learning outcome of the children especially children with special needs.
- JNV may conduct at least 5 programs above suggested community mobilization program.

The above-mentioned activities are only suggestive in nature however the school can design/ plan activities based on context or specific needs of the JNV.

## Resources

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<b>8</b>	<i>Ek Bharat Shreshtha Bharat: Revised guidelines aligned to NEP 2020</i> . Department of School Education and Literacy, Ministry of Education, Government of India. <a href="https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf">https://dsel.education.gov.in/sites/default/files/ebsb_guidelines_updated.pdf</a>
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## Glossary

1. **Academic Calendar:** A publication listing all important dates in an academic year, including the start and end dates of classes, holidays, exam days, registration dates, financial aid, deadlines, etc.
2. **Accommodations:** Accommodations are adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard. Accommodations provide access to curriculum for students with varying abilities.
3. **Affective domain:** The part of the human mind that makes people react emotionally and their ability to feel another person's pain or joy.
4. **Alumni:** Past students of the school.
5. **School Record:** A report of descriptive accounts of episodes or occurrences in specific duration of life of a school.
6. **Annual Curriculum Plan:** The yearly plan for the aggregate courses of study given in a school.
7. **Appraisal:** Act of estimating or judging the nature of a process.
8. **Assessee:** A person or property being assessed.

9. **Assessment tool:** The specific media used for types of assessment, e.g. writtentests, viva voce, projects, etc.
10. **Assessor:** One appointed or elected to evaluate the merits, importance, etc., ofschool processes.
11. **Attendance records:** Relating to gathering daily students' attendance, storing and using data, thus collected, for consolidating information regarding regularity.
12. **Behavioral indicator:** Pointing or directing to the behaviour of a person.
13. **Benchmark:** A point of reference to make comparisons.
14. **Beneficiary:** A group that receives benefits, profits and advantages.
15. **Child abuse:** At a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk ofserious harm. Causing or permitting any harmful or offensive contact on a child's body; and, any communication or transaction of any kind which humiliates, shames,or frightens the child.
16. **Class wise Tracker:** It is a class wise worksheet/spreadsheet for recording the details of students (*roll no., participation in different activities, etc.*). It helps in tracking the performance of each child in the class. Teachers may use notebooks, an excel sheet, mobile app, etc.
17. **Code of conduct:** A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. A statement and description of required behaviors, responsibilities, and actions expected of members of a professional body. A code of conduct usually focuses onethical and socially responsible issues and applies to individuals, providing guidanceon how to act in cases of doubt or confusion.
18. **Cognitive domain:** The part of an individual's mind that defines how individuals think, their intellectual capabilities, level of development and preferred thinking styles, which range from knowledge through comprehension, application, analysis and evaluation to creation.
19. **Communication Tree:** Communication tree contains list of designated staff to whomprimarily parents/ guardian can contact. At any given point



of time if any parents/ guardian / students studying in the school need help / assistance/ or wants to request / complainant can know whom to contact with the help of communication tree.

20. **Compensation:** Something given or received an equivalent for services.
21. **Co-Scholastic:** Pertaining to co/extra-curricular activities engaged in by students as part of the school curriculum. Co-Scholastic aspects include Life Skills, Co- curricular areas and Attitudes and Values.
22. **Counselling:** It constitutes three components, viz, informing, advising and counselling, where informing means giving appropriate and correct information; advising covers suggesting appropriate courses of action; and counselling means helping the learners to clarify their needs, feelings, etc. so that they can make appropriate decision for themselves.
23. **Curriculum:** The word has been derived from the Latin verb 'curare' - 'meaning to run'. From this follows an extension of the meaning to a course to be run and as a metaphor "an educational course to be taught/learned". In this sense, it is virtually synonymous with the term syllabus as is developed by expert committees or boards of studies of a university. In its broader sense the word 'curriculum' includes teaching strategies, learning activities and evaluation devices in relation to a particular syllabus. In the context of distance education, curriculum implies syllabi, multimedia course packages, self-learning processes of the student, and student support services.
24. **Decorum:** Dignified propriety of behavior, speech, dress, etc. orderliness; regularity.
25. **Developmental Continuum:** It outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad range of developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning.
26. **Diagnostic:** Serving to identify a characteristic or being a precise indication.
27. **Differently abled:** Disabled (coined by US Democratic National Committee as a more acceptable term)
28. **Disaster Management:** Preparing for any calamity beforehand.



29. **Emblem:** A sign, design or figure that identifies or represents something e.g. the emblem of a school.
30. **Evaluation:** A process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to its stated objectives. The assessment of a programme's outcomes or results is facilitated by measurement. Such measurement is affected by means of tools such as test, questionnaires, opinionnaires, inventories, interview schedules, scales, etc.
31. **Feedback:** A reaction or response to a particular process or activity.
32. **Formative Assessment:** A form of assessment that is done during the course of instruction; its outcome provides information that teachers can use to revise their teaching and students can use to improve their learning.
33. **Formative Evaluation:** Monitoring learning progress during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It includes assessment of paper - pencil test, assignments, projects, class work, homework, practical work etc.
34. **Four Strands:** The format of Health and Physical Education may include that each student will undertake activities categorized under the following four strands:
  - a. Strand 1 - Games/Sports
  - b. Strand 2 – Health and Fitness
  - c. Strand 3 – Social Empowerment through Work Education and Action (SEWA)
  - d. Strand 4- Health and Activity Card (For record)
35. **Hubs of Learning:** Clusters of 4-5 neighbourhood schools each, for the purpose of collaborative growth, promotion of self-improvement and enhancement of quality of education
36. **Indicator:** Data or statistic that indicates or signals something.
37. **Induction:** Formal installation in office.
38. **Infrastructure:** Fundamental facilities and systems.
39. **Innovation:** Starting something for the first time; introducing something new, which has resulted from research and experimentation.

40. **Inter-disciplinary:** Of the inherent connections between academic subjects.
41. **Individual Education Plan (IEP):** A detailed plan for a specific child's special educational needs and identifies the services that will be provided to meet those needs.
42. **Learning Objectives:** Statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
43. **Learning Outcomes:** Statements that describe significant and essential **learning** that learners have achieved, and can reliably demonstrate at the end of a lesson or a unit or a **course** or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a lesson or a unit or a **course** or program.
44. **Leadership Team:** A **leadership team** is a group of two or more people who are committed to collaboratively serve some significant organizational purpose for which they hold themselves mutually accountable.
45. **Logo:** Sign or character representing a word.
46. **Mission:** An assigned or self-imposed duty or task.
47. **Motto:** A sentence, phrase or word expressing the spirit or purpose of an organization.
48. **Observation schedule:** A time frame for illuminating issues based on diagnostic review of a situation.
49. **Pay Commission:** A legislative body created under law to set the minimum rate of pay for employees.
50. **Parent Participation Tracker:** A mechanism to track and measure parent involvement in school activities.
51. **Pedagogical Plan:** Pedagogical plan is the systematic plan for the learning activities to be taken up during the session for scholastic and co-scholastic. The plan defines the learning outcomes, learning tasks, learning environment, interactions, schedules, resources etc. Pedagogic planning lays the foundation for the designing of the curriculum and lessons. The pedagogical plan reflects the vision and mission of the school and helps in achieving those objectives. It needs to be reviewed at regular intervals.

52. **Pedagogy:** The art or science of teaching; education; instructional methods.
53. **Peer:** A person who is equal to another in abilities, qualities.
54. **Peer pressure:** The influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviour in order to conform to group norms.
55. **Policies:** A definite course of action adopted for the sake of expediency, facility etc.
56. **Portfolio:** A collection of evidences of students work over a period of time.
57. **Position Paper:** Most useful in context where detailed comprehension of another utility views are important. They are used to make public official recommendation and enable discussion on emerging topics.
58. **Process Owner: Persons** responsible for the management of **processes** within the organization.
59. **Project:** A task given over a period of time and generally involves collection an analysis of data. It is useful in theme- based learning.
60. **PTM:** An interface between the educator and the guardian of the student for discussing his / her areas of improvement and / or achievement.
61. **Relationship Management:** Strategy by which the school maintains engagement with its stakeholders or maintenance of relationships between the school and its stakeholders.
62. **Remedial Class:** A class that teaches skills that are needed to succeed in pursuing some courses. These skills can be in the areas like mathematics, writing, reading, etc.
63. **Remediation:** Correction of something defective or reversal/of stopping damage.
64. **Safety Measures:** Activities and precaution taken to improve safety i.e. reduce risk related to human health.
65. **Scholastic:** Includes subject specific areas.
66. **Staff Appraisal:** The key to effective school development by appraising / estimating the performance of the staff. An opportunity for motivation and opportunity for teachers.
67. **Staff Muster:** Record keeping of an employee's attendance.
68. **Staff Records:** Relating to gathering, storing and using information of employees.

69. **Summative Assessment:** A culminating assessment, which gives information on students' mastery of content, knowledge, or skills at the end of instruction and testing.
70. **Summative Evaluation:** The evaluation conducted at the end of an instructional segment is called summative evaluation. It is designed to determine the extent to which the instructional objectives have been achieved. It is usually used for assigning course grades or certification.
71. **Syllabus:** An outline and summary of topics to be covered in a course of study. A syllabus usually contains specific information about the course.
72. **Teachers log book:** A record keeping book provided to record work performed and time duration taken to perform it.

