आज़ादी का अमृत महोत्सव

परिप्रेक्ष्य शैक्षिक योजना
PERSPECTIVE ACADEMIC PLANNING
2022-23 (REVISED)

नवोदय विद्यालय समिति
Navodaya Vidyalaya Samiti

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

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

भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक **न्याय**,

विचार, अभिव्यक्ति, विश्वास, धर्म और उपासना की **स्वतंत्रता**

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

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

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

[1][भाग-4 क]

मूल कर्त्तव्य

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

क. संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;

ख. स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

ग. भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

घ. देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

ङ. भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हो, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

च. हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे;

छ. प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, की रक्षा करे और उनका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;

ज. वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

झ. सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

ञ. व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कृष्टता की ओर बढ़ने का सतत प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू ले;

[2][ट. यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे।]

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1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 11द्वारा (3-1-1977 से) अंतःस्थापित।
2. संविधान (छियासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (अधिसूचना की तारीख से) अंतःस्थापित किया जाएगा।

विनायक गर्ग
आयुक्त
Vinayak Garg
Commissioner

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

F. No. 7-2/2016 NVS (Acad.)
Date: 29.04.2022

MESSAGE

One of the fundamental principles of NEP 2020 is to recognize, identify and foster the unique capabilities of each student to promote holistic development in both academic and non-academic spheres.

To implement vision of NEP 2020 in JNVs, a comprehensive planning at all levels is essential. I am delighted to know that Perspective Academic Plan for the year 2022-23 is ready for roll out. This document will certainly facilitate all functionaries to streamline academic activities and bring uniformity as well as enhance the effectiveness of JNV Staff and supervising body of NVS to achieve the desired NVS objectives. The implementation plan for reforms recently adopted by NVS in various areas like, the use of creative pedagogy, competency based education, exposure to skill subjects at all levels, revised examination system, career guidance, addition of cultural component with language teaching and empowering teachersthrough training has due place in the Perspective Academic Plan.

For implementation of any policy, teachers are the most essential members of NVS who may truly bring out reforms in any education system especially in implementing National Education Policy 2020. Principals, Vice-Principals and other supervisory officers must guide, support and empower our teachers to play key role in recognizing and fostering the unique capabilities of each student.

Perspective Academic Plan may be used as an essential tool for effective and judicious utilization of all resources, conduct and monitoring of all scholastic as well as co-scholastic activities for setting JNVs as an excellent educational institution where every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where wide range of learning experiences are offered and where physical infrastructure and appropriate resources conducive for learning are available to all students.

Let us join our hands to make NVS as a pace setter in implementing NEP 2020 during the academic year 2022-23 by exhaustive planning at JNV/RO level using the Perspective Academic Plan.

Vinayak

(Vinayak Garg)
Commissioner, NVS

बी-15, सैक्टर-62, इंस्टीट्यूशनल एरिया, नोएडा-201309, जिला-गौतम बुद्ध नगर (उत्तर प्रदेश)
B-15, Sector-62, Institutional Area, NOIDA-201309, Distt. Gautam Budh Nagar (Uttar Pradesh)
दू./Tel.0120-2975740, 2975755, फैक्स/Fax : 0120-2405182, वैबसाईट/Website : www.navodaya.gov.in, ई-मेल/E-mail : commissioner.nvs@gov.in

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

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

F. No. 7-2/2016 NVS (Acad.)
Date: 29.04.2022

FOREWORD

National Education Policy-2020 envisions a significant transformation in the entire education system. It focuses on integration of Arts, Sports, ICT, Storytelling as pedagogies across the subjects, emphasis on conceptual understanding rather than rote learning, equipping the learner with 21st century skills, transforming assessment to student development, creating learning space outside the classroom also and developing learner as a well informed good human being. In the changed scenario, the role of Principal is now of a pedagogical leader and of teacher as facilitator & resource provider to bring the necessary reforms in education system in light of NEP-2020.

Perspective Academic Plan 2022-23 is an effort to have a blueprint or plan of action for every programme of school system with mechanism of execution and methodology of supervision in execution of existing activities and various reforms to achieve objectives of NEP-2020 & NVS. This document will provide strategic road map to facilitate field units in preparing micro plan for each scholastic and co-scholastic activity. It will also assist supervisory officers in monitoring school activities for timely and qualitative execution as per plan. The Perspective Academic Plan is the result of the combined efforts of Officers, Principals & Teachers who have provided creative inputs and ideas for strengthening NVS system.

In light of National Education Policy-2020, various activities have been planed in PAP to modify classroom transaction, assessment structure and for creating conductive learning environment to promote student's holistic development. To achieve objectives of NEP-2020, such activities must be well planned & executed successfully.

I earnestly request all Principals & Teachers to study the content of Perspective Academic Plan carefully and use it for day to day teaching-learning process as well as in organizing other scholastic and co-scholastic activities. The suggestive documents listed in Annexure-I may also be referred while organizing specific activities.

I also urge all DCs/ACs of ROs to monitor JNV level activities as per plan of action given in Perspective Academic Plan.

(Gyanendra Kumar)
Joint Commissioner (Acad.)

बी-15, सैक्टर-62, इंस्टीट्यूशनल एरिया, नोएडा-201309, जिला-गौतम बुद्ध नगर (उत्तर प्रदेश)
B-15, Sector-62, Institutional Area, NOIDA-201309, Distt. Gautam Budh Nagar (Uttar Pradesh)
दू./Tel.0120-2975761, फैक्स/Fax : 0120-2405182, वैबसाईट/Website : www.navodaya.gov.in, ई-मेल/E-mail : jcacad.nvs@gov.in

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PERSPECTIVE ACADEMIC PLANNING 2022-23 (REVISED)

1. JAWAHAR NAVODAYA VIDYALAYAS AT A GLANCE:

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

The Navodaya Vidyalaya system is a unique experiment, unparalleled in the annals of school Education in India and elsewhere. While the schools are located in districts the support system and monitoring is carried through its Regional Offices presently located at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong. Training and development activities are carried through 7 training institutes called as Navodaya Leadership Institutes (NLIs).Among these established NLIs, the NLI located in Noida is called National Navodaya Leadership Institute.

1.1 FEATURES OF JNVs:

Co-educational residential schools called 'Jawahar Navodaya Vidyalayas'

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

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

NVS AT A GLANCEAS ON 31-03-2022	
Number of districts notified up to up to November 2021	739
No of JNVs sanctioned	661
No. of JNVs functional	650
No of JNVs functioning from permanent campus	582
No of students	267246
No of employees in position against 25518 sanctioned	19634
No of candidates Registered for Class VI admission test JNVST-2022	2839213

Before the Plan of actions are detailed, it would be appropriate to recall the baseline level of performances and the breadth of activities carried on. The current plan of action through this document is an effort to develop the spirit, quality and level of activities to reach greater heights.

1.2 NAVODAYA MODEL:

- Presence in the Remote Rural area
- Residential set up and living with teachers
- Low cost operation
- Committed Teachers and staff
- Intensive interaction between teachers and students
- Exposure in all life skills with concentration on personal effectiveness and human values
- Students participate in all their personal activities.
- Maximum possible exposure to all possible areas of learning contemporary requirement
- Quality performance of students in all exams and contests
- Alumni identifiable by the personal value they carry from school
- Higher number of participation of Girls and students from weaker socio-economic sections of the society.
- Continuous interaction with practicing professionals, Institutes of higher learning, Industries and research institutes for enhancing skills.

2. HIGHLIGHTS OF PERFORMANCE AND ACTIVITIES IN PRACTICE:

2.1 PERFORMANCE OF STUDENTS IN CBSE EXAMINATIONS:2021

CLASS XII	
No of JNVs	557
No of students appeared	32943
No of students Passed	32925
No of students with First Division	32766
Pass Percent	99.94
First Division	99.46%
No of students getting Centum	44
No of JNVs with 100% pass	543

CLASS X	
No of JNVs	591
No of students appeared	41694
No of students qualified	41683
No of students with 60%	39535
Pass Percent	99.97%
60 percent and above	94.82%
No of students getting Centum	694
No of JNVs with 100% pass	582

2.2 COMPETITIVE EXAMINATIONS:2021

JEE	
Appearing in JEE Main	10247
Qualified in JEE Main	4292(42%)
Qualified in JEE Advanced -	1121

NEET	
Appearing in NEET	17520
Qualified in NEET	14025
Qualified Percentage	80%

2.3 INTERNATIONAL ADMISSIONS:

2.3.1 Fifteen (15)Students secured admission in top universities of UK and Canada in the past five years

S.No.	Name of the student	JNV	University selected for	Area	Year
1	Dipti R Rapte	Palghar	University of Edinburgh	Biological science	2017
2	Shivam A Dubey	Palghar	Imperial College, London	Mechanical engineering	2017
3	Sadanand H Ugale	Aurangabad	University College, London	Mathematics	2017

4	Aadesh D Vaidya	Aurangabad	University of Bristol	Biochemistry	2017
5	Neshma Mehtar	South Goa	Mc Gill University, Montreal	Arts and Science	2018
6	Anuja Khure	Latur	University of Edinburgh	Physics	2018
7	Vishaka Pujari	Latur	University of Toronto	Applied Sciences and Engineering	2019
8	Sahana Nayaka	Haveri	Queen's University, Canada	Sciences	2019
9	Ajinkya Harugade	Palghar	Huron College, Western University	Management and Organisational Studies	2019
10	Utkarsh Mall	South Goa	Imperial College, London	Earth and Planetary Sciences	2019
11	Mrutyunjay Angadi	Haveri	University of Oxford, London	Earth Sciences	2019
12	Srusti Palkshappa	Chikkamaguluru	University of Oxford, London	Biochemistry	2019
13	Abhay Maurya	Palghar	University of Edinburgh, London	Computer Science & Mathematics	2021
14	Akshay Desale	Palghar	Queen's University, Canada	computing	2021
15	Sandhya Behra	Palghar	University of Edinburgh, London	Biological Science	2021

2.3.2 Thirty Three (33) Students secured admission for higher education under PESTALOZZI scholarship

2.4 PRESENCE IN ACADEMIC CO-CURRICULAR CONTESTS

- 146 Students from JNVs recognized by Department of Science Technology under INSPIRE Awards- MANAK at District Level for the Session 2021-22.
- NVS-KVS Music competition- NVS secured 1st and 3rd positions in Joint Music Competition between NVS and KVS held at National Level in September, 2021
- The provisional discovery of Nine (09) Asteroids from 8 teams (16 students) of JNVs was confirmed by International Astronomical Search Collaboration (IASC) and International Astronomical Union.
- Baal Puraskar- Two NVS students were awarded Pradhan Mantri Rashtriya Baal Puraskar 2022 in the Categories of ' Innovation' and 'Social Service'
- 05 students qualified at state level in Indian Olympiad Qualifier (IOQ) 2020-21 (Astronomy -02, Biology -02, Physics – 01)
- NTSE-25 students selected at national level in academic session 2020-21
- 03 Students were awarded with certificates of merit at 29th NCSC National level event 2021

2.5 ACADEMIC ACTIVITIES:

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

2.5.1 SCIENTIFIC TEMPERAMENT AND SCIENCE AS CAREER

a) Organization of **Science Exhibition at Cluster, Regional and National level** for JNV students.
b) Participation in **National Children's Science Congress** (NCERT),
c) Participation in Science and Mathematics **Olympiads** organized by Homi Bhabha Center for Science Education, TIFR, both for junior and senior students
d) Participation in **Vidyarthi Vigyan Manthan,**
e) Participation in **Inspire Manak contest organised by DST**
f) **Science Clubs** in JNVs

g) Interaction with Scientists in the Scientific Laboratories
h) Inviting Scientists to the schools for interaction with the students
i) Participation in **Vigyan Prathibha**- Direct interaction of scientists with students
j) Visit of JNV students to IIT campus for lab visits and interactions with scientists
k) With the Collaboration of Department of Science & Technology a project "Vigyan Jyoti" has been introduced in 100 JNVs for promotion of Girl students towards STEM area. 100 new JNVs have been added in Phase III.
l) With the Collaboration of CSIR a Student Scientist Connect programme called "Jigyasa" has been initiated. The students of 170 JNVs will have access to 37 CSIR labs.

2.5.2 PREPARATIONS FOR COMPETITIVE EXAMINATIONS:

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

Supporting Agency	No of JNVs	Students covered
Dakshana Foundation	7	610
TATA AIG	2	78
Ex Navodayan Foundation	2	160
Avanti Fellows	1	60

b) Online Special Academic support to Senior Secondary Students for preparation to IIT JEE and NEET - NVS has started an initiative for Online support for preparation of JEE/NEET for class-XI and XII and XII passed students of all JNVs under CSR support from TATA Motors Ltd.
c) Support to students for Wider participation in KVPY, NTSE, Olympiad
d) JNVs are committed in supporting training for NDA entrance examinations

2.5.3 ENHANCEMENT OF CREATIVITY AND INNOVATION:

a. Establishment of Atal Tinkering Labs 121JNVs- All JNVs are committed to establish Atal Tinkering Labs.
b. Practice of Reasoning and Logical puzzles to develop reasoning ability
c. Robotics training is implemented for JNV Students.
d. Training in Designing.
e. Artificial Intelligence (AI) programme by Intel

2.5.4 ENVIRONMENT AND STUDENTS:-

a. Tree plantation in JNV campus under "Each one Plant one" programme
b. Participation in Green Olympiad in association with TERI
c. Green Audit of school in association with CSE
d. Heritage quiz- CBSE
e. Swacchta campaign in the nearby area apart from programs in JNV
f. Participated in Environmental contests organized by Ministry of Petroleum
g. Campaign for wastage disposal through "waste to wealth" initiative
h. Awareness of Solar Energy/Renewable energy is taken up as a major focus area
i. Vidyalaya Nursery Yojna in JNVs
j. Development of Kitchen Garden in each JNV

2.5.5 SUPPORT FOR GLOBAL OUTLOOK:

a. Programs of curricular focus and 21st century skills in association with British Council.
b. Visit of Students and teachers to Japan for Sakura Exchange programme: 58 children and 9 teachers visited in the last 3years.Due to pandemic the programme was conducted only through online mode.125 students of NVS participated in 2021.
c. 5 teachers are selected for pursuing Scholarship Programme for 18 months in Japan (MEXT).
d. Up to 2020-2021, 13 teachers have availed in the Full Bright Scholarship.

2.5.6 ICT IN EDUCATION:

a. Under the "Pradhan Mantri Jan Vikas Karyakram" (PMJVK) of Ministry of Minority Affairs all classrooms (total 1173) have been converted into Smart Classrooms in 99 JNVs (including one virtual

class in each JNV) in Minority Concentrated Areas.

b. 616 schools have Smart Computer Labs under CSR support from Samsung India. All schools have at least 40 computers, FCSA for maintenance and guiding on ICT tools; Computer (Desktop, laptop & Tablet) - Student Ratio is 1:6
c. Teachers are trained for using various ICT tools
d. All 07 Navodaya Leadership Institutes have been equipped with Smart classes.
e. 623 JNVs are having Aadhar Enrolment Kits, staffs of these JNVs are provided training by UIDAI .These JNVs function as Aadhar Enrolment Centers for students, parents and staff.

2.5.7 GUIDANCE AND COUNSELING:

a. Engagement of one male and one female Counsellor in each JNV.
b. Teachers are deputed for 1 year Guidance and Counselling program of NCERT-(430 teachers trained till 2020-21).
c. Training of teachers on counselling through NIMHANS- 50 creative teachers and 50 counsellors trained.
d. Master Trainer Training through St. Johns Research Institute Bangalore- Program for wellbeing developed through this team.

2.5.8 EXPOSURE TO CONTEMPORARY AREAS/SUBJECTS:

a. Financial Literacy training with the help of NSE
b. Disaster Management in association with NDRF
c. 607 teachers trained in Artificial Intelligence in collaboration with Intel.

2.5.9 IDENTIFICATION AND NURTURING GIFTED STUDENTS:

NVS has initially started the programme for identification and Nurturing of supremely talented children in collaboration with Cluster Innovation Centre, Delhi University in 2017 and 30 gifted students in Maths & Science were shortlisted on the basis of Science & Mathematics ability test (SMAT) and Intensive Skill test. 130 students from Navodaya had been facilitated through mentoring by institutions like IISER Tirupati, and experts from other renowned Institutions.

2.5.10 CITIZENSHIP PROGRAMS:

a. NCC in 322 JNVs with 22511 cadets
b. Scouts and Guides- All JNVs with 35757 scouts and guides
c. NSS- 127 JNVs with 9509 volunteers
d. Youth Parliament- Every year 64 JNVs participate in the training and competitions

2.5.11 ENTREPRENEURIAL SKILLS:

a. Skill education at three levels i.e. VI to VIII, IX & X and XI & XII
b. Introduction of automotive skilling course in 50 JNVs
c. Establishment of manufacturing units of sanitary napkins in JNV Gwalior and JNV Datia as a pilot project

2.5.12 ART IN EDUCATION:

a. Theme based theatre workshops (160) are organized with the support of specialists in the field of Performing Art, Theatre, Visual Art, Seminar/ Creative Writing & Youth Choir. Every year theme for workshops is decided through consultations.
b. Fine Art workshops with the support of Art teachers in the JNVs
c. Art and Music teachers also participate in the contest for teachers at Cluster, Regional and National level.
d. Participation of Students in Kala Utsav organised by NCERT
e. Art and painting competitions under Azadi Ka Amrit Mahotsav (AKAM)

2.5.13 NATIONAL INTEGRATION:

a. Migration of students at class IX level. Third language teachers work as ambassadors of cultural integration.
b. Organization of Cultural Integration Meets at Regional and National level

c. Painting Competition-Communal Harmony
d. National Integration Meet displaying the talent of children.

2.5.14 ENHANCEMENT OF LEARNING EXPERIENCES:

a. Organizing CBSE's Standard Assessment Test at Class VIII level to ensure depth of learning.
b. Methodology of teaching science subjects through Enhanced Experiments under the guidance of Indian Institute of Science, Chitradurga (Karnataka)
c. Experiential learning initiated for wider exposure for the students with the support of professional experts

2.5.15 INCLUSIVE EDUCATION:

a. To promote Inclusive Education, each JNV is equipped with CWSN friendly infrastructure to create an atmosphere where CWSN students learn together with other students
b. Assistive devices are provided by JNVs as per requirement of CWSN students
c. Sports training programme for CWSN students along with the PETs for participation in district/ state/ national level competitions

2.5.16 GAMES AND SPORTS:

a. Compulsory sports and games- 1hr 45 minutes per day for students
b. Record of performances through battery tests
c. Sports competitions at various levels in 19 disciplines
d. Introduction of KHELO INDIA SCHOOL ASSESOR App for recording fitness level of students
e. Introduction of FIT INDIA Mobile App for fitness assessment of teachers
f. Fit India Quiz (2021-22): 12 teams from NVS participated in State Final Round. In the State Final Round 03 NVS teams secured 2nd position in their respective states and won a cash prize of Rs. 1 Lakh for JNV and Rs 10,000/- for participants-
   1. Zaifi Jawaid and Pushkar Kumar, JNV Samastipur in Bihar
   2. Gurumayum Aditya Sharma and Rooney Sapam, JNV Khumbong in Manipur
   3. Kally Gupta and Suraksha Sharma, JNV West Sikkim in Sikkim

   Another 03 JNV teams from Mizoram, Pondicherry and Manipur secured 4th position in the Final State Round.

2.5.17 ADVENTURE PROGRAM:

a. Adventure programs under **Scouts and Guides**: Students participate in the Adventure at National Adventure Institute at various locations
b. Adventure programs under **NCC:** NCC cadets participate in various adventure programs organized by NCC
c. Programs through Mountaineering with the support of Mount Everest Foundation
d. Programs through Atal Bihari Institute of Mountaineering and Allied sports.

2.5.18 ACADEMIC INCENTIVES:

a. Awards to Stream wise Topper students
b. Commendation letters from Commissioner
c. Recommendation of teachers for the National Award
d. Merit certificate to the teachers achieving the bench mark
e. International exposure to teachers through various collaborations

2.5.19 VALUE ORIENTATION:

a. Awakened Citizen's Program with the help of Ramakrishna Mission for Teachers and students in all schools. With training for at least 6 teachers from each school. In 2021, training programme has been conducted for 1023 teachers. Modules are transacted in the afternoon sessions regularly.
b. Participation in digital citizenship and cyber wellness Quiz
c. Yoga program organised

2.5.20 HEALTH, HYGIENE & SAFETY:

a. Regular guidance from Staff Nurse
b. Yoga program- compulsory during morning on rotation
c. Teachers are trained in Yoga through specialized training centres

d. All JNVs have installed CCTV camera systems for enhanced safety and security for students and assets of JNVs
e. Security Guards, housekeeping staff, Matrons, caretakers and other casual labours are engaged through outsourcing as per requirement of JNVs.
f. Availability of MI room with basic medical and engagement of visiting Doctors (Physician).
g. Counselling to students through experts to ensure mental health and well-being.
h. Regular health check-up of the students.

2.5.21 JNV AND SOCIETY:

a. Participation of the students of the neighbouring schools in the co-curricular activities in the JNV
b. Programs for the neighbouring schools on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense and democratic values and scientific temperament
c. Participation and organization of academic and co-curricular contests with the neighbourhood schools
d. Coaching of rural children for JNVST
e. Organizing immunization camps, health check-up camps, first aid training camps, pollution control and cleanliness drive, literacy campaign etc.
f. Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet.
g. Establishment of skill hubs initiatives in selected JNVs for providing vocational training to the out the of school female candidates from the neighbourhood.

3. NISHTHA STATUS:

All NVS Principals, Vice-principals, PGTs/TGTs and Creative Teachers are attending NISHTHA 1.0 & 2.0 training modules organized by NCERT

a) NISHTHA 1.0 (Elementary Stage): 7251 Principals/Vice-principals/TGTs/Creative Teachers (98%) have completed all 18 Courses of NISHTHA 1.0 in the session 2020-21.
b) NISHTHA 2.0 (Secondary Stage): 10654 Principals/Vice-principals/PGTs/TGTs/Creative Teachers (95%) are completing 13 Courses of NISHTHA 2.0

4. AKAM ACTIVITIES:

To commemorate 75 years of Independence, NVS is participating in various activities identified by Department of School Education and Literacy, MoE.

a) Participation of students in 04 Expression series organized by CBSE
b) Writing activities on India's struggle for freedom by students
c) Online Music competition on patriotic/folk songs in language of paired states/UTs under EBSB
d) Daily two minutes presentation by students in school assembly on life/role of freedom fighters/ historical events
e) Participation of students' in Aryabhatta Ganit Challenge on the theme " Shunya Se ShikharTak"
f) Week long Celebrations on Shikshak Parv
g) Celebration of Rashtriya Ekta Divas
h) Participation of students in CBSE reading Challenge 3.0, Heritage India Quiz
i) Participation of students in story telling competition and postcard campaign.

5. BRAND EQUITY:

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

education.

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

Steps to establish/Sustain Brand Equity:

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

6. INSTITUTIONAL PLANNING:

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

MAJOR AREAS (SCOPE) OF INSTITUTIONAL PLANNING

As the Institutional plan seeks improvement in all directions it must touch upon the varied aspects of the functioning of schools. It must take the shape of an over-all scheme for the improvement of the school in respect of following:

A. IMPROVEMENT OF LIVING & LEARNING CONDITIONS

(i) Construction, maintenance and repair of Vidyalaya buildings.
(ii) Provision of facilities to the pupils like supply of drinking water, sanitary facilities, nutritious food, medical facilities etc.
(iii) Collection of library books, Magazines, journals, Instructional materials and audiovisual aids for the school.

B. IMPROVEMENT OF ACADEMIC FACILITIES

(i) Division of the curriculum in each subject into monthly and weekly units and sub units.
(ii) Conducting diagnostic tests
(iii) Organization of remedial teaching for desiring children.
(iv) Organization of extension lectures, conferences, etc… in the institution.

(v) Support of teacher improvement programmes like in-service training, refresher courses, and orientation courses etc. for teachers.

C. IMPROVEMENT OF CO-CURRICULAR ACTIVITIES

(i) Organization of physical activities in the school.
(ii) Organization of literary activities like preparation of bulletin boards, wall magazine, improved teaching aids and equipments.
(iii) Organization of social service projects.
(iv) Organization of pace setting activities

D. SCHOOL IMPROVEMENT PROJECTS

(i) Development of Herbal / Kitchen Garden
(ii) School beautification projects (eg. landscaping, knowledge parks etc)
(iii) Waste management project
(iv) Energy conservation project
(v) Green School project

E. INVESTIGATION AND RESEARCH

(i) Designing Investigative projects for the students according to their interests
(ii) Collaborating with the research institutes and the faculty in the relevant area for support to the student
(iii) Using Atal Tinkering Laboratories for conducting investigative projects
(iv) Action Research and Evaluation

7. ANNUAL PEDAGOGICAL PLAN:

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

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

The Handbook consists of the following four parts:

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

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

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

All Principals will prepare Annual Pedagogical Plan (APP) for the session 2022-23 for their respective JNV in the

format given in the **Annexure - II,** latest by 31.05.2022.

8. NATIONAL EDUCATION POLICY 2020: MAIN FEATURES

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

THE FUNDAMENTAL PRINCIPLES OF THE POLICY:

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

FOCUS ON EXPERIENTIAL LEARNING, PHYSICAL HEALTH AND WELL-BEING

- **Multi-disciplinarily and a holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- In all stages, **experiential learning** will be adopted, including hands-on learning, **arts-integrated** and **sports-**

integrated education, **story-telling-based pedagogy**, among others, as standard pedagogy within each subject.

- **Certain subjects, skills, and capacities** should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. These skills include: **health and nutrition**; **physical education**, **fitness**, **wellness**, and **sports**.
- **Bag-less days** will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
- **Project-based Clubs and Circles** will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs etc.
- Students will be given plenty of opportunities for participation in sports, culture/arts clubs, Eco-club, Activity club, community service projects, etc.

FOCUS ON SKILL DEVELOPMENT

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

ETHICS & VALUES

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

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

ENVIRONMENT EDUCATION

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

9. BAGLESS DAYS:

As per NEP – 2020, all students will participate in a 10-day bag-less period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Bag-less days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil /District/State.

Suggestive list of activities during 10 day Bagless days:

Class	5 days during vacation	5 days in school
VI to VIII	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	Internship with local industry/ professionals in the area of skill subject opted by the concerned student.	

- A portfolio on activities during vacation and in school should be prepared by the students and submitted to the teacher in-charge of skill course and it should be graded as a part of internal assessment.

THE VISION OF NEP-2020

- An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge superpower.
- The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- To instil a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global wellbeing, thereby reflecting a truly global citizen.

10. COMPETENCY BASED EDUCATION, PEDAGOGY & LESSON PLAN:

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

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

- Competency is a set of skills, abilities, knowledge that helps an individual to perform a given task in real life. Every learning should go into imbibing these skills to lead a productive and joyful life,
- Learning outcomes are an integral part of Competency Based Education (CBE). Proper framing of learning outcomes and linking them with pedagogical processes is crucial to the success of CBE.
- The sum total of Learning Outcomes, Curriculum, Pedagogy, Assessment and Criterion Referenced Testing is the Competency Based Education.

The different aspects of Competency Based Education are illustrated as hereunder:

LEARNING OUTCOMES (LOs):

- Learning outcomes is a statement of what a learner should know, understand and be able to demonstrate after learning a given topic/ concept.
- As per CBSE directives, it is mandatory for all schools to follow the learning outcome approach in teaching and learning as it is central to the learning process in CBE.
- Simple rule of verifying a learning outcome is an action verb/ phrase + object of verb + clause/phrase indicating level of achievement + context or condition, if any. Some examples of learning outcomes from different subjects as suggested by CBSE are provided in **Annexure-XXIV**.
- NCERT has released learning outcomes for Elementary (Class-I to VIII), Secondary (Class-IX & X) and Higher Secondary (class-XI & XII) which define the learning outcomes and linking them with pedagogical processes. The links of these documents are given in **Annexure – I.** However, 4 to 5 copies of Learning outcomes for elementary and secondary classes have already been sent to each JNV.
- Although learning Outcomes are given class-wise in each subject however the same are to be mapped with the content of each chapter/ unit. Teachers of regional languages have to prepare Learning Outcomes based on LOs developed for English/ Hindi by NCERT to be achieved by the learner at the end of academic year in a particular language, if not available.
- NCERT has developed minimum level of LOs in each subject but NVS teachers may adopt higher level of LOs in their respective subjects.
- Teachers need to use learning outcomes as a tool for improving education and not as a means of simply completing a topic.

PEDAGOGICAL STRATEGIES / PROCESS:

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

- Experiential learning should be adopted including hands-on learning, art-integration, sports-integration, story-telling/ toy based pedagogy along with other standard pedagogies during teaching learning process. Focus of each adopted pedagogy should be inquiry-based, discovery-based and analysis-based with

explorations of relations among different subjects.

- The teacher should work on pedagogies and assessments most likely to ensure that the stated outcomes of learning are achieved and plan the lesson accordingly, well in advance.
- The teachers should connect all learning to real life practice and relate local and global social issues with curricular contexts by using technology.
- The teacher should make use of resources available at DIKSHA platform
- Once in a week students should present the topic of the lesson in progress by rearranging the classroom setting suitable for group work.
- The teacher may adopt "ENGAGE" model of activities for classroom transaction as suggested by CBSE at **Annexure - III**

Assessment Practices to gauge achievement of Learning Outcomes:

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

21st Century Skills:

- NEP-2020 emphasizes integration of 21st Century skills in education system which is required for successful adult life in the 21st century.
- CBSE has published a handbook on 21st Century Skills. While planning the lesson, teacher should think which 21st Century skill is expected to develop while delivering the content. The link for the handbook is given in **Annexure - I**

Competency Based Lesson Plan:

Lesson plan is a teachers' roadmap of what students need to learn and how it will be done effectively during class time.

- Lesson plan makes the teacher aware of learning outcomes to be achieved, pedagogy to be adopted, the activities to be organized and how assessment is to be done to achieve learning outcomes.
- The competency based education can only be implemented through well planned lesson plan by the teacher.
- Based on various components of Competency Based Education, a format of "Lesson Plan" is attached as **Annexure – IV** to be adopted by all teachers including creative teachers.
- Inclusive Education is an umbrella term that encompasses consideration and strategies to support the diversity of the learner in a given context by minimizing barrier to learning. Teachers may refer CBSE Handbook on Inclusive Education (Link is provided in **Annexure – I)**

11. EFFECTIVE USE OF CLASSROOMS, LABORATORIES & OPEN SPACE FOR LEARNING:

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

1) The overall look of a classroom should emanate the feeling of a learning space with prominent displays related to a particular subject.
2) The décor of a classroom should be complemented with good quality paint preferably with light colour.
3) Two- seater dual desks should be arranged in the classrooms. All desks should be of similar (design/size) and properly maintained. The furniture may be painted if required.
4) All wiring should be concealed and electrical switch boards and switches should be of good quality and maintained properly.
5) There should be proper lighting arrangement in the classrooms.
6) A lightweight big size soft board should be arranged at the backside wall of the class to exhibit creatives of students and other subject related display material. The pasting of charts on the walls of

classrooms should be discouraged.

7) The classrooms should have a covered lockable shelf/ almirah having subject-wise partition to store moveable items and teaching aids of all main subjects. The digital devices if provided to the students may also be stored in the almirah.
8) Wi-Fi network connectivity should be made available for each classroom.
9) Provision of one mounted projector and CPU (placed in lockable cabinet) in the classroom to be made to convert it into a smart class. One moveable screen for projector may also be fixed for projection.
10) The front wall (towards students) of classrooms should have two parts i.e. white board/green board and soft board, so that teacher can display any chart/ creatives on soft board while white board / green board can be used for writing.
11) If any classroom is occupied as smart class, the same is to be used as general classroom.

Use of Laboratories:

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

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

Learning Space Outside the Classroom:

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

1) The corridors i.e. outside the classrooms should be used to display subject-wise current news, discoveries, new developments, interesting facts, personalities/ concepts etc as well as creative works of students'. For this purpose, good quality soft boards of equal sizes may be fixed in the corridors with subject titled as Science, Social Science, IT, Art & Music, Games & Sports, Language etc.
2) Main entrance corridors should also display aims, objectives and vision of JNV, notice board to be used as information bulletin for students and parents as well as to display name & photograph of high achievers/ award winner students and teachers.
3) All efforts should be done to establish science/ maths/ language/ social science park in the open area to give opportunity of learning outside the classroom. Such parks may have toys, equipment, globe, working models etc of bigger size to show the subject concepts in easy & interesting ways.

12. SCHOOL ASSEMBLY:

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

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

The Vidyalaya prayer should be recited with dedication and emotion. Navodaya Prayer should be sung in its original form without associating or linking with any other prayers. Music teacher should ensure proper pronunciation, timing, rhythm and melody in prayer. Other songs and community songs can be added depending upon the time available and the demand of occasion. Other activities are to be properly worded and modulated with

variety. As far as possible the content of the speech to be specific to the day and edited properly. Principal /MOD should invariably address the morning assembly. It is to be conducted in all three languages. The PETs, Music Teacher and Duty Master will ensure that all activities are performed within the time limit and students leave the assembly to their respective classrooms in an orderly manner. The school band may be used at the time of conduct of the prayer and during the dispersal of the students.

ASSEMBLY ACTIVITIES

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

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

13. SCHOOL CALENDAR:

School calendar is a schedule of all the activities and events that are conducted in an academic session. The events may include Examination schedule, vacation schedule, schedule for games & sports activities, celebration of important days, schedule of pace setting activities, AKAM & EBSB activities, Art in education activities, flagship programme (youth parliament, FIT India, etc). Such a schedule enables the Vidyalaya to conduct all curricular and co-curricular activities in more productive and defined structure so that all the activities may be guided towards attainment of educational goals. The yearlong activities in an effective manner with advanced preparations. Hence each **JNV has to prepare an effective working calendar for the year 2022-23, well before the beginning of the academic session by incorporating the areas such as Scholastic, Co-Scholastic, along with important days / functions / activities etc.**

14. VIDYALAYA TIME TABLE AND ALLOTMENT OF PERIODS:

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

a. Preferably the services of Art Teacher, SUPW Teacher, Music Teacher, Librarian, and teachers of Third Language are to be taken for running supervised study periods in the afternoon.
b. Concerned subject teachers are to be put on duty for remedial teaching.
c. All staff members including PETs will be put on duty during supervised study as per the requirement on rotation basis. The daily routine details of total no. of periods to be given to the teachers & no. of periods to be allotted to each subject/ class wise is given as under:

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

Class-VI TO VIII	Periods	Class IX	Periods	Class-X	Periods	Class-XI&XII	Periods
ENG.	8	English	7	English	7	English	7
HINDI.	8	Hindi/ R.L.	6	R.L./ Hindi	6	Hindi/Maths/I.P./C.S.	7
MATHS	5+1*	Maths	7	Maths	7	Elective-1	9
SCIENCE	5+1*	Science (B-3, P-2, C-2)	7	Science(B-3, P-3, C-3)	9	Elective-2	9
SOCIAL	5	Social Sci.	8	Social Sci.	8	Elective-3	9
LIBRARY	2	Library	1	Library	2	Phy.Education	1
COMPUTER	2	Phy.Education	1	Phy.Education	1	G.S./G.F.C	1
ART	2	Computer	1	Computer	1	Computer	2
SUPW/ PHE	1	Art	1	Art	1	Library	2
		Music	1	Music	1		
MUSIC	2	3rd Lang	3	**SKILL/ Additional language	4	Work Exp./ SEWA	1
PHE	1	**SKILL / Additional language	4	***SEWA / WE	1		
3RD /R.L LANG.	5						
SKILL COURSE (12 HOURS MODULE)	01 Hr. during A/N Remedial/ supervised study	SEWA/ WE	1				

*** This period should be allotted for laboratory activities only**
****Skill subjects in IX and X will be as an additional subject.**
***** SEWA: Social Empowerment through Work Education**

Note:

- One period in a week must be devoted for group discussion, group work, presentation by students on the topics related with subject content by re-arranging the classroom setting suitable for group work.
- Maximum of 36 periods per week may be allotted to each teacher depending upon the availability of teachers in the concerned subjects. ***TGT (MATHS) will also handle CLASS VIII PHYSICS portion.***
- In respect of classes XI & XII, two periods per week are earmarked for practical in the concerned subjects like Physics, Chemistry, Biology, Computers Science/Informative Practices.
- For music and arts, students of a class should be divided in two batches. Each batch should include half of the students of the class in order of their roll numbers in the class attendance register. The periods for music and arts for a class should be held simultaneously, one batch of a section will attend music and other batch of the same section will attend arts class.
- For classes, IX and X, the practical / other laboratory activities are to be conducted on regular basis as per CBSE curriculum.
- For classes VI to VIII, at least one period per week should be earmarked for lab activities in Mathematics and Science.
- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the class as well teachers' time table.
- Class-wise & teacher wise time –table should be displayed in each class room/ lab/ Smart class room.

15. REMEDIAL TEACHING:

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

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

REMEDIAL / SUPERVISED STUDY

The following is the framework of remedial and supervisory study schedule in JNVs for the academic year 2022-23. It is decided to have remedial classes only for needy students by allotting duties to the concerned subject teachers. Each class will have remedial for one subject per day. Overall 09 teachers will be engaged for seven classes (VI to XII), provided two streams are available at the senior secondary level in the JNV. For non-remedial students, duties may be allotted as given below for supervision. Further the remedial teaching and supervision should go simultaneously in an effective manner as per the following schedule:

REMEDIAL / SUPERVISED STUDY SCHEDULE

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

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

EVENING SUPERVISED STUDY

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

16. EFFECTIVE CLASS ROOM MANAGEMENT:

In JNVs Teachers have to promote discipline in their respective classes through effective class room management. The quality of their teaching through well planned activities that suit the learning needs of the students will sustain students' attention and capture their interest, thus minimizing opportunities for misconduct.

Effective classroom management brings positive results into class. Of all the variables, classroom management has the largest effect on students' academic achievement. Both students and teachers benefit from a well-organized class. Teachers see that their smart work produce gains in relationships as well as in knowledge. A classroom that is managed well through good preparation, motivation, effective presentation and evaluation, yields excellent results in terms of achieving learning objectives**.** The following suggestive tips would help the JNV teachers to achieve effective class room management:

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

b. The entire duration of a period may be split into three parts respectively for introducing the topic / concept, presentation& interaction, recapitulation& feedback. Lecturing for the entire duration of the period will make students to get bored and boredom produces distraction. Incorporating various activities in the class room will help to keep students engaged, interested and it will also help to sustain the motivation levels. Emphasis should be on child centric learning.

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

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

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

f. Help each child in growing to his or her fullest potential.

g. Provide meaningful and appropriate homework activities.

h. Demonstrate professional behaviour and a positive attitude.

i. Use special activities and ICT in the classroom to make learning enjoyable and stress free.

j. Use equitable and positive classroom behaviours such as establishing eye contact, moving around the class and increasing proximity to restless students, sending a silent signal, giving a quiet reminder, re-directing student's attention, beginning a new activity, offering a choice, using humour, waiting quietly until everyone completes the task, asking a directed question, providing appropriate time for all students to respond to questions, recognizing and appreciating the students for their responses, avoiding discouragement, creating an atmosphere wherein the students are motivated to pose questions, attributing the ownership of ideas to the students who initiated them, allowing and encouraging all students to participate in class discussions and interactions, making sure to call on students who do not commonly participate, not just those who respond most frequently, providing positive reinforcement and feedback, etc.

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

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

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

17. COVERAGE OF SYLLABUS & CONDUCT OF VARIOUS EXAMINATIONS:

a. **For board classes i.e. X & XII,** 100% syllabus has to be completed by 5th**December, 2022**
b. For non-board classes, i.e.VI to IX & XI, Term -I syllabus should be completed by 31st October, **2022**, and 100% syllabus for Term - II has to be completed by 28thFebruary, **2023.**
c. Every JNV has to strictly follow the guidelines given by NVS Hqrs. & RO. for conducting various tests/ exams.
d. Coverage of syllabus & conduct of various tests should be on the same dates in all JNVs.
e. The Vidyalaya has to send the result analysis of all tests/ exams to RO within 48 hours of completion of the examination**.**
f. An explanation from the teachers is to be obtained by the Principal wherever the subject average falls below the target fixed by the Hqrs.
g. The Practicals for Board Classes should be completed by the end of **November, 2022**and record work should also be completed by **December, 2022**. Further, practicals in Science for classes IX & X should be conducted simultaneously with theory classes. All the activities/experiments in Science, Mathematics and Social Science of Classes VI to VIII are also to be carried out as per the guidelines given by CBSE/NCERT.
h. A complete record of various practicals conducted as per syllabus should be maintained at Vidyalaya Level and displayed in the concerned lab.
i. There should be correlation between the marks allotted in internal examinations, practicals and marks obtained by the students in external examinations. A large deviation in the board results reveals the poor quality of evaluation at the Vidyalaya level.

18. ACADEMIC MONITORING AND SUPERVISION BY PRINCIPAL AND VICE – PRINCIPAL:

Name of the Area	Vice Principal	Principal
1. Teaching Periods	12	08
2. Classes to handle	One of the classes to be handled on regular basis preferably a board class	One of the classes to be handled on regular basis preferably a board class
3. Classroom Observation (in Four phases i.e. from 28 to 30th July,2022,15 to 17, Sept., 17 to Nov. ,2022& 16 to 18 Jan,2023 covering all teachers in each phase)	Classes VI, VIII & IX Observation & suggestions are to be reported as per **Annexure - V**	VII,X-XII Observation & suggestions are to be reported as per **Annexure - V**
4. Monthly monitoring of correction by teachers of Home Work, Class work, Assignments and Project Works	VI to X (Format for supervision of checking of Note Book Assignments as per **Annexure-VI**)	XI and XII (Format for supervision of checking of Note Book Assignments as per **Annexure-VI**)
5. Preparation of various activities	Academic Calendar, Time-Table, Institutional plan, Exam time tableas per Hqrs instructions	Preparation of Annual Pedagogical Plan
6. Maintenance of records	Academic Records	Monitoring and guidance
7. Monitoring	All academic and CCA activities of all classes	
8. Monthly meetings to be conducted in the first week of	Subject Committee meetings, Academic Performance Review	1.House Prefects Meeting in presence of House Masters

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

Note:

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

19. PANEL INSPECTION:

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

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

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

a. Use of creative pedagogy (Art/sports/story telling/toyed based pedagogy) by the teachers in the classroom.
b. Learning environment in the classroom and outside the classroom in the campus.
c. Effectiveness of residential components.
d. Effectiveness of co-curricular activities including art, music, skill and games & sports.
e. Effectiveness of migration scheme including learning of third language.
f. Up-keeping of the school campus.
g. Community service & pace setting activities.
h. Record keeping.
i. Inter personal relations.

j. Best practices adopted by the JNV.
k. Conduct of flagship programmes in the JNV.
l. The extent and the manner in which the school protects and supports the children.

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

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

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

a. R.O. will plan cluster-wise panel inspection of each JNV to be circulated well in advance
b. Panel inspection of all JNVs must be completed by the month of November-2022 and further follow up visit of cluster in-charge by January-2023 of the academic session.
c. JNV principal should send duly filled pre-inspection details of the JNV as per **Annexure – XIV,** well in advance to each member of the panel inspection team at least 10 days before the scheduled inspection in the prescribed pro-forma.
d. The panel inspection should be completed in 03 days (including the day of arrival & departure) with mandatory stay in the campus for at least two days to observe the various aspects of JNV including its residential components.
e. During the inspection, panel inspection team will observe and verify the details submitted by the principal and action taken on suggestions given by the previous panel inspection team.
f. During Panel Inspection Assistant Commissioner will interact with DC RO/ designated Officer from NVS Hqrs. regarding regular functioning of JNV.
g. After conduct of panel inspection, the team will suggest actions to be taken at Vidyalya level, Regional Office level and NVS Hqrs level in different areas as given in the report format (**Annexure – XV**)
h. After conducting the panel inspection, the cluster I/C AC will submit the report to the Deputy Commissioner of the Regional office before leaving the inspected JNV by mail.
i. The Deputy Commissioner will analyse the actions suggested by panel inspection team and the action suggested may be modified keeping in view of different levels with his/her comments in the Panel Inspection Report.
j. After finalization the report at R.O. level the copy of the same should be forwarded to the concerned JNV for implementation of the action suggested at JNV level as well as the internal note should be issued to the concerned section of R.O. for implementation of action suggested at R.O. level.
k. The reports of panel inspections conducted in a month must be submitted to NVS Hqrs on or before the 10th day of next month by DC, RO in the following format.

Table for Month-wise Report by the RO to NVS

REPORT FOR THE MONTH OF _____ YEAR _____

Sl. No.	Name of the AC	Name of Cluster	Total no. of JNVs Allotted (A)	No. of JNVs inspected in the reporting month (B)	Cumulative no. of JNVs inspected during 2022-23 (C)	No. of JNV yet to be inspected (A-C)

l. DC RO will conduct monthly meeting with cluster I/C ACs to follow-up on implementation on actions suggested during the panel inspection.

(Panel inspection reports and month-wise report are to be forwarded to NVS Hqrs. by email to: nvshq.panelinspection@gmail.com.Only completed panel inspection report containing remarks / assessment of Deputy Commissioners should be forwarded to NVS Hqrs.).

20. BENCH MARK FIXED FOR PASS PERCENTAGE AND SUBJECT AVERAGE FOR THE ACADEMIC YEAR 2022-23:

Class-X: As regard to class-X, the students are to get a minimum of 85% Marks in each subject.

Class-XII: The following pass percentages and subject averages for class-XII Board Exam are fixed as target for the session 2022-23.

Pass percentage: **100%**

SUBJECT-WISE AVERAGE FOR CLASS-XII

SUBJECT	TARGET FIXED FOR 2022-23 (in %)
English Core	80
Hindi Core/Elective	85
Maths	80
Physics	80
Chemistry	80
Biology	80
Bio-Tech	80
Informatics Practices	85
Computer Science	85
History	80
Geography	85
Economics	75
Accountancy	75
Business Studies	75
Any Skill Subject	85

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

- For languages: 85%
- For Maths, Science and Social Science - 80%

FOR CLASS-XI: Pass Percentage - 100%

SUBJECT-WISE AVERAGE FOR CLASS-XI

Subject	Target Fixed for 2022-23(in %)
English Core	70
Hindi Core/Elective	70
Mathematics	75
Physics	75
Chemistry	75
Biology	80
Bio-Tech	80
Informatics Practices	75
Computer Science	80
History	70
Geography	70
Economics	65
Accountancy	70
Business Studies	65
Any Skill Subject	80

21. ASSESSMENT STRUCTURE FOR THE ACADEMIC SESSION 2022-23 for Classes VI to XII:

A).FOR CLASSES XI& XII

Scholastic Area:

The Assessment scheme will have theory, internal assessment/practical components as per syllabus given for each

subject by CBSE. Annual Examination for class XII is conducted by CBSE Board whereas Internal Examinations are conducted by JNVs as per CBSE guidelines. NVS conducts all examinations/ tests for Class XI. Syllabus of half-yearly examination will be as per split-up syllabus of NVS whereas annual examination will be based on full syllabus for the academic session 2022-23.

Assessment scheme with weightage for Class XI :

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

Assessment of compulsory Areas (Class XI & XII)

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

Grading for Assessment of General Studies:-

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

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

S.No.	Area	Grades
1.	Games, Health and fitness	While filling online data, following grades may be filled against HPE: (A1, A2, B1, B2, C1, C2, D1, D2, E)
2.	SEWA	While filling online data, following grades of SEWA shall be filled against work education / work experience : (A1, A2, B1, B2, C1, C2, D1, D2, E)
3.	Discipline*	The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, neat and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be assessed term-wise on a 3-point grading scale (**A=Outstanding, B=Very Good and C=Fair**).

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

B).FOR CLASSES IX & X

As per the CBSE circular No.-Acad-05/2017 dated 31.01.2017, CIRCULAR No.14/2017 dated 21.03.2017 on uniform system of assessment, revised vide CBSE circular No.Acad-11/2019 dated 6.3.2019 will continue for the session 2022-23 till any revision made by CBSE.

The concerned subject teachers and the principals of JNVs will remain in touch with the latest development in the evaluation system of CBSE, if any, from time to time, during the academic year 2022-23.

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

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

Subjects	**80 marks (Board Examination)** Student has to secure 33% marks out of 80 marks in each subject	**Periodic Assessment (20 Marks)**			
		Student has to secure 33% marks out of overall 20 marks earmarked in each subject.			
		Pen Paper Test (05 marks)	**Multiple Assessment (05 Marks)**	**Portfolio (5 Marks)**	**Subject Enrichment (5 Marks)**
	Board will conduct Class X Examination for 80 marks	(i)	(iii)	(ii)	(iii)
Language 1		Periodic Written		This will cover :	Speaking

	in each subject covering 100% syllabus of the subject of Class X only. Marks and Grades both will be awarded for individual subjects.	Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission.	Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.	Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.	&Listening Skills in Lang-1
Language 2					Speaking & Listening Skills in Lang-2
Science					Practical Lab Work in Science.
Mathematics					Maths Lab Practical
Social Science					Project Work in Social Science
6th Additional Subject (Skill Subject)	Board will conduct class X examination of 50 marks in theory and 50 marks practical in each skill subject covering 100% syllabus as prescribed by CBSE. .				

Weightage of periodic Assessments for Class X will be as per CBSE directions. Final result of class IX will be prepared by assigning 40% Weightage to Term-I and 60% to Term- 2. However, the annual examination will be based on full syllabus for the session 2022-23.

Grading Scale for Scholastic Areas Class IX

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

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

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

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

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

(i) Pen Paper Test (05 Marks): The school should conduct periodic written tests in the entire academic year and the average of the best two for class X and best in each term for class IX will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre-mid-term and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. For class X the school will take the average of the best two tests for final marks submission.

(ii) Multiple Assessment (05 Marks): Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression, self and peer assessment, collaborative projects, experiments. Classroom demonstration etc.

(iii) Portfolio (05 marks): It includes Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.

(iv) Subject Enrichment Activities (05 Marks): These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

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

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

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

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

2. Co-Scholastic Activities:

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

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

			C=Fair).

Details of five points grading

Grade	Connotation
A	**EXEMPLARY**
B	PROFICIENT
C	DEVEOPING
D	EMERGING
E	BEGINNER

Documentation:

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

C).CLASSES-VI to VIII

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

Subject	**Term-1 (100 marks)** (1st half of the session) **50 marks Periodic Assessment +** **80 marks for Half Yearly Exam to be reduced to 50 marks.**		**Term-2 (100 marks)** (2nd half of the session) **50 marks Periodic Assessment +** **80 marks for Half Yearly Exam to be reduced to 50 marks**	
Language-1 **Language -2** **Language -3** **Mathematics** **Science Social** **Science** **Any other Subjects**	**Periodic Assessment:** • **Two Periodic Written Tests, each of *40 marks (to be reduced to 20 marks)*** with syllabus covered till announcement of test dates by school • **Multiple Assessment (10 Marks)** Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc. • **Portfolio -(10 Marks)** It covers Class work plus peer assessment, self-	**Half Yearly Exam** • Written exam for 80 marks with syllabus covered till announcement of Mid-term exam dates by school	**Periodic Assessment:** • **Two Periodic Written Tests, each of *40 marks (to be reduced to 20 marks)*** with syllabus covered till announcement of test dates by school • **Multiple Assessment (10 Marks)** Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc. • **Portfolio -(10 Marks)** It covers Class work plus peer assessment, self-assessment, achievements of student in the subject,	**Yearly Exam** Written exam for 80 marks with syllabus coverage as below: **Class-VI**: 10% of 1st term covering significant topics + entire syllabus of 2nd term. . **Class-VII**: 20% of 1st term covering significant topics + entire syllabus of 2nd term. **Class-VIII**: 30% of 1st term covering significant topics + entire syllabus of 2nd term.

	assessment, achievements of student in the subject, reflections, narrations, journals, etc. • **Subject Enrichment Activities**-(***10 marks***) at term end		reflections, narrations, journals, etc. • **Subject Enrichment Activities**-(***10 marks***) at term end	

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

Sl. No.	**Composition**	**PWT (40 Marks)**			**Half yearly / yearly (80 marks)**		
		Weightage	**No. of question**	**Marks**	**Weightage**	**No. of questions**	**Marks**
1.	Competency Based Question (CBQ) on CCT: This can be case /source /situation/figure/ data interpretation based MCQs.	50 %	04 (Each CBQ will have 05 questions)	20 (4X5 X1 Mark	50%	08 (Each CBQ will have 5 questions)	40 (8 x 5 x 1 mark)
2.	Reasoning questions from concerned subjects (Mental ability & logical reasoning)	10%	04	04 (4X1 mark)	10 %	08	08 (8 x 1 mark)
3.	Short Answer Questions	30%	06	12 (6x2 Marks)	30 %	12	24 (12 x 2 marks)
4.	Long Answer Questions	10%	01	04 (1X4 Marks)	10%	02	8 (2 x 4 marks)
	Total	**100%**	**15**	**40**	**100 %**	**30**	**80**

Weightage of periodic Assessment and Term exams (in %)

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

- **There will be two periodic tests of 40 marks in each term. The average of two will be reduced to 20 marks.**
- **As the weightage of periodic assessment has been increased, hence teachers must plan and**

conduct multiple assessment, subject enrichment activities and portfolios to identify and promote uniqueness of each learner in the cognitive, affective and psychomotor domains.

- At least two activities each in all three periodic assessments i.e. Multiple Assessment, Portfolio and subject enrichment are to be evaluated in each term and records of the same should be maintained by the concerned teacher**.**

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

i) Languages: Aimed at equipping the learner to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of languages.

ii) Mathematics: For the activities in mathematics, refer to activity books of NCERT and Handbook on Teacher Energized Resource material released by CBSE for different classes.

iii) Science: Practical work and activities in Sciencemay be undertaken as suggested by the NCERT syllabus & Text book as well as Handbook on Teacher Energized Resource material released by CBSE for different classes.

iv) Social Science: Map or the Project work may be undertaken as suggested by NCERT syllabus and text books.

Co-Scholastic Activities (Classes-VI-VIII): For the holistic development of the student, co-curricular activities in

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

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

the following areas should be carried out by the teachers and will be graded term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair).The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities.

(a) Community Service including participation in Pace setting Activities- Work Education refers to skill-based activities resulting in goods or services useful to the community.
(b) Art Education (Visual & Performing Art).
(c) Health and Physical Education (Sports/Martial Arts/Yoga etc.)

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

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

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

REFER TO ANNEXURE-XVI: Format for the report card for class-XI
ANNEXURE-XVII: Format for the report card for class-IX
ANNEXURE-XVIII: Format for the report card for classes-VI to VIII

22. ASSESSMENT OF SPEAKING AND LISTENING SKILLS:

It is an undeniable fact that national and international boundaries have become seamless. English as a medium of communication has acquired an important role in bringing world together. A good communication skill raises the self-esteem of a student. It is essential that students acquire proficiency in it, by the time they leave the portals of the school. CBSE has envisaged that all language skills need to be integrated into English language

curriculum at schools. Speaking and listening should be fostered in children to equip them with better communication skills. Hence it has been introduced in formal testing of speaking and listening skills at the school level in the summative assessments in English at class- IX, X & XI.

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

Some of the sub-skills that are developed through speaking skills are speaking intelligibly using appropriate word stress, sentence stress and intonation patterns, narrating incidents and events, real or imaginary in a logical sequence, presenting oral reports or summaries; making announcements clearly and confidently, expressing and arguing a point of view clearly and effectively, taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of other, presenting own ideas, expressing and responding to personal feelings, opinions and attitudes, participating to spontaneous spoken discourse in familiar social situations. Students who stammer may be given extra time during the assessment process as per the need of the child. However, CBSE has provided an option to the students who have "speech impediment" or who are "hard of hearing" or who have both disabilities partially or wholly by replacing ASL in to two assignments (story writing and review of the novel) of equal weightage, each based on the novel/long reading text prescribed for the class.

23. **COMMON EXAMINATION**:

Question papers for all Periodic Assessments for classes VI - X and Unit Tests of XI & XII will be prepared at Vidyalaya level for the Academic Year 2022-2023 as per composition of question papers issued by NVS.

NVS Hqrs. shall decide about the *modus operandi* for preparation of common question papers for half yearly and yearly exams of non-board classes and pre-board exams of board classes, their evaluation. Separate instructions will be issued to Regional Offices & JNVs from time to time.

1. The Vidyalayas have to analyse the results and result analysis is to be submitted to RO within 48 hours of the last paper. 10% of the evaluated answer books in all subjects should be inspected by Principal and Vice Principal.
2. Identification of supportive learners (low achievers) will be done on the basis of performance of students in tests.
3. Remedial teaching is to be taken up immediately after the diagnosis of supportive learners strictly under the supervision of the Principal/Vice-Principal. Monthly review of the performance of supportive learners will be done in all subjects and in case no improvement is observed, the strategies will be modified to achieve improvement.

24. IMPROVEMENT OF INTERNAL EXAMINATION PROCESS:

The analysis of performance of the children in various scholastic and co-scholastic activities has guided the Samiti to work on the further supporting the internal examination system. Question papers for Terminal/Half Yearly and Yearly Examinations for VI, VII & VIII, IX and XI, Pre-Boards for Class X /XII Examinations are to be prepared by a specialized team of experts. Samiti and Regional offices together will finalize the schedules and panel of experts. The question papers will be delivered through encrypted platform to the JNV before the examination. The schools have already procured high speed printers to enable printing the question papers required for the day. It is the duty of each JNV to ensure that their printing system is kept intact throughout the year. So that during the examination period the systems should function faultlessly. The JNV shall organize the testing under the strict supervision of the process. Improvised system of vigilance shall also be worked out in the process. JNV Principal should ensure that the e-mail ids to which question papers are delivered and passwords are accessed by him/ her only.

With a view to make examination a participatory process to be taken by the children, it was proposed to give experience of the examination to the teachers from time to time. During the trainings many teachers volunteered to introduce an examination in the subject concerned as similar to the ones students participate at the Board level, to give a full scale experience to the teachers. The papers evaluated by subject experts are discussed to improvise the answer. With their strategies to support the children on examination pattern are being worked out, these strategies will be shared amongst the peer group to improvise the practices. After each Content Enrichment Training (CET) Programme, the teachers solve CBSE based question paper of the highest class they teach. The duration of time is 03 hours.

25. SCHEDULE OF TESTS / EXAMINATIONS FOR 2022-23:

SCHEDULE FOR PERIODIC TESTS/UT AND TERM EXAM YEARLY EXAMINATION:2022-23

CLASSES-VI – IX& XI

(Periodic Written Test (PWT) for class VI - IX and Unit Test (UT) for class XI)

S. No.	Assessment	Date
1	Periodic Written Test –I/ UT-I	16-18 August 2022
2	Periodic Written Test –II/ UT-II	28-30 Sept 2022
3	TERM 1	03-15 Nov 2022
4	PWT 3 / UT 3	19-21 Jan 2023
5	PWT 4 / UT 4	27-28 Feb,01 march 2023
6	TERM 2	15-27 Mar 2023

SCHEDULE FOR ASSESMENT FOR CLASS-X & XII FOR THE SESSION 2022-23

S.N.	Assessment	Date	Remarks
1	PWT 1 / UT 1	16-18 August 2022	Pre Board – 1 will be conducted at National Level and Pre-Board -2 will be conducted at RO level.
2	PWT 2 / UT 2	28-30 Sept 2022	
3	TERM 1	03-15 Nov 2022	
4	Pre-Board 1	12-23 Dec 2022	
5	Pre Board 2	20 Jan 2023 -31 Jan 2023	
6	Annual Exam	March- April as per CBSE	

26. MINIMIZING OF SELF CENTERS FOR CONDUCT OF THE BOARD EXAMINATIONS:

In order to sustain the credibility of Board Examination, NVS implemented the idea of not having self centres for Board Exams for JNV students. Each Regional Office will study the availability of CBSE affiliated schools in the neighborhood of JNVs and forward the details to NVS Hqrs. and CBSE. Efforts are to be made by the Regional Offices to identify at least 50 % outside centers for the conduct of AISSE/AISSCE-2023. Proper arrangement is to be made for escorting the students safely, if outside centres are fixed for CBSE examinations. JNVs are excelling in their Academic Performance and producing quality output for the last couple of years. Producing quality results with outside centers will prove to the public about the quality work performed by JNVs. Since, the remodeled Assessment emphasizes for internal assessment, the credibility of School Based Assessments need to be maintained at Vidyalaya Level. The process of conduct of exam, evaluation of answer scripts and compilation of results as per CBSE instructions need to be strictly adhered to.

27. ADMISSION IN JNVs : (Session 2022-23)

- Efforts are already made to receive the list of selected candidatesupto 31st May 2022. Once the selection list is received from CBSE, details of the selected students are to be checked thoroughly with the application forms.
- If any discrepancy is noticed, the same is to be brought to the notice of NVS, R.O. If there is no discrepancy, parents of the selected students are to be informed officially along with different proformae which are to be submitted at the time of verification of documents. Intimation is to be given by Registered Post with acknowledgement due card/Speed Post.
- On the day of verification, proper scrutiny of the documents is to be done by involving the staff of JNV. If clarification is to be sought, the same is to be officially communicated.
- A meeting of the parents along with their wards may be conducted to brief about the "Navodaya" system.
- On the day of verification, actual date of beginning the classes and the reporting date are to be informed.
- If any student/parent does not report for certificate verification, at least twice registered/speed posts are to be sent in the form of final notice in addition to contacting the parent through other mode.
- Before the students of Class-VI report for classes, all the arrangements are to be made for their stay in the dormitories.
- Other items and textbooks are to be made available on the same day.
- If any vacancy exists due to non-reporting of candidates even after two reminders or nonsubmission of required documents, wait list requirement should be sent to RO.
- It should be ensured that admission process is completed within 20 days from the date of receipt of the select list.

  The entire admission process to Class-VI including wait list I and II should be completed latest by 31 December 2022.

JNVST 2023(Class-VI) (For the session 2023-24)

- Time activity schedule provided by NVS HQrs is to be strictly followed.
- As the online registration portal is launched, the arrangement is to be made for publicity:
- District administration is to be appraised regarding JNVST and the cooperation for facilitating the candidates in filling the forms through online registration is to be requested.
- DEO/ DDPI/ IS/ BEO/DPC are to be requested for providing wide publicity.
- Principal of JNV, with the permission from competent authority, may attend the meeting of Headmasters of primary schools and they may be requested to help for enrolment of their students.
- Pamphlets may be distributed throughout the district for publicity.
- Help of PTC, parents and Alumni may be sought for distribution of prospectus.
- Arrangement is to be made for publicity through AIR, DD, local cable operators, Headman of village etc.
- A help desk may be established in every JNV to guide/assist the applicants.
- All efforts should be made to enhance the no. of applications by at least 15%.

Tentative Time Activity Schedule for Conduct of JNVST- 2022 for Admission of Students to Class-VI during the Academic Year 2022-23

S.No.	Activity	Agency Involved	Time Target
1.	Downloading of Admit Cards by the Candidates	Agency/Candidates/JNVs	01.04.2022 to 30.04.2022
2.	Conduct of Examination	Agency/NVS HQ/RO/JNVs	30.04.2022
3.	Probable date for Release of result	Agency/ NVS HQ/RO/JNV	31.05.2022
4.	Completion of Admission Process through select list	JNVs	30.06.2022
5.	Completion of admission process including wait list-I and II	JNVs	31.12.2022

Admission of Students to Class-VI during the Academic Year 2023-24

S.No.	Activity	Agency Involved
1.	Start of Online Application Process	Agency/NVS HQ
2.	Last date of online Application	Agency/ NVS HQ
3.	Intimation of exact number of candidates registered block-wise	Agency/NVS HQ/RO/JNV
4.	Finalization of JNVST Examination Centres	JNV/RO/NVS HQ
5.	Finalization of custodian Bank details	JNV/RO/NVS HQ
6	Downloading of Admit Cards by the Candidates	Agency/Candidates/JNVs
7	Conduct of Examination	Agency/NVS HQ /RO/JNVs
8	Probable date for Release of result	Agency/ NVS HQ /RO/JNV
9	Completion of Admission Process through select list	JNVs
10	Completion of admission process including wait list-I and II	JNVs

Note: After signing MOU with the agency, as per the schedule of selection test, target dates will be communicated separately.

27.1 LATERAL ENTRY TEST FOR ADMISSION IN CLASS-IX AGAINST VACANT SEATS:

Arrangement is to be made for lateral entry test, only when vacancies exist in class-IX for the session.

- Vacancy is to be notified and is to be intimated to NVS, R.O for its onward submission to NVS HQs.
- Vacancy position is to be uploaded on the Website of RO/JNV
- Submission of Application through on-line.
- Test is to be conducted as per the guidelines.
- On receipt of select list from Regional Office, admission is to be done after proper verification of documents.

Tentative Time Activity Schedule for Conduct of Lateral Entry Test 2022 for Admission of Students to Class-IX during the Academic Year 2022-23

S. No.	Activity	Agency Involved	Time Target
1.	Downloading of Admit Cards by the Candidates	Agency/Candidate/JNVs	01.03.2022
2.	Conduct of Examination	Agency/NVS HQ/RO/JNVs	09.04.2022
3.	Receipt of Sealed test material at RO	JNV/RO	10.04.2022
4.	Submission of confidential test material to Agency through NVS Hqrs.	RO/ NVS HQ /Agency	13 and 14th April 2022
5.	Handing over of select list and release of results	Agency/ NVS HQ/RO/JNV	1st week of May 2022
6.	Completion of admission process including wait-lists	JNVs	30.06.2022

Admission of Students to Class-IX during the Academic Year 2023-24

S. No.	Activity	Agency Involved
1.	Intimation of Vacancies in class-VIII during 2022-23	JNV/RO/NVS HQ
2.	Start of Online Application Process	Agency/NVS HQ
3.	Submission of tentative examination centreswith capacity	JNV/RO/NVS HQ
4.	Intimation of custodian Bank details to RO	JNV/RO
5.	Intimation of custodian Bank details to NVSHQ	RO/NVS HQ
6.	Last date of online Application	Agency/Candidates
7.	Intimation of exact number of candidates registered in the district	Agency/ NVS HQ/RO/JNV
8	Downloading of Admit Cards by the Candidates	Agency/Candidate/JNVs
9	Conduct of Examination	Agency/NVS HQ/RO/JNVs
10	Receipt of Sealed test material at RO	JNV/RO
11	Submission of confidential test material to Agency through NVS Hqrs.	RO/ NVS HQ /Agency
12	Handing over of select list and release ofresults	Agency/ NVS HQ/RO/JNV
13	Completion of admission process includingwait-lists	JNVs

Note: After signing MOU with the agency, as per the schedule of selection test, target dates will be communicated separately

Tentative Time Activity Schedule for Class-XI Lateral Entry Admission for 2022-23

S. No.	Activity	Agency Involved
1.	Notification for Class-XI Admission:	Agency/NVS HQ
2.	Finalization of admission of own students	JNV/RO
3.	Finalization of admission of mini-migration	JNV/RO
4.	Intimation of vacancies to RO	JNV/RO
5.	Intimation of vacancies to NVS HQ	RO/NVS HQ
6.	Last date for online applications:	Agency/Candidates
7.	Release of select list:	Agency/NVS HQ/RO/JNV
8.	Completion of Admission:	JNVs

Note: Details of time activity will be communicated separately depending upon the conduct of Board Examination and release of result of Class-10th by various Boards.

28. ALLOTMENT OF STREAMS:

It is decided to follow the criteria given below for admission in Class-XI for the session 2022-23:

S.No	Subject Combination	Criteria for Stream Allotment (2022-23)
I	**Science with Mathematics**	
	Science	**60%**
	Mathematics	**60%**
	Science & Mathematics	**65%**
	Average of all subjects	**65%**
II	**Science without Mathematics**	
	Science	**60%**
	Mathematics	**50%**
	Science & Mathematics	**60%**
	Average of all subjects	**65%**
III	**Commerce with Mathematics**	
	Mathematics	**60%**
	Average of all subjects	**50%**
IV	**Commerce Without Mathematics**	
	Mathematics	**45%**
	Average of all subjects	**50%**
V	**Humanities/Vocational steams**	All students who are declared pass

- Any students opting Mathematics in class-XI in any stream should have 60% marks in Class-X Mathematics.

- For a student passing Class- X from CBSE, it is mandatory to pass Mathematics – Standard (Code No.041) of Class-X for taking up Mathematics (code No. 041) as a subject in Class-XI in any stream.
- The criteria for staff ward will be the same as mentioned above.
- If there is a tie among students for admission in Science stream, preference may be given to the students who have scored higher marks in the subjects, in following order:
  Science, Science & Mathematics, Average of all subjects, English.
  If there is a tie among students for admission in Commerce stream, preference may be given to the students who higher marks in the following order:
  Mathematics, Average of all subject, English
- The weightage for NCC / Scout & Guides / Games & Sports, will be given to the eligible students for admission in various streams as per the following criteria.

Games & Sports	NCC	Scouting & Guiding	Additional Marks to be added with the average marks
Participating at SGFI / equivalent level	'B' Certificate	Rastrapati Puraskar	3 Marks
Participation at State Level	'A' Certificate	Rajya Puraskar	2 Marks
Participation at District Level		Tritya Sopan	1 Mark

- All seats in each & every stream in Class-XI must be filled up by Class-10th passed out students of JNVs as per the criteria given above. The strength in each section will be 40. However, if more eligible students opt for a stream, the strength may go up to 45 including staff ward
- If seats in a stream remain vacant due to non eligibility of students in own JNV, the relaxation of maximum 5% marks in criteria of Science & Mathematics together for science stream and in Average of all subject for commerce stream may be given to the own JNV students. However, this relaxation will not be applicable to the students who are to be mini migrated to other JNVs.

29. ACTIVITIES TO BE CONDUCTED DURING THE YEAR 2022-23:

29.1 MEETINGS TO BECONDUCTED:

- Monthly House Prefects Meeting with Principal in presence of House Masters
- Monthly Class-Prefects / Monitors meeting with principal in presence of Class-teachers
- Monthly Staff meeting
- Monthly Maintenance & Repair (M & R) committee meeting
- Monthly Mess committee meeting
- Safety and Security Meeting(Fortnightly)
- PTC Meeting (2nd Saturday of everymonth)
- Subject Committee Meeting(Monthly)
- HM/AHM Meeting with Housestudents(Fortnightly)
- VMC/VAC meeting (3 times in a year)
- School safety audit by School Safety Advisory Committee at least once in each term (As per School Safety Policy 2016, NDMA Guidelines on school safety)

29.2 GAMES & SPORTS ACTIVITIES:

The venues for Cluster and Regional Level Meets will be decided by the concerned Regional Offices and events to be conducted well in advance.

The details of the conduct of the National Meet events by various Regional Offices:

Sl. No.	Nameof Region	Event	Category/ Under age group	Month	Provisional JNV/Venue
1	**Bhopal**	Badminton	U-14,17&19 (Boys & Girls)	November 2022 (Schedule will be intimated in due course of time)	Jangjirchampa, C.G
		Athletics	U-14,17&19 (Boys & Girls)		Annupur, M.P
2	**Chandigarh**	Cricket	U-14,17&19(Boys)		Muktsar, Pb
		Kho-Kho	U-14,17&19 (Boys & Girls)		Moga, Pb
		Chess	U-14,17&19 (Boys & Girls)		Patiala,Pb
3	**Hyderabad**	Wrestling	U-14,17&19 (Boys)		Dharward, Karnataka
		Basket Ball	U-14,17&19 (Boys & Girls)		Kasargod, Kerala
4	**Jaipur**	Boxing	U-14,17&19 (Boys &Girls)		Karnal, Haryana
		Hockey	U-17&19 (Boys)		Barmer, Rajasthan
		Volley Ball	U-14,17&19 (Boys & Girls)		Jhunjhunu, Rajasthan
5	**Lucknow**	Judo	U-14,17&19 (Boys & Girls)		Gonda, U.P.
		Table Tennis	U-14,17&19 (Boys & Girls)		Kanpur Nagar, U.P.
		Yoga	U-14,17&19(Boys & Girls)		Sharawasti, U.P.
6	**Patna**	Archery	U-14,17&19 (Boys & Girls)		Ranchi, Jharkhand
		Taekwando	U-14,17&19 (Boys & Girls)		Sheikhpura, Bihar
7	**Pune**	Handball	U-14,17&19 (Boys& Girls)		Mehsana, Gujrat
		Kabaddi	U-14,17&19 (Boys & Girls)		Latur, M.S.
8	**Shillong**	Football	U-14,17&19 (Boys)&U-17&19(Girls)		Kokrajhar, Assam
		Rope Skipping	U-14,17&19 (Boys & Girls		Tirap,Assam

29.3 The following important days may be celebrated in the school:

S. NO.	DATE	PROGRAMMES	SUGGESTED ACTIVITY AT SCHOOL LEVEL
1.	05.6.2022	World Environment Day	Plantation, Campus Cleaning, Removing of plastic waste, taking up water conservation projects etc
2.	21.6.2022	International Day of Yoga	Mass yoga session, generating awareness in nearby localitiy
3.	15.08. 22	Independence Day	Flag hosting and other patriotic programme.
4.	29.08. 22	National Sports Day	Organizing house wise sports activities.
5.	05.09. 22	Teachers Day	Facilitating teachers, role play by students.
6.	08.09. 22	World Literacy Day	Organizing the slogan competition on Topic – Each one Teach one.
7.	01.09.22 to 14.09.22	Hindi Pakhwada	Self Composedpoem/ Short StoryWriting/ StoryTelling/ EssayWriting/Elocution, Impromptu/ Extempore/ Pick and Speak/ Debate/BookReview/ Hindi Manuscript Magazine (Housewise/Classwise)/ PosterDesigning /Poem Recitation / Quiz/Slogan Writing /Caption Writing/ Mono-act
8.	02.10.22	Gandhi Jayanti	Cultural programme
9.	11.10.2022	International Day of the Girl Child	Poseter making, Exhibition on related themes, skit etc
10.	31.10.22	EktaDiwas	Unity Pledge, Speech competition in English and Hindi for importance of unity in India.
11.	11.11.22	ShikshaDiwas - National Education Day	Seminar on value and skill based education
12.	14.11.22	BalDiwas-	Showing Children Movies, special talks on the life & contributions in the field of getting freedom, political stability and affecting to the young buds of the Nation.
13.	14.11.22 to 21.11.22	Book week	Book cover Designing/ BookExhibition/ Book Review/ Comparison of Authors/ Seminar & Symposium involving eminent Librarians/ Essay Writing / Elocution /Extempore on importance ofbooks /Quiz on Authors/ Books/ excerpts
14.	19.11.22 to 25.11.22	QaumiEkta Week	Programmes – Rangoli, Slogans, Community Songs and Greeting MakingCompetition
15.	26.11.22	Constitution Day	Discussion & Lectures on Constitutional Values
16.	22.12.22	Mathematics day (Birthday Ramanujan)	Maths Quiz / model preparation.
17.	12.01.23	RashtriyaYuvaDiwas	Discussion on Vivekananad philosophy – Kalaajaurkal
18.	26.01.2023	Republic Day	Unfurling of the Tricolour, Cultural Programmes on Patriotic Theme
19.	21.02.23	MatribhashaDiwas	Group/Falk songs, Essay Competition, Debate, Poster making, GK Competitions.
20.	28.02.23	Science day	Science quiz/exhibition
21.	3.3.2023	World Wildlife Day	Screening of videos, Picture Exhibition, Quiz etc
22.	08.03.2023	International Women's Day	Guest lecture, Celebrating women's achievements

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

30. CO-CURRICULAR ACTIVITIES (CCA) IN JNVs:

Co-curricular activities supplement and compliment the curricular activities. Performance in CCA is an important indicator of the quality of the students and the academic inputs. Hence, high quality of performance and organization should be ensured. Sufficient time has to be given to students for preparing for the CCA. Invariably the CCA should be organized as Inter House Competitions and points are recorded appropriately and also displayed on 'CCA bulletin Board'. These competitions addcharm and boost the House spiritwhich is very much essential in a residential setup. To manage time, these activities may be conducted in sync with the celebration of important festivals, Days and occasions. A register for CCA should be maintained to record notices, draw of lots, allotment of duties on the day of competitions, results of the event, etc. The sequence of steps in organizing a CCA should be scrupulously followed to ensure fairnessandquality.Various circulars issued by NVS HQ/ ROs from time to time are strictly adhered to.

Activities identified should cover all the areas which ensure development of holistic personality. **CCA should be conducted on regular basis on every alternate Wednesday in the afternoon during Remedial classes by ensuring maximum participation of students.** All the teachers should be available for inter house CCA competitions.Participants should be selected on the basis of INTRA HOUSE Competionsorganized by HM / AHM. Points should be awarded to each house on the basis of their performance; the same should be recorded and displayed. The winner and runner Houses should be awarded with Running Shield / Cup during the Annual Day function.

SUGGESTIVE ACTIVITIES:-

The activities should be theme based and related with the important days/ events falling during the week of organizing the CCA.Following are suggestive activities:

- Poem Recitation (Hindi/ English/ Regional Language)
- Elocution (Hindi/ English/ Regional Language)
- Extempore Speech (Hindi/ English/ Regional Language)
- Drama / Skit (Patriotic theme / social theme / contemporary issues)
- Quiz (Freedom Movement/ science & Tech/ Heritage/ Cyber Safety/ Environment/ Indian Polity/ Countries of the world & world organizations / Sports & Games etc)
- Song (Folk, Patriotic , Traditional)
- Dance (Folk, Traditional, Contemporary)
- Debate (on contemporary issues)
- Essay writing (on issues of National/ Social / Historical importance)
- Sports & Games
- Slogan Writing (on contemporary issues)
- Drawing & Painting (Land scaping, Nature, cartoons etc)
- Other activities in addition to above

Every JNV should prepare schedule of conduct of these activities and display it in the school calendar. Proper recording of the conduct of the CCA including participants, position holders, points awarded to the houses, photographs, short videos, should be done, each record should be signed by the Principal. These records should be submitted to the Panel Inspection Team.

Lectures/Demonstrations by Professional Experts:

It is a myth that every knowledge should be transacted through the text books. Vidyalayas should invite professional experts to interact with the Students. It is expected that at least one expert in a month should interact with the Students to share the knowledge of their area of expertise, they can provide career guidance in their field of profession.We can count at least 15-20 good professionals around the school environment who are willing to share their knowledge with the students.Here aresomeexamples of resources available locally:Roads and Buildings- technical experts,Police, District level officers, Media Persons,Court Officers, Medical Practitioners, Architects, Tax Collectors, Technical experts from NIC, Weather Experts, Progressive Farmers,Writers,Engineers, Railway Officials, Craftsmen,Horticulture Specialists, Specialists in Performing Arts& Craft, Scientists etc.

31. CLUB ACTIVITIES:

All-round development means mental, physical, psychological, spiritual and vocational development. We cannot achieve this all-round development by following mere Class-room teaching-learning procedures. Here the relevance of Club Activities becomes prominent. It is one of the co-curricular activities that are gaining much importance these days. Every student of the JNV is to be a member of one club. Similarly every teacher should be attached to any one of the clubs. Vidyalaya can give provision for the conduct of club activities in the monthly calendar. All the in -charge teachers and associated teachers are to sit together with all the club members for planning their activities on the firstclubactivity day of the year. Accordingly activities are to be organized on the subsequent club activity days. All teachers after considering the interest of the students and discussing with each student may finalize the club members. Principal and the concerned teachers to ensure that all the children are involved in the club activities and each club should emerge as a resource centre. Every JNV will properly plan, prepare and implement the club activities for the academic year 2022-23to achieves the intended objectives of the clubs whose suggested activities are given below:

Sl. No.	Club	Suggested Member Teachers	Suggested Activities
1.	Literary Club (English)	• PGT (Eng), • TGTs (Eng)	Quiz, Creative writing, Elocution, Book review, Language clubs, Writing report, Debates & Discussion, Story writing, Essay writing, Reading, Seminar, Poem Recitation, School Magazine Ex-Tempore speech competition,Anchoring.
2.	Literary Club (Hindi)	• PGT (Hindi) • TGTs (Hindi)	
3.	Literary Club(Regional Language)	• TGT 3rd Lang	
4.	Eco Club	• PGT (Bio) • TGT (Sci)	One child one plant campaign, caring of plants, generating awareness on environment protection, water conservation, water efficient school, saving one liter of water every day at school and at home, Activities of Kitchen garden / Herbal garden Ref. :CBSE/DIR(ACAD)/2019, Circular No. Acad.42/2019, dated August 23, 2019 Link of CBSE Handbook for schools on ECO CLUB & WATER CONSERVATION is given at Annexure-I
5.	Fine Arts Club	• TGT (Art)	Drawing, Painting, Sculpture, Exhibition, Rangoli, Pot making, collage Making, Calligraphy, Logo design, Pot decoration, e-Poster, use of ICT and apps.
6.	Performing Arts Club	• TGT (Music) • Any other willing teacher	Music, Dancing, Fancy Dress, Folk Dance, Folk Songs, Theatre, Dramatics, Variety Programme, SugamSangeet, Kala Utsav, Rangotsav.
7.	Science Club*	• PGT (Che)	Preparation of working models, improvisation, devising simple experiment, collection of plant specimen, samples, , Science Excursion and fairs, Seminars, Scrap book, Herbarium file, Quiz, Preparation of chart, Project report.
8.	I T Club	• PGT (CS/ IT) • FCSA	Preparation of good presentation, using ICT, Seminars on cyber safety,
9.	Maths Club	• PGT (Maths) • TGT (Maths)	Preparation of models, Mathematical modeling, Training on Vedic Maths, Maths Exhibition, Recreational Maths, Organinzing activities on Mathematics day, Prepartions for Maths' Olympiads
10.	Astronomy Club	• PGT (Phy)	Preparation of models,organizing exhibitions, Preparation of presentations, visit to planatorium, Charting the constellations and generating awareness amongst fellow students, calculating the rise and set time of stars, star gazing etc.
11.	Health Club	• Staff Nurse • Any other willing teacher	First-Aid, Red Cross, Aids Day Celebration, World Health day Celebration, Cleanliness.etc

12.	Sports & Yoga Club	• PET (F) • Any other willing teacher	Organizing yoga and sports activities in the Vidyalaya, organizing exhibition, Participating in district/ State level competitions etc
13.	Civic Club	• PGT (Eco) • PGT(History)	Debate – citizens rights and duties, Civic sense- Traffic rules, Awareness- cleanliness, water, Rally– right to vote, consumer rights, right to Information, Visit to Museums, Archaeological Sites Develop museum corner, Group discussion on historical events, etc.
14.	Adventure Club	• PET (M) • NCC Incharge / Any other willing Teacher	Games- Indoor & Outdoor, Athletics, Mass drill, Parade, Scouting, NCC, Mask and puppets, Puzzles, Visit to government departments, Treasure hunting, etc.
15.	Community Service Club	• Vice Principal / SMT • Any other willing Teacher	Organizing community service, conducting pace setting activities, generating awareness in nearby localities on issues related to environment, balanced diet, swachhata etc.
16.	Readers Club	• Librarian • Any other willing teacher	Organizing book exhibition, Book reviews, developing reading habits in other students, organizing quizzes, etc
17.	Tourism Club	• PGT History/ PGT Geography • TGT SST	Essay writing, Logo designing, Quiz painting, Poster designing, programme related with travel &tourism.Organising tours for migrated children.

METHODS OF ORGANISATION :

(Club activities should be conducted on every alternate Wednesday)

- In each club students from different classes are to be selected so that every child should be a member of one club. Each club should have 30 to 40 students.
- Number of clubs should be as per available staff and student strength.
- Senior most teacher member of the club will be incharge of the club.
- All teachers should be distributed in clubs as per above scheme.
- Club activities of all the clubs should be conducted on a Wednesday involving all the students and teachers during Remedial classes.
- Principal should ensure that activities of every club are planned in advance and conducted on as per scheduleon Wednesday.
- The record of weekly activities should be maintained by the Club inchage teachers. Clubwise display boards may be put up at appropriate locations in the Academic Block and updated at least once in every fortnight.
- During Pannel Inspection each club will showcase the exemplary work done by organizing an exhibition.

Note: Club and CCA activities should be conducted on every alternate Wednesday. For example if club activities are conducted on 1st Wednesday of the month, CCA activities will be conducted on 2nd Wednesday and so on.)

32. HERBAL GARDEN:

Herbs are very easy to grow with a little sun shine, and soil that drains well. With limited watering and a little amount of fertilizer or compost- herbs can be grown in pots. However, the plants always prefer to be grown where they can spreadout.

OBJECTIVES:

- To educate school children in identifying different types of herbs.
- To educate school children about medicinal uses of herbs including growing them in a garden.
- To inculcate a sense of familiarity from childhood with surrounding biodiversity and its conservation.
- To encourage students to use herbs in food.

. With growing of herbs children can be easily guided on value of herbs and its medicinal importance. Every JNV should make efforts for developing Herbal Garden with little efforts and resources. Every plant shuld have a label mentioning:

- Popular / Vernacular / Scientific name
- Its medicinal properties
- Year of plantation
- Name of the student looking after the plant

33. KITCHEN GARDEN

OBJECTIVES:

- To educate school children in identifying different types of vegetables, their scientific nomenclature and their nutritional value
- To educate school children about importance of cultivation.
- To inculcate a sense of dignity of labour and environment protection / conservation
- To promote vegetarianism amongst students.

Kitchen gardens may be developed around students mess or any other convenient place where movement of students/staff is not much. Saplings of locally available vegetables may be planted and for their growth the compost (prepared properly using kitchen waste and other materials) and proper fencing.Kitchen garden may be developed at multiple locations in the campus depending upon the topography of the land. The Kitchen garden should be large enough so that house wise areas may be earmarked for its upkeep and development by respective houses. Kitchen Gardens are to be developed House wise. On holidays/Sundays time slot should be allotted to the students to work in Kitchen Garden.

34. LIBRARY ACTIVITIES: Library is the treasure house and hub of all academic activities of the Vidyalaya and the JNV Librarian plays a vital role in mobilizing the library resources for the benefit of the students and staff. The JNV Librarian has to follow the guidelines already circulated for the effective functioning of the Vidyalaya Library. The following library based activities are suggested for effective implementation and the required resources have to be created:

A. Readers' Club activities.

- Update and improve the collection of books according to streams i.e. Science, Commerce, Humanities.
- Promotion of reading habit among the students, staff and the community.
- Celebration annual reading focused events i.e. to play role of favorite character.
- Creating displays that encourage reading.
- Interaction with individual student in way that builds their reading confidence and encourages them to read for pleasure.
- Publication of handwritten magazine onspecial occasions.
- Preparation of wall magazines as an inter house competition.
- Conduct of reading sessions by teacher tostudents.
- Arrangement of newspaper clippings.
- Story telling sessions among inter & intra schools.
- Read a book and review it and book talk.
- Exhibit **"BOOK FOR THE DAY"** and new arrivals in the library.
- Inviting Authors / Publishers to Vidyalaya.
- Organizing intra and inter-house quiz competitions in book review, book reading, and spellathon, spell and word building games.

- Literary competitions on special occasions and important diwas.
- Visit to District library and publishing house along with students.
- Scrap book preparation on Great Personalities and different subjects.
- Automation of entire school library accession registers and issue system.
- Introducing SCRABBLE game to improve vocabulary and spellings.
- Mobile library activity.
- National Book week Celebration 14th to 20th November
- To develop physical and digital library collection to support the curriculum and the information needs of teachers and students.
- To procure digital (micro) collection for the junior classes.
- Wall – Poster writing competitions on importance of books.
- Designing of book jackets book covers after reading the books- collaborative work.
- Inter-house quiz competition
- Essay writing competition in Hindi, English and Regional language.
- Story writing / telling competitions [in 3 Languages]
- Debate / Elocution competitions.
- Pick and speak competitions on books /authors.
- Review of Books.
- Organizing talks by eminent writers, publishers and litterateurs.
- Essay writing on writers and scientists.
- Inter school quiz competitions.
- Preparation of school magazine.

B. OTHER ACTIVITIES:

- Provide high quality services to support teachers in the delivery of curriculum.
- Career guidance Programme on a regularbasis
- Guidance for Common Entrance Test (CET/JEE/NEET/NDA etc…)
- Special reference books service for board class Students.
- Sharing of library resources with neighboring schools.
- Mobile library to nearby schools /villages
- Encouraging students to procure newspaper for reading indormitory.
- Co-ordinate the publication of school magazine/ newsbulletins.
- Identifying best readers from each Class-and awarding them to motivate the students to utilize the library facilities to the optimum level.
- Installation of computer with internet facility for student and staff to surf and find information. Librarian cans also access.
- Procuring books from other libraries on loan for providing reading experience.
- Helping students in library based project given by teachers.

Paradigm shift from collection building to connection building, linking with other libraries use of internet to provide e-books and material available on the website is the need of the hour.

35. EQUIPPING JNV LIBRARY WITH e - GANTHALAYA:

Library is the heart of the JNV. It is essential in teaching and learning for all. It provides information and ideas that are fundamental to function successfully in today's knowledge society. It helps in equipping students with life-long learning skills enabling them to live as responsible citizens. It offers learning services, books and resources that enable all school members to become critical thinkers and effective users of information in all formats & media. A JNV Library collection must include attractive information books on various subjects, Multimedia resources, Databases, Electronic periodicals and Quality Internet sites. An empowered JNV Librarian should work collaboratively with teachers and students and should be information navigator and mediator, a technology facilitator who teaches information literacy skills and inspire, encourage, and create high quality learning experiences.

It is mandatory for every JNV to make its Library fully automated with e-4 software. All the Library activities including acquisition system, cataloging, indexing, circulation system, serials control module, and Web OPAC etc., should be fully automated.

Some suggestive Library Websites:

Resources for School Librarians: Effective School Librarians\ Resources for School Librarians.

A directory of web sites which will assist the school librarian with the operation of Library Resources Web Sites.

Open Access for School Librarians http://www.alibnet.org/resources/oaschoolib.htm

This is a list of library *web* pages maintained by school libraries.

International Association of School Librarianship IASL

http://www.iasl-online.org/advocacy/resources/slresources.html

The mission of the IASL is to provide an international forum for those people interested in promoting effective school library sprograms. IASL also provides guidance and advice for the development of school library programs and the school library profession.

Virtual Learning Resource Centre (VLRC) http://www.virtuallrc.com/

The mission of the VLRC is to index thousands of the best academic information websites, selected by teachers and library professionals worldwide, in order to provide to students and teachers current, valid information for school and university academic projects!

School Library Websites: http://schoollibrarywebsites.wikispaces.com/

This site is meant as a wiki-clearing house of effective practice it representing the collective recommendations of participating colleagues.

Teacher Resources: http://www.deweybrowse.org/Teacher_Resources.html

School Librarian Web Pages www.school-libraries.net/

Collection of web pages created or maintained by school librarians.

School Libraries - Curriculum Resources http://www.cde.ca.gov/ci/cr/lb/

CDE recommended literature lists and more from libraries and educational associations.

Squidoo School library resources http://www.squidoo.com/schoollibraryresources

Squidoo is the popular publishing platform and community that makes it easy for you to create web pages, overview articles that gather everything you know about your topic of interest.

36. VISHVA SANGAM ACTIVITIES:

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

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

LIST OF ACTIVITIES AND ASSOCIATED COUNTRIES IS GIVEN IN ANNEXURE–XIX

37. PROVISION OF SKILL COURSES IN JNVS:

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

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

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

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

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

CBSE is offering 11 Skill courses at middle level to upgrade the skill and proficiency of the young generation. One Skill Module of 12 hours duration is offered as an option to the students for single academic session as per convenience of schools.

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

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

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

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

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

At Secondary level, a skill subject may be offered as a sixth optional subject along with the existing five compulsory subjects in JNV as per choice of the students.

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

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

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

CBSE is offering 39 Skill subjects at Senior Secondary level to upgrade the skills and proficiency of the young generation and also to provide them awareness to explore various career options. This can position the students to explore new avenues and to acquire pre professional Skill to face the challenges of life in future.

The following Skill Courses are offered to JNVs having vocational stream the session 2021-22:

Sl.No.	Skill Subject/Course	Subject Code	Sl.No.	Skill Subject/Course	Subject Code
1	Financial & Markets Management	805	5	Office & Secretarial Practice	824
2	Front Office Operation	810	6	Shorthand English	825
3	Hospitality & Tourism	806	7	Shorthand Hindi	826
4	Food Production	809	8	Information Technology	802

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

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

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

38. DEVELOPING COMMUNICATION SKILLS:

Developing English communication skills in the students of JNV has always been a challenge. The new entrants at class VI generally have very low language competence. The learners have different levels of competence depending on the schooling background and the individual capacity of the learners. On the first day the teacher faces a heterogeneous group of predominantly low competence language learners and language teaching begins with a note of despair. And yet, it is a fact that in the months and years to come the desperate efforts of the teachers are amply rewarded when they find many of the students communicating well in English, and quite a few of them very effectively. At the initial stages, in classes-VI to VIII the schools have young learners who are at the stage of language acquisition, when skills of oral communication in a language is believed to be spontaneously acquired by the learner if sufficient exposure is provided. At the higher level, from classes-IX to XII the learners become comparatively mature in terms of language competence and mental age. They have to make conscious effort for learning higher levels of written and oral communication skills. In order to overcome the difficulties of this typical language learning situation there has to be different strategies/ approaches for developing communication skills at these two different levels.

At the initial stage (Class-VI – VIII)	
Competence at the entry level	**Competence at the terminal level**
L: Letters of the alphabet, numbers, a few words	L: Word, connected speech in day to day use Prose passages on familiar subjects
S: Same as L	S: Approx. 500 words and 20 structures.

R: Alphabets, words of 3 to 4 letters. Short sentences of a few words	R: Words & passages on familiar topics, stories, contents in other subjects
W: Same as R	W: Correct sentences, short paragraphs on known topics, notes/ question & answer in other school subjects

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

a) In order that students get the facility to listen to a Standard English speech (including word stress and intonation) the English teacher in particular and teachers in general have to cultivate good spoken English.
b) Teaching in class rooms and particularly in the language class room must be interactive. If the teaching is lecture based (as it generally is) one way traffic, the learners will get least chance of speaking and the language competence acquired through listening, speaking and writing will remain dormant at the competence level and will not surface at the performance level.
c) In order to make the learners aware of the distinct English speech sounds and prosodic features (stress, intonation, pause rhythm etc.) at the initial stage, the new entrants should be taught to sing nursery rhymes with proper articulation of English speech sounds, word stress and intonation.
d) Language games involving simple basic skills of oral communication, like picture description, pick and speak; role play in a given situation (customer at a shop, passenger at a railway station, man at a post office etc) should be played in the class room. The teacher should not insist on correctness but should encourage uninhibited, stress free oral communication.
e) Basic reading and writing skills are also to be introduced and practiced at this stage. Words in isolation and short sentences should be read out by the teacher and the students should be asked to repeat the model reading. Since many new entrants are able to write just the alphabets, and even less, they should be given practice in handwriting in the four line English handwriting note books. They should practice cursive writing with proper use of capital letters and punctuation marks.
f) The learners should also be made to listen to recorded model speech in way of news reading, storytelling or other recorded material in the language laboratory; although live models (teachers) are always better, provided the teacher herself/ himself regularly practices model reading/ speech.
g) The language teacher has to realize and appreciate that her/ his charge has to overcome an almost insurmountable communication barrier to communicate with her/ his teachers and peers in English. Hence the teacher has to make a conscious effort to cautiously bring herself/ himself down to the level of the child. He/ she should consciously use a warm and inviting body language; should be playful and indulgent with the children (without compromising with discipline, of course) in order to help them overcome inhibitions, hesitation and poor level of language competence and open up and communicate (listen and speak) in English.
h) The course material, i. e. the text books and workbooks should be used as a pretext for practicing oral communication, and the teaching method has to be interactive.
i) Communication skills of the learners, who had an English medium background before joining the Vidyalaya, may be utilized for leading peer group communication and conducting language games so that being in a group of lower level of language competence they do not get de-motivated.

At the initial stage (Class IX-XII)	
Competence at the entry level	**Competence at the terminal level**
L: Word, connected speech in day to day use. Prose passages on familiar subjects.	L: Listen to and understand normal speech on general topics/radio and TV news.
S: Approx. 500 words and 20 structures.	S: To communicate normally for day to day needs. To be able to participate in discussion in peer groups
R: Words & passages on familiar topics,	R: Silent fast reading with comprehension. Read aloud with proper articulation of phonemes, word stress, intonation and pause.

W: Correct sentences, short paragraphs on known topics, notes/ question & answer in other school subjects.	W: To write correct sentences, with the competence to use 1500 words and 50 structures. Composition of essays in paragraphs, writing notes, reports, letters etc.

38.1 Language teaching strategy at the higher level

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

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

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

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

e) Students should be encouraged to read simplified, abridged story books/ classics and comics graded for each class. Such reading materials are available in the market, published by various publishers. The language teachers, the librarian and the Principal have to ensure that such reading materials are available in the library and the learners are guided to read books of the grade suitable for him/her.

f) Vocabulary is the building block of a language. But vocabulary should not be taught indiscriminately by rote learning. The teacher should identify words which will be in the active vocabulary (know and use the word actively), passive vocabulary (know the meaning of the word when it is used, but may not be actively used by the learner himself) and ad-hoc vocabulary (know the meaning of the word for one time passive use only) of the student and need not insist on the student's mugging up the meaning of all words. Besides, vocabulary should not be taught in isolation; it must be taught in context.

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

h) Writing is the highest of all the four language skills. While training/developing communication skill of students, writing skill has to be integrated with all the other four skills. In higher classes care has to be taken to ensure that the students write correct English in terms of spelling and syntax. Teaching of grammar as a subject in itself is not required. In place of learning definitions and rules of grammar it is more useful to practice functional grammar and usage. Written composition may be strengthened by practicing exercises in transformation of sentences, narration, use of modal auxiliaries, voice etc. through which the learners get ample opportunity to compose sentences creatively and correctly. In longer compositions, together with correctness attention has to be paid to coherence and lucidity. Students should be guided to use familiar words and sentence structures. Use of unfamiliar vocabulary and uncertain syntax for the sake of style will end up as a botched piece of composition.

And finally, a word for English Language Teachers. If language teaching techniques are cultivated and applied creatively to develop communication skills in the young learners, language teaching can be a great fun a rewarding experience. In order to meet this professional challenge on has to keep "Sharping one's Saw" by keeping track with the latest developments in this field.

39. ACTIVITIES TO ENHANCE CREATIVE AND CRITICAL THINKING SKILLS:

Games and puzzles have an inherent appeal to most people, especially to children and teenagers. By implementing them in JNVs in our daily teaching-learning arena, teachers can sharpen students' critical and

creative thinking and problem-solving skills. Allowing students to take stands on issues that matter to them engages the classroom in a way that fosters critical thinking. Emphasis should be on Investigative and Collaborative Learning. Who? What? Why? Where? and When? can relate the ideas and exercise personal self-reflection for doing the things in a different way under the guidance of teacher being a facilitator.

Puzzles can also be used to help reinforce skills in subject areas such as English language, Arts, Mathematics, Science, and Social Studies. Crossword puzzles are especially helpful with vocabulary retention for any subject. Therefore, crossword puzzles will be immensely useful to our Navodaya Students, who are non-native English speakers, as they try to retain new words in a different language.

A Crossword puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues. Collection of free printable crossword puzzles for kids is an easy and fun way for children and students of all ages to become familiar with a subject or just to enjoy themselves and keeping their mind agile. Learning doesn't have to be all crunching numbers and flashcards. We have to inject some fun into study time with framing or collection of crossword puzzles for students. These wordy worksheets challenge young learners with vocabulary and spelling in an appealing game-like format.

Providing definitions in the crossword puzzle format challenges students to explore past experiences, recall recently learned information, and manipulate vocabularies to find the right word. The process of filling in a crossword puzzle encourages independence, creativity, and active engagement. Here are a few key elements for our teachers to consider when designing their own cross word puzzles for the classroom:

- **Use one word answers:**

  Trying to squeeze multiple words into one answer can be tough. So if you're trying to get students to fill in "Pythagorean theorem," just use "Pythagorean" as the answer, and use this as the hint: "This theorem: $a^2 + b^2 = c^2$."

- **Try to compile words that make sense together:**

  It is tougher to remember unrelated elements than it is to remember a group of somewhat similar elements. For example, with ELL/ESL students, try creating different puzzles with only food words, or just action verbs, or only months of the year.

- **Provide adequate and concise hints:**

  If you use similar vocabulary words, it's easy to confuse students with vague hints that could relate to more than one word. Therefore, use keywords in your hints that relate to only one answer.

- **Students have to create their own crossword puzzle:**

  This is a more engaging task than simply filling in the answers to a premade puzzle and promotes creativity and critical thinking skills.

40. ATAL TINKERING LABORATORIES:

The Government of India has setup the Atal Innovation Mission (AIM) at NITI Aayog. Realizing the need to create scientific temper and cultivate the spirit of curiosity and innovation among young minds, AIM proposes to support establishment of a network of Atal Tinkering Laboratories (ATL). Atal Tinkering Labs are dedicated works spaces where students (Class 6th to Class 12th) learn innovation skills and develop ideas that will go on to transform India. The labs are powered to acquaint students with state-of-the-art equipment such as 3D printers, robotics & electronics development tools, IoT & sensors etc. The lab activities are designed to spur the spark of creativity, and go beyond regular curriculum and text book learning. The labs will let students explore skills of future such as design and computational thinking, adaptive learning and artificial intelligence.

The first phase of Atal Tinkering Labs brought India a step closer to the mission of Creating One Million Neoteric Child Innovators in India by 2020. 5441 schools across the country have been selected to establish an Atal Tinkering Lab. ATLs will be hubs of innovation where young minds will accelerate their ideas to solve unique local problems.

An amount of Rs. 10.00 lacs is provided for each ATL over a maximum period of 5 years for operation of ATLs, maintenance of equipment, purchase of consumables, organizing popular science lecture series and

other scientific activities, competitions and payment of honorariums to the faculty and mentors involved.

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

All JNVs with required facilities have to apply for the ATL Labs at the earliest so that the Atal Innovation Mission can take up Survey regarding the establishment of ATL Labs. The online address for applying and getting information about ATL is http://aimapp2.aim.gov.in/atlopenapplication/, http://aimapp2.aim.gov.in//files/usermanual.pdf. JNVs who did not get ATL Labs must strive to get the same to encourage scientific temperament among students. All those JNVs where the ATL Labs are functional have to ensure that the lab resources are effectively and judiciously utilized to infuse creativity and innovativeness among children.

As on 31.03.2022, the number of JNVs with established ATL Labs:

S. No.	Region	Total JNVs where ATL Labs have been established
1.	Bhopal	12
2.	Chandigarh	06
3.	Hyderabad	34
4.	Jaipur	11
5.	Lucknow	14
6.	Patna	15
7.	Pune	10
8.	Shillong	19
	Total	**121**

41. COMPUTER EDUCATION PROGRAMME (C.E.P.):

"Knowledge is constructed in the mind of the learner"

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

The introduction of CEP into the classroom has the potential to transform many people's traditional way of thinking about education. Computers in the classroom may have played a role in changing the traditional view on teaching and learning. Education is no longer seen as the teacher transmitting knowledge to pupil.

CEP can advance higher order thinking skills such as comprehension, reasoning, problem-solving , creative thinking and complex cognitive performances, the ultimate purpose of which is not efficient use of memory but problem solving. These cognitive performances can include critical thinking evaluative skills, problem solving through analysis, synthesis and evaluation, meta-cognition (an awareness of one's own thought processes and the skills used in the thought processes).

CEP aims to train students in skills which they will need in further education and ongoing learning throughout the rest of their lives and for their future employment.

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

a) Appointment of qualified FCSA & PGT (Comp.Sci.) is to be ensured as per the guidelines of NVS.
b) AMC to be arranged for proper maintenance of computers and their peripherals.
c) Through the PGT (Comp. Sci.) and FCSA, arrangement is to be made to train the other staff so that the

trained staff members can ensure effective implementation of CEP.

d) Proper record of parts required/ replaced is to be maintained to ensure the quality service.
e) All relevant software should be made available.
f) Any defect in the system should be attended immediately through AMC.
g) Anti-virus is to be installed in all the systems.
h) Whenever the students browse internet, proper watch is needed by using the Firewall System to avoid misuse of the facilities.
i) Computers are to be put for optimum use. Arrangement also to be made to have practical classes in the afternoon in a planned manner so that the students are benefited more.
j) Cleanliness is to be ensured in the computer lab.
k) LCD projector to be fitted permanently in the lab and smart room.
l) LAN connection is to be ensured to share the resources
m) Configuration of the computers may be updated to keep pace with the advancement in the field of computer education.
n) Equip the computer lab by using handmade charts related to the Information Technology.
o) Notice Board of computer Lab should have the list of useful websites, Lab Time Table, Computer teachers' time table, Rules of Lab and explanation of one latest technical term (weekly).
p) Subscribe for monthly Computer magazine.

42. ICT IN JNVs:

a) All the teachers are to be trained to handle the systems at the school level itself by the computer faculty. If any staff member is not yet trained in effective handling of the computers, the principal of the concerned school should make arrangements for their training without affecting the academic activities of the Vidyalaya.
b) At least 40 to 50% of relevant topics in each subject to be integrated with ICT.
c) Teachers should be encouraged to develop their own e-lessons instead of using the readymade CDs which are commercially available.
d) E-lessons/contents developed by the teachers are to be arranged topic-wise- class-wise and should be shared with other JNVs through subject wise blogs.
e) At least two periods for each subject in each class in a week are to be earmarked for ICT.
f) Arrangement is to be made to have IT-Clubs by involving the interested staff and students to encourage creativity.
g) Competitions related to ICT are to be regularly conducted and winners are to be suitably rewarded so that the same will motivate others. Further, the students and staff are to be motivated to participate in different competitions which are being conducted at State/National/International levels.
h) Facilities available in JNVs are to be used to the optimum level, which includes LCD projectors, Digital Pad & Pen, Computers, Laptops& Tablets.
i) The CDs of e-contents to be made available in the Library.
j) Students and staff are to be exposed to online educational website to improve the quality of teaching-learning process.
k) Special mention of the contribution of teachers related to ICT is to be mentioned in APAR of the concerned teacher.
l) Workshops and seminars are to be organized by inviting renowned resource persons from outside.
m) For all the classes, split-up syllabus in computer subject is to be strictly followed and Test / examination is to be conducted as that of subjects.
n) Provision has been made to provide "Digital pad with pen" to all teachers of JNV for effective teaching learning process by using technology.
o) Provision has been made to provide "Tablet" with preloaded academic content to students of class-XI & XII.

43. DIGITAL INFRASTRUCTURE IN JNVS:

The following digital infrastructure is available in JNVs:

- All 650 JNVs have Computer Aided Education.
- All JNVs have Computers / Laptops / Tablets with Printer, Multimedia Projector & other

equipment/devices such as power back-up inverters, Wi-Fi Routers etc in order to strengthen ICT enabled classroom transaction.

- In 99 JNVs, total 1173 classrooms have been converted into Smart Classrooms. These Smart Classrooms are equipped with PC, Interactive Board, Projector, Document Visualizer, White Board & Green Board.
- In addition to 99 JNVs, two classrooms each, in the remaining 550 JNVs will be converted into Smart Classrooms having Interactive Boards, Projector, Desktop, Document Visualizer etc. during the current session (2022-23).
- 835 Smart Computer Labs have been established under CSR in 616 JNVs out of which 397 JNVs have One Smart Computer Lab, 209 JNVs have Two Smart Computer Labs and 10 JNVs have Three Smart Computer Labs. Each such Smart Computer Lab has 40 Laptops/Tablets, 01 Desktop, 01 Printer, Wi-Fi Router, Power back-up, Smart/Flip Boards.
- NVS has made provision for OMR Design and Reading Software (Assessment Software for OMR) for all JNVs.
- Provision for providing Digital Pad and Pen (Graphic Tablet) for all JNV teachers to effectively carry out teaching learning process through digital mode.
- Total 68940 Tablets are being provided to the JNVs for dedicated use by the class XI & XII students in the session 2022-23.
- Total 3559 desktop computers have been provided centrally to 526 JNVs for strengthening Computer Labs and digital infrastructure in addition to the provision made by the Regional Offices.

  Note: All above Digital Infrastructure be judiciously utilized for integrating ICT in Classroom teaching. Teachers should also use Digital Pad & Pen actively during offline class as well.

44. USAGE OF INTERNET AND CREATING VIDYALAYA WEBSITE:

44.1 USAGE OF INTERNET & CYBER SAFETY

a) Correspondence is to be done mostly through email to make the communication faster and to reduce paper work.
b) Use of cloud computing/file sharing concept like Google Drive is to be increased.
c) By providing internet facility to all the systems, students are to be guided and supervised properly to surf the website and also to download the required information and misuse of facility should be avoided.
d) A record of the usage of internet facility by the students in the computer laboratory is to be maintained to have a proper check.
e) Information bulletin is to be arranged in every JNV, where display of information about career opportunities may be made after downloading the same from different websites. A responsible teacher is to be made in charge of the same by considering the residential nature of JNVs. He/She have to assist the students to apply for different courses.
f) Arrangement is also to be made available for video conferencing by downloading necessary software.
g) A record containing the details of school website renewal and password, email password and other important e-documents to be maintained.
h) Data Backup of all the important data to be done regularly.
i) Knowledge of Cloud Based Technologies and utilization of the features of cloud available are to be Spread and put to use.
j) Knowledge of Cyber Law, Cyber Crime and Cyber Securities to be given to the students and staff to prevent them from becoming victims.
k) Monthly activities under Cyber Jagrukta Diwas are to be conducted
(F.No.7-10/2021-NVS(SA)/5592; dated 04.10.2021)

44.2 REGULAR UPDATION OF VIDYALAYA WEBSITE & OTHER ONLINE INFORMATION PORTAL :

a) Every JNV has its own website created by C-DAC under Shaala Darpan. For newly opened JNVs, website will be created centrally by C-DAC.
b) The information displayed in the website is to be periodically updated by forming a committee of staff so that anyone who wants to know about the JNV can collect the information conveniently.
c) Website of the JNV should have updated information on all fields.
d) Principals should open the website at least once a week and ensure that information in all fields is

updated.

e) Information like innovative practices followed by the staff, creative work of staff and students, achievements and present placements of alumni, achievement of existing students, official notifications, etc. are to be compiled, properly scrutinized and to be displayed only with the approval of the Principal, JNV.
f) Regular updation of information should be done in both version (English and Hindi) of Vidyalaya website.
g) Vidyalaya to be tagged on Google Map.
h) Link of 'Google Map of Vidyalaya' should be in the 'contacts' section of school website.
i) Create a channel of Programme on You tube and update the activities on it regularly.
j) Create a Programme blog and monitor the same to develop 21st century skills among students and teachers.
k) Timely updation of information on UDISE + portal, OASIS and other such platform must be ensured.

45. DEDICATED INTERNET LEASE LINE:

As suggested by Department of Computer Education and Technological Aids, NCERT, JNVs are required to go for at least 20 Mbps internet connection, expandable to 100 Mbps bandwidth. A server and a firewall (hardware based) should be used to manage and distribute the bandwidth across the LAN.

46. PROMOTION AND DEVELOPMENT OF SCIENTIFIC TEMPERAMENT:

Inculcation of the scientific sprit and promotion of scientific temper among the students of JNVs and to nurture their **creativity, innovation, research, critical thinking, creative thinking, scientific aptitude, etc.,** the following suggestive activities to be taken up during the academic year 2022-23

a) Organization of Regional Level Science Congress as decided by the Regional Office.
b) To conduct Mathematics and Science Olympiad at Regional/National Level through various agencies and by NVS for Junior/Senior classes.
c) Organization of exhibitions, seminars, quiz at cluster and regional etc. to motivate the students of JNVs.
d) Visit of various laboratories, industries, science museum, etc. for developing scientific spirit.
e) To introduce new learning capabilities. This requires identifying and providing environment to the children to develop communication skills, comprehensive skills, understanding abilities, etc.
f) Enrichment of laboratories with adequate equipments, apparatus, chemicals, etc. and to conduct the practical regularly.
g) Establishment of junior Science and Mathematics labs.
h) Establishment of Science and Mathematics clubs.
i) Establishment of Mathematics and Science park in open spaces.
j) Any other activity related to promotion of scientific spirit.

47. ASTRONOMY LABORATARY IN JNVS

(A). In collaboration with office of Principal Scientific Advisor to Govt. of India and Space Foundation, Astronomy Labs (KHAGOLSHALAS) had been set up in 20 JNVs across the country during 2022-23. The KHAGOLSHALAS have been established with the vision to foster the interest of the younger generation into astronomy and space application, exploration, innovation and research while linking the concepts already embedded in the curriculum. As per the vision of NATIONAL EDUCATION POLICY-2020 the objective is to run meaningful academic exercises and fun oriented inter-disciplinary activities for the students and to involve students in hands-on learning of science through experimentation, observation and analysis of the universe around us.

The Main Equipment of Astronomy Lab:

•	Space Voyage 200 Dob- 8" inch reflector Dobsonian telescope - 1	•	Space View Telescope - 76mm reflector telescope with stand - 1
•	Space View Telescope 50mm refractor telescopes - 4	•	Ball Projector Material
•	Constellation viewer Kit	•	Hydro Rocket launchers
•	Stomp Rocket Launchers	•	Pop Rocket- Plastic Body with Launch pad
•	Project Paridhi Kit	•	Solar view Goggles & 3 d Goggles
•	Kaleidoscope material	•	Solar Filters

•	Black Astronomy Binocular	•	Latitude finder
•	Models, posters & Messier books		

Region Wise List of JNVs Having Astronomy Lab :

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

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

48. NATIONAL CHILDREN'S SCIENCE CONGRESS-2022-23:

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

The primary objective was to involve children in open-ended scientific projects of relevance to the society. CSC has now become a nation-wide program coordinated by **NCSTC (National Council for Science and Technology Communication)** is a network supported and catalyzed by RVPSP.

THE HUMBLE BEGINNING:

Children's Science Congress (CSC), made a humble beginning in the year 1993 with joint initiatives of the NCSTC-Network and Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad (RVPSP), Department of Science & Technology, Government of India. The idea of organizing CSC was inspired by the similar effort of Gwalior Science Centre a NGO from Madhya Pradesh, taken in the early nineties.

OBJECTIVES:

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

THE PHILOSOPHY:

- A unique program that motivates children to take-up scientific research on local specific issues of their choice under broad themes, instead of imposing issues on them.
- A real experiment to promote methods of science with ample opportunities to encourage creativity, innovation and experiential learning.
- An activity towards promoting congenial team work, correlating science with everyday life situations.
- A potentially strong and effective movement for influencing the impressionable minds to enhance community feelings and sensitize towards societal needs.
- An event not merely for the privileged and school-going children; but even for those who are not in the formal school set-up, drop-outs, or forced to be out of the conventional mode due to poverty and disabilities.

WHO IS ELIGIBLE TO PARTICIPATE:

- This is a forum open to young scientists in the **age group of 10-17 years from every state. NVS is identified as a separate state and participation at national level along with other states is mandatory. National venue will be informed shortly by NCSTC.**
- Participation will be in 2 (two) age groups. First group includes 10 to less than 14 years and the other is 14 - 17 years. **31st December of the calendar year will be the cutoff date to decide the group**.
- NCSC is not restricted to the school-going children only but **is also open for the non-school children** from the marginalized sections of the society who can be involved as team members. Any child in the age group of 10-17 years can participate in the congress.
- A child scientist **cannot participate in the National Level CSC twice in the** same **age group**.

CRITERIA OF A GOOD PROJECT WORK:

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

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

HOW TO WRITE THE PROJECT REPORT:

a) The language can be in English or any other Scheduled languages.

b) The cover page of the Project Report should contain the following written clearly in English

- **The Title of the Project**
- **District and State**
- **Name of the Group Leader and team members**
- **Name of the Guide Teacher**
- **Name of the Institution**

c) A-4 size (8" x 11.5") paper for writing the report to be used

d) Report may be written in regional language but the Registration form (Form-A) must be filled in English.

e) The report should be either neatly typed or legibly handwritten on one side of the paper.

f) The word limit for the written project for the lower age group is 2500 words and for the Upper Age Group is 3500 words. The written report can be substantiated by Photographs, sketches, illustrations etc.

g) An abstract of the project should mainly cover the objective, methodology and result. The abstract must be very brief (Minimum of 250 words to a maximum of 300 words). The English translation of the abstract must be given if the report is written in any other language.

h) Sketches, photographs may be used.

i) At least 2 copies of project report to be prepared, one for submission at Registration and other for your use for

presentation.

j) The log book is a must, as a part of the written document since it is reflective of team work. This has to be submitted along with the report.

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

REPORT CONTENT:

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

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

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

THE REPORT NORMALLY COMPRISES OF THE FOLLOWING:

a) Introduction,
b) Aims and Objectives,
c) Need Statement in 50 words (Why this project? / Importance of the subject.)
d) Hypothesis,
e) Work Plan,
f) Methodology,
g) Observations,
h) Results,
i) Data Analysis,
j) Conclusion,
k) Inference,
l) Solution to the Problem,
m) Future Plan,
n) Acknowledgements
o) References and
p) Appendix (if needed)

ORAL PRESENTATION:

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

EVALUATION CRITERIA:

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

Sl. No.	Criteria	Max. Marks	Written Report	Oral Presentation	Total
1.	Originality of idea	10			
2.	Relevance of the project to the theme	10			
3.	Understanding of the issue	15			
4.	Data collection & analysis	15			

5.	Experimentation/validation	10			
6.	Interpretation and Problem solving attempt	10			
7.	Team work	10			
8.	Background correction	10			
9.	Oral presentation/ written report (as applicable)	10			
	Total	**100**			

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

ROLE OF ACADEMIC COORDINATORS:

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

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

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

FOCAL THEME: The focal theme of NCSC 2022 & 2023 has been decided as-
"UNDERSTANDING ECOSYSTEM FOR HEALTH AND WELL-BEING"

Sub Themes:

1. Know your ecosystem
2. Fostering health, nutrition and well-being
3. Social and cultural practices for ecosystem and health
4. Ecosystem based approach (EBA) for self-reliance
5. Technological innovation for ecosystem and health

Detailed brochure along with activity schedule will be circulated separately.

Form-A

REGISTRATION FORM

District: State:

Particulars of Team Leader:

- Name:
- Date of Birth:
- Standard/Class:
- Sex:
- Rural/Urban:
- Residential Address:
- Name and Address of School: Phone No.
- Title of the project:
- Under the Sub-theme:
- Language Used:
- Particulars of the Team Members:

S.No.	Name	Address	Sex	Class	Date of Birth

- Name and Address of the Guide with Phone No.

Signature of the Head of the Institution/District Coordinator

N.B.: A copy of this completed Registration form must be enclosed with the project Report.

49. REGIONAL CHILDREN'S SCIENCE CONGRESS:

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

OBJECTIVES OF THE PROGRAMME:

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

ACTIVITIES:

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

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

SELECTION CRITERIA: Total 100 students will participate in regional Level Science Congress involving all the JNVs of the Region. 50 students of class-XI who have topped in Science and Mathematics put together in **AISSE-2021-22** (class-X) and class-IX final yearly Exam and remaining 50 students from the same classes(XI and IX) will be selected based on their earlier performance in preparation of working models in science, investigatory innovative projects etc. The concerned Regional Offices will decide the suitable dates and venues for the effective conduct of Regional Children's Science Congress-**2022-23.**

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

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

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

50. VISIT TO SCIENTIFIC INSTITUTES AND INSTITUTE OF HIGHER LEARNINHG:

A. Visit to Scientific Laboratories:

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

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

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

B. Visit of students to IITs: With the support from President's secretariat visit of JNV students to nearby IITs was initiated during the year 2017-18. The Director, IIT Delhi personally addressed the JNV students. Students stayed in the campus of IIT Delhi and interacted with the faculty in their laboratories. Such opportunities are life time experiences for the Navodaya students and teachers. During the academic year 2018-19, selected students along with escort teachers region-wise visited the nearby IITs for two days, interacted with the staff and students, observed the facilities including labs, workshops, and involved themselves in the interactive sessions held. Overall the feedback was encouraging. A detailed report on this shall be submitted to Hqrs regarding the arrangements made every year by the concerned Regional Offices.

51. MIGRATION:

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

a) Success of migration depends upon the social and emotional integration, hospitality and personal care of migrated students.
b) Students of Class VIII are to be encouraged to communicate with their counterparts in the linked JNV for migration by briefing them about the various activities in the Vidyalaya.
c) A documentary video film related to the important places in the district/state/region may be shared with the linked JNV.
d) A brief note about the cultural background of the students may be forwarded to the linked JNV to have better understanding of the students.
e) On any account, comments related to the background/culture/ community/caste/region should not be made by the staff and students. Principals have to ensure the same for the smooth functioning of migration scheme
f) The migrated students should be provided with all the opportunities for their social and emotional integration, local

exchange of culture and traditions by involving them in all the activities of the Vidyalaya like cultural shows, dance, drama, literary and club activities, games and sports, visit to historical places, festival celebrations, based on their potential, aptitude and interest etc.

g) Other arrangements to be made are-

- Timely selection of students for migration as per NVS norms in March itself
- Proper motivation of selected students and their parents.
- Proper reservation in respect of to and fro journey well in advance to ensure safe and comfortable journey. It should be ensured that the students reach the linked JNV on the re-opening day itself.
- The details of students should be forwarded well in advance.
- Intimating the date and time of departure/arrival of the team to the counterpart JNV to make necessary arrangement.
- Arrangement to be made to receive the students.
- Providing all the necessary materials like bed, daily use items etc. on the day of arrival and ensuring their comfortable stay.
- Organizing friendship day.
- A briefing session by the Principal regarding do's and don'ts and safety measures to be undertaken.
- Arrangement is also to be made to communicate with the parent JNV/parents regarding welfare of the students.
- Text books and uniform are to be issued to the migrated students by the parent JNV.
- After completion of migration period successfully, a certificate to be issued to each migrated student by Principal, JNV where the migrated student studied for one year with Group Photograph.

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

52. INTEGRATING CULTURAL COMPONENT WITH TEACHING OF 3RD LANGUAGE:

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

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

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

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

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

The Pedagogy:

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

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

The Approach:

The area wise Cultural components in bilingual text, the L-3 teachers at JNV level have to develop their own content and start using it for pedagogical purposes as detailed above. While developing the content which is culture specific to the migration state reference may be made to NCERT publication – "India – Unity in Cultural Diversity". Link of the soft copy of the book is as below:

https://dsel.education.gov.in/sites/default/files/book_unity_in_diversity.pdf

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

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

Assessment: -

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

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

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

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

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

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

Table-I

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

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

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

Table-II.

LEARNING OUTCOMES IN THE CULTURAL COMPONENT:

- Comprehends the geographical diversities
- Understands the significance of festivals in L-3 state and gets motivated by the patriotic spirit.
- Appreciates the food habits of L-3 state in terms of nutritious value and variety
- Respects the outfits and costumes of L-3 state
- Recognises environmental diversity and climatic conditions of L-3 state
- Appreciate the glory of rivers, mountains, forests/wild life of L-3 state
- Identifies the distinctness of L-3 state handicrafts and appreciates their uniqueness
- Understands the Agricultural diversities and connects them with the geography of L-3 state
- Develops the patriotic spirit through the celebrations of L-3 state festivals
- Able to appreciate the oneness between national and patriotic songs in his/her own language and the L-3 state
- Assimilates the difference between L-3 state and his/her own rituals and customs
- Gets ignited by the ideals of the L-3 state historical, popular personalities

- Imbibes the unity in diversity
- Celebrate the L-3 state festivals and events by adopting the L-3 state culture and traditions
- Try to correlate the oneness in customs and traditions in L-3 state culture and his own culture
- Respects the authors, poets and famous personalities of L-3 state and tries to find out the similarities between his/her own language and L-3 language
- Able to foster communal harmony
- Develops agility and expertise to play the games and sports of L-3 state origin
- Begin to act as ambassadors of diversity, national integration, cross cultural exchanges and Ek Bharat Sreshta Bharat (EBSB).

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

53. MINI MIGRATION:

- To be decided well in advance as per the selection criteria for admission to class XI.
- Approval is to be sought from NVS R.O., before sending the students.
- To be permitted, only when eligible for the stream opted by the student and concerned parents.
- Mini-migration to other JNV to continue studies is allowed only in class XI when the concerned stream is not available in the parent JNV.
- Mini-migrated students are to be treated at par with own students by the host JNV.
- All the documents including personal file are to be forwarded by the parent JNV to the JNV where admission is confirmed.
- Movement of the student is to be intimated well in advance to arrange for their comfortable accommodation.
- The movement of students from parent JNV to host JNV may preferably be along with their parents. This would ensure a liaison between them & housemasters for the next two years.
- Host JNV (JNV where admission is sought) is fully responsible for providing textbooks, uniform & bedding items etc.
- Preferably mini-migration should be done within cluster JNVs.
- Addition/ abolition/ Change of stream should be done with the prior approval of the NVS(Hqrs).

54. TRAINING:

Training is a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance. It is an activity or range of activities whose purpose is to develop the abilities of the individual in the work situations such that he/she can satisfy present and future manpower needs of the organizations.

Objectives of training:
In NVS the objective of training is to develop a professional, impartial and effective workforce that is responsive to needs of the stake holders. Besides emphasizing on the development of proper ethics, commitment to work and empathy for all section, it needs to be ensured that all employees have the requisite knowledge, skills and attitude to effectively perform the functions, they are entrusted with.

Need of the training:
Teaching, today, has become complex and challenging. These challenges emerge from the explosion of knowledge, advances in pedagogical science, changes in basic concepts in psychology, sociology & economics, changes in school curricula, changing learning behavior of pupils and ICT based learning etc. To meet these emerging challenges, teachers need to update their knowledge & skills on a continuous basis and learn to adjust to the changing conditions of schools. Further, 50 hours of Continuous Professional Development (CPD) for teachers is required as per NEP 2020.

Systematic approach to training (SAT) :
The Navodaya Vidyalaya Samiti makes every effort to implement an effective & systematic approach to training as illustrated below:

I- Identification of training needs.
N- Needs of training

D- Design of training course
I- Implementation of training
A- Assessment of training.

Navodaya Vidyalaya Samiti is very particular about professional development of its employees. Therefore, a number of training courses are conducted through Navodaya Leadership Institutes, IIMs, IIPA, MDI, ISTM, RIMSE, NCERT & other agencies. During the year 2020-21 Navodaya Vidyalaya Samiti proposes to conduct a larger number of training courses for all categories of employees. The NVS plans to conduct the training courses at the following levels during the year 2022-23.

- Training courses to be conducted by NVS Hqrs. through external agencies.
- Training courses to be conducted by Regional Offices.
- Training courses to be conducted by NLIs.

A. Strategies for Nomination & Conduct of Training Programmes: -

a) The NVS staff who have attained the age of 58 years will not be nominated for any training until & unless specifically required.

b) Keeping in view the preparation of students for board examination, no training for teachers teaching board classes and for Vice- Principals & Principals will be scheduled after 31st December of each year.

c) The weightage of content in induction course for teachers will be:-

S. No.	Particulars	%age
1.	Residential System including counselling	20%
2.	Personality Development	20%
3.	Creative Pedagogy	20%
4.	Organizational objectives and service matters	10%
5.	NEP 2020	20%
6.	Subject specific preparedness of students for competitive exams	10%

d) In addition to suggestive course design as per NVS training manual, training will also focus on:

I. NEP-2020
II. Perspective Academic Plan of NVS
III. Sensitization of teachers towards safety & security, Gender and specially-abled children.
IV. Use of Educational Technology in the class rooms.
V. Latest CBSE/NCERT circulars on syllabus / assessment scheme and NVS directions.

e) All efforts should be made to do away with repetition of same participant for different courses unless his/her specific requirement is examined, so that others can avail the opportunity of trainings.

f) The instructions for participants issued from NLI should be conveyed to them by RO well in advance through e-mail followed by detailed guidelines & pre-training material to each trainee.

g) Trainees should not report at NLIs/venues along with their spouses and children as no accommodation and other arrangements for their family members are available at NLI additionally. In case trainees report with family at NLIs, they will not be allowed to attend the training. However, required support in respect of severely disabled trainees will be worked out by NLI on case to case basis.

h) Every training programme should be evaluated at different stages during and after the training. The common stages are: pre training evaluation, on-going evaluation during the programme, post training evaluation and follow up after the training in the field situation.

i) The quality of inputs and organizational strategies will be carefully designed, delivered and maintained by the organizer irrespective of the training being organized at NLI or Regional Office.

j) While nominating teachers for trainings, priority may be given to those who have not completed mandatory trainings as per requirement of service rules / NEP-2020.

k) The teachers who have attended induction course should not be nominated for general trainings for at least two years until and unless specifically required.

l) The training data of NVS staff who have been deputed for different trainings at different venues should be maintained at RO level.

m) If teacher is constantly producing lower bench mark in examination in spite of getting training, appropriate administrative action should be initiated against such teachers.

n) Appropriate entry of training attended should be made in service book of individual through PIS.
o) Regional Office should provide internal faculty as subject expert as well as system based quality input in training, as requested by NLIs.

B. Following guidelines are to be followed to reduce the absenteeism in the training:-

i. The official must be nominated for the various training programmes well in advance so that candidate can make necessary arrangements for attending training.
ii. The information regarding nominations of staff should be available at the website of concerned regional office and NLI.
iii. The List of participants attended & absentees should be communicated by NLIs to the concerned ROs within three days of completion of training for appropriate action against the absentees.
iv. Following action may be taken against absentees from training by concerned RO:-
    a) The probation period of staff to be deferred.
    b) Unauthorized and regular absenteeism from training has to be taken into consideration while awarding grades in APAR.
    c) MACP and senior/selection scale grade may be deferred.
    d) The official exempted on medical ground may be directed to go on leave for the whole period of training.
v. The action against absentee official from training only be taken by concerned RO if concerned authority has relieved the official and he/she did not attend the training.
vi. If any official represents for exemption from the scheduled training, he/she has to represent well in advance for consideration of genuine cases by the competent authority and replacement may also be arranged by the same office in time.
vii. The competent authority for exemption of training will be:
    a) Assistant Commissioner Cluster In-charge - upto the level of PGTs on genuine reasons with suitable replacement.
    b) Deputy Commissioner – for Vice Principal and principal as well as RO staff on genuine reasons with suitable replacement.
    The record of such exemptions should be maintained at the concerned RO.
viii. A note regarding such exemptions by the competent authority / absence from training should be put in the service record of the employee for future reference to be maintained by concerned RO.

All training programmes will be organized as per the Training Calendar for the year 2022-23.

Gist of Training Calendar 2022-23 (NLIs)

S.N	Name of The Course	No. of Days
1.	Induction / Orientation Training for newly Recruited / Promoted Principals (2019 & onwards)	12
2.	Induction Training for newly Recruited PGTs (2019 & onwards)	12
3.	Induction Training for newly Recruited TGTs (2019 & onwards)	12
4.	Induction Training for newly Recruited Creative Teachers (2019 & onwards)	05
5.	Orientation Training for newly Promoted Vice-principals (2019 & onwards)	05
6.	Orientation Training for Creative Teachers (who have not attended during last 3 years)	05
7.	Awakened Citizen Program **(newly selected JNVs in session 2022-23) Class VII / 01 year**	02
8.	Awakened Citizen Program **(previously selected JNVs in session 2021-22) Class VII / 01 year**	02
9.	Awakened Citizen Program **(previously selected JNVs in session 2021-22) Class VIII / 02 year**	02
10.	Astronomical Telescope Making Workshop	05
11.	Training Programme on Creative Pedagogies based on NEP-2020 for TGTs	03
12.	Six Months Certificate Course by IGNOU	05
13.	Capacity Building Programme for OS/UDC	05
14.	Capacity Building Programme for LDC	05

55. KALA UTSAV – 2022-23:

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Human Resource Development (MHRD), Government of India, launched in 2015 to promote arts in education by nurturing and showcasing the artistic talent of the school students in the country. The Ministry of Human Resource Development recognizes the importance of aesthetics and artistic experiences for secondary level students, which play a major role in creating awareness of India's rich cultural heritage and its vibrant diversity. In the context of education of arts (Music, theatre, dance, visual arts and crafts.

We also have the tradition of using arts in the process of learning. These traditions also show us the creative expansion from the individual to the community, which contributes towards the overall development of society. **Kala Utsav** has been regularly organized every year as celebration of art forms in the school system. The District / State / National level Kala Utsav has been structured as an art festival to include performances and display of exhibits. The JNV students are highly talented in arts as the various types of activities of performing and visual art organized as intra and inter-house activities, help students explore, understand and showcase their artistic talent of practicing different art forms. The Cluster, Regional and National Integration Meets of NVS also give JNV students an opportunity to understand and celebrate cultural diversity at school, district, state and national levels. It is not only spreads awareness among students, but also creates awareness of India's cultural heritage and its vibrant diversity among other stake holders. Further, this will help to promote networking of artists, artisans and institutions with school.

The focus of Kala Utsav2023 will be in any of the styles of traditional / classical / folk / contemporary art forms. The competition includes: **Painting, Vocal Music, Instrumental Music, and Dance.**

The aim of Navodaya Vidyalaya Samiti is to provide quality education and ensure linkage of community and the school through this KALA UTSAV programme .**Kala Utsav** programme was introduced in NVS from 2018 onwards different facts of traditional and contemporary art of community are introduced as the part of activities. In addition to this developing the values of National Integration, students are trained in different art forms. This programme will be started from this academic year itself.

All the JNVs will participate as per the level (i.e.) cluster level / Regional level / National level for Kala Utsav programme.

Organization of Joint Visual Art & Performing Art by NVS students and Teachers on the same platform. ***The rules and regulations are as follows:***

- **VISUAL ART& PERFORMING ART (FOR STUDENTS)**

Sl. No.	Activity	Subject	Remarks
1	Painting	Topic will be given on the spot	
2	Solo Music (Vocal)	Patriotic / Classical / Traditional	
3	Solo Dance	Patriotic / Classical / Traditional	
4	Solo (Instrumental) Music	Patriotic / Classical / Traditional	

- **VISUAL ART& PERFORMING ART (FOR TEACHERS)**

Sl.No.	Activity	Subject	Remarks
1	Painting / Sculpture	Creative / traditional / realistic / 2D or 3D sculpture	
2	Solo Music (Vocal)	Patriotic / Classical / Traditional	
3	Solo Dance	Patriotic / Classical / Traditional	
4	Solo (Instrumental) Music	Patriotic / Classical / Traditional	

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

56. SCHOOL BAND TEAM:

JNV Band Team should be comprised of a group of students who have interest and aptitude to rehearse and perform instrumental band music together for marching, P.T displays, school ceremonies, and national events etc. The school band gives display of its prowess on important occasions like Independence Day, Republic Day, and Annual Day. Performance of Band Team gives a sense of achievement, emotional development, promotes self-confidence, team work and creative thinking.

Membership:

A select group of children 18 to 30+1(Boys /Girls) from classes VIII to XI constitutes the school band team .The selection is based on interest, proficiency in March-Past, Academic performance, attitude, discipline and responsibility exhibited by the students. The PETs and NCC In-charge will take initiative in the process of selection and practice. The members are required to demonstrate good sportsmanship, maintain dignity at all times, and show respect and loyalty to others in the group.

Types of tune:

1. Quick March - for marching and parade
2. Slow March - for inspection
3. General Salute - to receive guests
4. National Anthem - for National events
5. Band displays - during mass gathering
6. Guard of Honour - for ceremonies

Training:

Basic training is to be given by engaging a trained Band Master, training of tunes starts with notations / notes western / classical, practicing drum beats. Combined practice of drum, bugle, flute or piper or brass instruments playing with marching for display.

Instruments and Paraphernalia related to the Band:

Basic Set:

1. Bugle copper 2. Side drums 3. Bass drums 4. Tanner drums 5. Cymbal 6.Flute /piper 7.Triangle 8. Drum Major Stick

Pipe Band Set :

1. Bag pipers 2.Chanter 3.Shahanai 4.Side drum 4. Bass drum 5.Cymbal 6.Drum Major Stick

Ceremonial Band Set / Brass Band Set :

Trumpet, Clarinet, Euphonium, Alto horn, Saxo phone, French horn, Sozo phones, Side trumburno, Trampoline, Side drum, Bass drum, Tanner drum, Cymbal, Drum Major Stick etc.

Band Uniform: As per Choice

Student Band Competition:

All the Vidyalayas are supposed to raise their band unit and maintain it with appropriate training in the Vidyalaya. The Vidyalaya level band competition/ display conducted in the JNV (outdoor) will have to be appropriately recorded (video) with proper sound. Regional Office will arrange for this at two levels (Cluster and Regional). Final report of the contest will have to be sent to NVS (Hqrs.). These reports for entries will be evaluated at NVS (Hqrs.) and the final team selected will be intimated to participate in the National Event to be held at Delhi.

57. EK BHARAT SHRESHTHA BHARAT (EBSB):

The initiative '**Ek Bharat Shreshtha Bharat**' was announced by the Hon'ble Prime Minister on **31st of October, 2015** on the occasion of the 140th birth anniversary of **Sardar Vallabhbhai Patel**. Through this innovative measure, the knowledge of the culture, traditions and practices of different States & UTs may lead to an enhanced understanding and bonding between the states, thereby strengthening the unity and integrity of India.

The canvas of Ek Bharat Shreshtha Bharat (EBSB) encompasses all the States and Union Territories of India. For every JNV, paired State / UT may be the State / UT of the JNV that is linked for migration.

There are 21 activities proposed as per **Annexure A** to be organized under 'Ek Bharat Shreshtha Bharat' Programme. Out of these 21 listed activities, every JNV has to conduct at least 5-6 different activities in a year by integrating them in regular activities of the vidyalaya. Activity No. 1 i.e. exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT of the paired JNV is to be done by all JNVs. Other actions to be taken by every JNV are given below:

- To establish an EBSB Club in the school.
- To appoint a Nodal Teacher in charge in the vidyalaya to plan and conduct different EBSB activities.
- To prepare an annual action plan for the effective implementation of the programme and to ensure the inclusion of EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.
- To organize these activities in coordination with the partner State/UT i.e. the State/UT of the linked JNV.
- To give adequate publicity to the activities conducted under EBSB and reach out to the larger community through innovative and effective ways.
- To give incentives/recognition to the students for their good performances in EBSB activities in the form of

certificates, badges, appreciation etc.

Reporting of Activities:

1. All JNVs have to maintain a record of the activities conducted under 'Ek Bharat Shreshtha Bharat'.
2. A monthly report in the format with at least two photos and 1 short video of each activity has to be submitted to the concerned RO by each JNV in the last week of every month.
3. Each RO has to compile the data received from all JNVs under the region in the prescribed format and send it to the NVS Headquarters along with selected photographs and videos by the 5th day of the next month.
4. The format of Monthly Reports for JNVs & ROs is given vide NVS letter no. 33-2/2019-NVS (Acad)/42-49 dated 26.04.2022.

All JNV Principals will ensure maximum participation of all the stakeholders in different activities under Ek Bharat Shreshtha Bharat and accordingly prepare an action plan for making the programme successful and effective as these activities will not only lead to enrichment of knowledge of partner state but also develop a sense of bonding between the students of partner State/UT. These activities will go a long way in developing our students as responsible citizens with deep belief in unity in diversity of the nation.

Annexure- A
Calendar and List of Activities for JNVs under
Ek Bharat Shreshtha Bharat (2022-23)

S.No.	Activity	Suggested Month / Day	*Organize by*	Learning Outcome-Skills/Values to be Enhanced
1	Exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT of the paired JNV	Every month during the academic year	JNV	• Linguistic Skills • National Integration • Spirit of Patriotism and Unity
2	Essay Competition among students related to the State/UT of the paired JNV	Any time during the academic year (at least once in a year)	JNV	• Communication skills • Appreciation of diversity • Sense of common identity
3	Optional classes in schools for learning the language of the State/UT of the paired JNV	As per timetable during the academic year	JNV	• Linguistic Skills • National Integration • Spirit of Patriotism and Unity
4	Drama/folk theatre/role play on culture, history, tradition of the State/UT of the paired JNV	Any time during the academic year (at least once in a year)	JNV	• Information Literacy • Media Literacy • Linguistic Skills • Creative Skills • Communication Skills • Research Skills • Spirit of Patriotism and Unity
5	Identification /translation and dissemination of similar proverbs in the language of the State/UT of the paired JNV	Any time during the academic year	JNV	• Linguistic Skills • Information Literacy • Media Literacy • Sense of Affinity with the paired State/UT
6	'Theme-based Display Board/Wall Magazine' on the State/UT of the paired JNV (Historical Monuments, Dressing Style, Painting, Dance, Music, folk art, Handicrafts, Alphabet and Basic Sentences, flora and fauna, wild-life, knowledge of plants	Once a month activity throughout the academic year on a different theme	JNV	• Linguistic Skills • Communication Skills • Creative Skills • Research Skills • Science and Environment Literacy • Sense of Affinity with the paired States/UT

	used for traditional medicine climate, ecosystem, etc. of the State/UT of the paired JNV)			
7	Pledge on Swachhata/single use plastic/water saving/ National Unity in the language of the State/UT of the paired JNV	At least twice every month during the morning assembly	JNV	• Linguistic skills • Communication skills • Creativity skills • Environmental Literacy • Enhance social responsibility
8	Talks by students and teachers on the State/UT of the paired JNV related to its latest news, history, culture, national icons, social reformers, famous personalities (current as well as historical) or any other theme significant to the State/UT of the paired JNV	Two days every month during the Morning Assembly	JNV	• Communication skills • Creativity skills • Research Skills • Sense of affinity with the paired State/UT
9	Question Answer Session on the State/UT of the paired JNV	At least once in the academic year	JNV	• Communication skills • Sense of affinity with the paired States/UTs
10	State/UT Day Celebration of the State/UT of the paired JNV	Once a year on the State/UT Day of the paired State/UT	School	• Creative skills • Communication skills • Sense of unity
11	Cultural Fusion Competition (Folk Songs/ Dance, Arts & Painting, Music, Cuisine any other cultural activity of the States/UTs of the two paired JNVs may be demonstrated through Fusion)	At least once in a year	School / Districts	• Communication skills • Creative skills • Artistic skills • Spirit of patriotism and unity
12	Literary Fest (Quiz competition, Poetry recitation, Extempore, Speech, Debate, Translation of popular regional script of the State/UT of the paired JNV)	At least once in a year	JNV	• Linguistic skills • Communication skills • Critical thinking skills • Creativity skills • Drawing skills • Map skills • Sense of affinity with the paired States/UT
13	Ek Bharat Shreshtha Bharat Utsav (Unity Pledge; Project on the culture, customs, dress, agriculture, cuisine, flora-fauna, wildlife, climate and topography; Video Conferencing with students of the paired JNV)	31st October each year (National Unity Day) for EBSB Utsav; Pledge and Project work throughout the year; Virtual meet/s whenever possible	JNV	• Sense of unity • Communication skills • Constitution literacy • Value of citizenship
14	Scrap book on the State/UT of the paired JNV by students	One Scrap Book per student per academic year	JNV	• Record Maintenance Skills • Communication Skills • Creativity Skills

15	'Ek Bharat Shreshtha Bharat' School Report	Annual	JNV	• Analytical and Compiling Skills • Communication Skills • Creative Skills • Report Writing Skills
16	Showing popular and age-appropriate film/s from the State/UT of the paired JNV and in the language of the paired State/UT that reflects the culture of that State/UT	Any time during the academic year	JNV	• Knowledge of language of paired State/UT • Communication skills • Critical thinking skills • Creativity skills • Sense of affinity with the paired State/UT
17	Using toys to teach diversity of culture in India	Any time during the academic year	JNV	• Communication skills • Critical thinking skills • Creativity skills
18	Integration of awareness and sensitivity towards environment, forest and wildlife protection, water conservation, physical fitness and health, gender sensitivity, ethics and values, resource conservation, sanitation and self/public hygiene, etc. into EBSB Activities	Throughout the year	JNV	• Communication skills • Critical thinking skills • Creativity skills • Writing and presentation skills • Appreciation of innovation/best practices
19	Learning the indigenous sport of the State/UT of the paired JNV	In accordance with school timetable for sports/games periods	JNV	• Psychomotor skills • Knowledge of traditional sports/games
20	Learning the folk painting /art/craft of the State/UT of the paired JNV	Classes as per timetable; exhibition at least once in a year	JNV	• Creativity • Original thinking • Sensitivity towards the need to conserve environment, water, etc.
21	Toy-making : Learning to make hand-made toys of the State/UT of the paired JNV and preparing a class-wise collaborative report on it.	Any time during the year	JNV	• Communication skills • Critical thinking skills • Creativity skills • Sensitivity to environmental concerns • Understanding of history and culture of the state

Note: *Any 5-6 activities are to be selected by JNVs and should be conducted keeping in view the learning outcomes mentioned above. Details of participants are to be submitted to the RO monthly. The consolidated monthly report is to be submitted to Hqrs. regularly.*

58. AZADI KA AMRIT MAHOTSAV:-

Azadi Ka Amrit Mahotsav (AKAM) is an initiative of the Government of India to celebrate and commemorate 75 years of independence and the glorious history of its people, culture and achievement. The official journey of Azadi Ka Amrit Mahotsav in NVS commenced on 12th of March, 2021 in tune with the national level programme with marching of volunteers on the route of Dandi Yatra, 75 weeks before our 75th anniversary of independence on 15th of August, 2022. This mahotsav is scheduled to end one year after this anniversary on 15th of August, 2023.

A. Following activities conducted in 2021-22 will continue during 2022-23 also:

- Writing activity on India's struggle for freedom
- Activity in class/ school assembly under Azadi ka Amrit Mahotsav
- Mera Gaon Meri Dharohar

B. Following activities are to be conducted with new edition

- Veer Gaatha Project 2.0
- CBSE Expression Series
- Other activities as directed by MoE will be communicated

59. PROGRAMME FOR INTERNATIONAL STUDENTS ASSESSMENT (PISA):

In order to boost recognition and acceptability of Indian students and prepare them for global economy in 21st Century, Government of India has approved an agreement between India and the Organisation for Economic Cooperation and Development (OECD) for participating in the Programme for International Students Assessment (PISA).
The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students who are nearing the end of their compulsory education. PISA assesses how well they can apply what they learn in school to real-life situations. Over 90 countries have participated in the assessment so far which began in 2000. Every three year students are tested in the key subjects: Reading, Mathematics and Science, the testing items are based on Critical & Creative Thinking (CCT). In one assessment there is a focus on one of the subjects. For example in the year 2000, the focus was on reading which allowed participant countries to get more in-depth information on the students' reading skills. In addition to the three core subjects, students are tested in an innovative domain such as collaborative problem solving in 2015 and global competence in 2018. Some countries also chose to be administered an assessment in financial literacy.

Not only do the students take a test, but also, they fill out a background questionnaire to provide some contextual information e.g. they are asked about the level of education of their parents and how many possessions there are in their household. In addition school principals fill out a questionnaire about how their schools are managed. This gives us insights into how the students' background and school environment could influence their performance. Some countries also choose to administer extra background questionnaires to the students' to find out about educational careers and their use of ICT. Some countries also choose administer optional questionnaires to parents and teachers.
The data collected from the assessment and background questionnaires are analyzed and the results are published a year after the assessment. As per the decision taken by the Govt. of India all JNVs, KVs and Schools in Union Territory of Chandigarh will be sample domain. This means that all students in the age group of 15 years as on the date of examination will be taking this examination. In view of the practical approach the survey and testing addresses we need to upgrade our learning environment in such a way that the children are able to perform better and show better skill in the PISA.

60. THE AWAKENED CITIZEN PROGRAM IN JNVS (ACP):

Navodaya Vidyalaya Samiti has initiated the **"Awakened Citizen Program in JNVs"** in collaboration with Ramakrishna Mission, New Delhi in all eight regions with effect from the academic year 2017-2018 **for promoting value education in all JNVs**. T**his programme was introduced in the year 2017 for period of five years up-to 2022. This programme has further been extended five more years up-to 2027**.

This program emphasizes that each child is unique and has infinite potential; Education is the unearthing of that potential which can be manifested as excellence in every walk of life. The program provides real-life situations followed by a discussion, which helps a child to reflect on various choices that are open to students & teachers and the consequences of each choice. The program helps to inculcate values and attitudes in students and teachers that will help them to live in harmony with themselves, with others and with nature.

In keeping with our thrust on quality education, Navodaya Vidyalaya Samiti has deputed teachers to attend a two day training program on the "Awakened Citizen Program" organized by Ramakrishna Mission, New Delhi. In order to ensure that all participating teachers as well as children benefit fully, the energetic and committed teachers were carefully selected so that they are able to impart the key learning of the programme to the children and be a part of nation building and willing to participate fully for this noble cause.

Every year teachers are identified and trained for handling the new batches of students from class VII. Thus, both the teacher and the students get the opportunity to understand the depth and insights of the whole programme for three continuous academic sessions and can track transformation in them. T**he benefits reaped through this programme will become the base of school practices. Besides this, RKM will also conduct filler training programme for the teachers.** The Filler Training is intended to fill the shortage of trained teachers due to transfer, retirement, promotion etc. for any section of Class-7, 8 and 9 (ACP Year-1, 2 and 3) in the schools so that the program can run **smoothly.** A performance audit will be conducted towards the end of the academic year after the completion of the sessions in each school implementing the programme. This will be done through an impact survey both baseline and end line involving the teachers and the students of JNVs. Two initiatives have been introduced by this programme for teachers and students on voluntarily basis- Vivek shakti for

teachers and AACT for the students.

While preparing the academic time table for the sessions, a slot of at least 40-45 minutes is to be allotted in class VII to IX per week in the afternoon session so that the 16 modules provided for each class is completed by **Feb 2023.** Ideally the programme should be conducted in consecutive weeks to ensure continuity and better assimilation of values.

Ramakrishna mission is deputing officials from their organization to visit the JNVs and monitor how the program is being conducted at class room level. Periodical reports are to be sent from JNVs to assess the effective implementation of the program. Further, having experienced the benefits of the program in bringing desirable improvement in students and teachers' behavior, the Principal and Vice Principal being the part of school leadership shall continue to regularly assess the effectiveness and support the activities which required strategic inputs. The same may be reflected in periodical reports.

61. PACE SETTING ACTIVITIES:

One of the basic objectives of the Navodaya Vidyalaya scheme has been to enable the JNVs to play the role of a pace setting institution in the field of school education in the respective districts. The aim of the pace setting activities is to "galvanize academic, social, cultural and community oriented environment of schools" in the vicinity. By virtue of having a highly qualified and competent team of teachers, state of the art laboratories and IT infrastructure, teaching aids, sports equipment and rich libraries the JNVs are in a position to function as a "focal point for improvement in the quality of school education in general, via sharing of experience and facilities." Though the ambit of pace setting activities is pretty vast and much of the activities will depend on the ingenuity of the Principals and their team, some major activities in the area are suggested below:-

Academic Excellence:

- Innovations and experimentations in the teaching-learning process
- Training/ workshop of teachers to adapt to the latest educational technology
- Optimum use of Vidyalaya laboratories and library
- Use of Mathematics and junior science laboratories
- Use of ICT in classroom interaction
- Effective communication and computation skills
- Counselling, Career Counselling and motivational sessions

Co-curricular activities:

- Participation of the students of the neighboring schools in the co-curricular activities of the JNV
- Competitions and exhibitions
- Programmes for the neighboring schools on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense**,** democratic values and scientific temperament
- Scouts and Guides and other adventure activities
- Organizing Youth Parliament session and workshops on fine arts and performing art.

Community Services:

- Coaching of rural children for JNVST
- Organizing camps for immunization, health check-up, first aid training, pollution control, cleanliness drive & literacy campaign etc**.**
- Providing mobile library for rural learners
- Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet, disaster management, RTI and consumer laws, child labour and right to education**.**
- Organizing street plays for promotion of scientific spirit, conservation of nature and energy, water harvesting, tree plantation, family planning, education of the girl child, balanced diet**,** safe drinking water & pollution control as well as creating awareness on the evils of dowry system, untouchability, female feticide, alcohol and drug addiction, gambling, illiteracy and superstitions etc.
- Computer literacy programme
- Any other activity

62. YOGA & HEALTH AND PHYSICAL EDUCATION:

Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity. Since, the JNVs are Residential Schools, the aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health by encompassing Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). All the stake holders and Staff Nurse have to ensure that health and hygienic conditions prevail everywhere at JNV Campus. Children should be encouraged to develop healthy habits. There should be regular visits by the Vidyalay Doctor at least twice a week. Staff Nurse has to coordinate the conduct

of Medical Camps (Dental, ENT, Eye, Oral Hygiene, General Health, Gynic issues, Vaccination etc.) with the assistance of District Medical Authorities. Balanced diet should be provided to the children within the budgetary allocation. *Health Report Cards of all the students from classes VI to XII are to be maintained and updated from twice a year by the Staff Nurse.* (Annexure-XX for the Health Record Formats)

EVENING ACTIVITIES: PETs have to ensure that all the children participate in games and sports including morning warm-up exercises and yoga exercises as per the Vidyalaya time table. The facilities of games and sports should be utilized at optimum level. PETs should be available on the ground in full sport uniform and providing full support to students in games and sports.

63. GAMES: – Volley Ball, Hand Ball, Basket Ball, Kho-Kho, Kabbadi, Football, Hockey, Throw Ball, Badminton, Table Tennis etc. Recreation games for Class-VI may be arranged for the first few months after their admission.

SPORTS & GAMES – SUGGESTIVE TIME TABLE FOR THE YEAR 2022-23

VI	**Boys**	Battery Test	Hand Ball	Kho-Kho	Kabbadi/ Rope Skipping	Volley Ball	Football	Athletics/ TT	Chess &Carrom
	Girls	Battery Test	Hand Ball	Kho-Kho	Athletics	Table Tennis	Kabbadi/ Rope Skipping	Volley Ball	Chess &Carrom
VII	**Boys**	Battery Test	Volley Ball	Hand Ball	Kho-Kho/ Rope Skipping	Foot Ball	Athletics/ TT	Kabbadi	Badminton
	Girls	Battery Test	Kabbadi	Hand Ball	Badminton	Volley Ball	Kho-Kho/ Rope Skipping	Chess &Carrom	Athletics/ TT
VIII	**Boys**	Battery Test	Chess/ Kho-Kho	Volley Ball	TT / Hand Ball	Foot Ball	Athletics / Carrom	Badminton/ Rope Skipping	Basket Ball
	Girls	Battery Test	Kabbadi	Volley Ball	Athletics/ Carrom	Basket Ball	Badminton/ Rope Skpg.	Chess/ Kho-Kho	TT/ Hand Ball
IX	**Boys**	Battery Test	Foot Ball/Rope Skipping	Athletics	Hockey/ Volley Ball	Cricket/ Badminton	Basket Ball	TT/ Chess/ Carrom	Kabbadi/ Kho-Kho
	Girls	Battery Test	Hand Ball/Rope Skipping	Volley ball	Athletics	Basket Ball	Kabbadi/ Kho-Kho	Badminton	TT/ Chess/ Carrom
X	**Boys**	Battery Test	Basket Ball/ Cricket	Football/ Rope Skipping	Hockey/ Carrom	Badminton & Gym	Athletics & Gym	TT/ Kabbadi	Chess &Kho-Kho
	Girls	Battery Test	Volley Ball	Basket Ball, TT & Carrom	Kabbadi	Athletics	Badminton	Kho-Kho & Chess	Hand Ball/ Rope Skipping
XI	**Boys**	Battery Test	Chess & Hand Ball	Volley Ball	Foot Ball/ Rope Skipping	Carrom & Hockey	Athletics & Gym	Badminton	Cricket & TT

	Girls	Battery Test	Volley Ball & Chess	Basket Ball & Carrom	Badminton/ TT	Hand Ball/ Rope Skipping	Kabbadi	Kho-Kho	Athletics
XII	**Boys**	Battery Test	Basket Ball	Foot Ball	Hockey	Kho-Kho/ Rope Skipping	Athletics & Gym	Hand Ball & Badminton	Cricket
	Girls	Battery Test	Athletics/ Carrom	Badminton & Chess	Basket Ball / TT	Hand Ball	Volley Ball	Kho-Kho/ Rope Skipping	Kabbadi

YOGA: It is a great form of exercise and a disciplined method which helps to achieve harmony between body, mind and soul. It can be done anywhere and **it** does not require any special equipment. **It** also enhances flexibility, endurance as well as muscle tone. It involves techniques of controlling the body and the mind and very effective in reducing stress levels and helps in acquiring emotional skills. All JNVs should make the children to do regular Yogasanas under the supervision of PETs on regular basis as per the time table.

The **International Yoga Day** should be celebrated every year in a grand manner on 21st June every year. Renowned guest speakers who are expert in Yoga should be called for demonstration and interaction with students. Those Teachers who have been provided with Yoga Training by the Samiti have to make an active role in bringing awareness among children about the importance of yogaasanas by conducting practical sessions. Children should be guided and encouraged to participate in yoga competitions.

YOGA – SUGGESTIVE TIME TABLE FOR THE YEAR 2022-23

Class	April	July	August	September	October	December	January	February
VI	-	Padmasana, Siddasana	BaddaPadmasana , Parvatasana	Vajrasana, Sarvasana	Sarvangasana, Halasana	Practice In Previous Asana	Surya Namaskar	Meditation Surya Namaskar,
VII	Chakrasana, Paschimotasana	Salabasana, Bhujangasana	Dhanursasana, Tadasana	PurnaDhanurasana, Konasana	Sirasasana, Kukutasan	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana

VIII	Vrukshasana, Padahasthasana	Dandasana, Noukasana	Gomakasana, Matyasana	DyogaMutrasana, Pachimothasana	Makarasana, PawanMukkasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
IX-X	ArdhaMatyendrasana, Garudasana	Sirashasana, Mayurasana	Kukutasana, Bakasana	Chakrasana, Sasankasana	PurnaChakarasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
XI-XII	MayuraPadmasana	SirshaPadmasana	SakunasanaShalbhasana	Hanumanasana, Natarajasana	Viruchikasana, Omkar Asana	Surya Namaskar,	Surya Namaskar Meditation	Practice In Previous Asana

Mainstreaming Health and Physical Education (HPE) :

For mainstreaming health and physical education in consultation with MoE and Ministry of Sports, Govt. of India, CBSE has constructed a curriculum and divided HPE into four strands. This is to ensure that the Physical Education component which will continue to be assessed internally is taken up as a cross-curricular, interdisciplinary discipline across the four strands.

- Mainstreaming would require the coming together of the Class-Teacher, PE teacher and teachers of other disciplines.
- The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.
- It will be mandatory for the school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.
- The stipulation is to ensure all schools take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
- The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:

Class-IX-X

1. Work Education/ SEWA
2. Health and Physical Education

Class-XI-XII

1. Work Experience/ SEWA
2. Health and Physical Education

As the above subjects of internal assessment are being subsumed in Health and Physical Education (HPE), so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

Introduction:

- The new format of HPE envisions that each student will undertake activities categorized under four strands
- The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject
- This format is to be compulsorily implemented for Classes-IX, X, XI and first half of the year for Class-XII
- This is an essential requirement for writing the Board examination.
- Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations
- All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes-IX and XI. The report should reflect the activities undertaken under each strand separately for each Class-right from class-IX to XII.
- No theory classes will be taken as a part of this format.
- The Class-teacher shall be responsible for ensuring that each child participates in all strands.
- The Class-teacher shall also guide and facilitate strand 3 and strand 4.
- In the absence of a sports/games teacher, the Class-teacher may facilitate strand 1 and 2 also and ensure that all children participate in the games/sports of their choice.
- Internal assessment is to be jointly done by the Class-teacher and the games/sports teacher
- From Strand 1, at least one activity is to be taken up by each student as a Class-or as an individual. The choice will be left to the students and the Class-teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year
- Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- Children are also free to change their choices during the course of a year.
- A Class-as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
- The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidences such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
- Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.

Strands	Marks	Period (Approx.)	Levels *
1. Games • Athletics/Swimming • Team Games • Individual Games/Activity • Adventure Sports	50 Marks	90 Periods	Upto 25 Marks : Learning 26-40 Marks : Proficiency 41-50 Marks : Advanced
2. Health and Fitness	25 Marks	50 Periods	Upto 12 Marks : Learning 13-20 Marks : Proficiancy 21-25 Marks : Advanced
3. SEWA	25 Marks	50 Periods	Upto 12 Marks : Learning 13-20 Marks : Proficiancy 21-25 Marks : Advanced
4. Health and Activity Card	No Marks	10 Periods	-
TOTAL	**100 Marks**	**200 Periods**	

DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENTS:

- The grades/ Levels obtained under the first three strands will be reflected on Report Cards.
- Note: For detailed information mainstreaming HPE, may be referred to CBSE curriculum released for the session 2022-23.

Battery test formats for boys and girls of all categories for the academic year 2022-23 are given under **ANNEXURE-XXI**

64. FIT INDIA MOVEMENT

FIT INDIA Movement was launched on 29th August, 2019 by Honorable Prime Minister with a view to make fitness an integral part of our daily lives. The mission of the Movement is to bring about behavioral changes and move towards a more physically active lifestyle.

Navodaya Vidyalaya Samiti is participating as a State in activities conducted under Fit India Movement. All JNVs are required to take up timely completion of activities and submission of report. At JNV level PETs should be entrusted the responsibility of conducting/ coordinating activities under Fit India Movement.

There are 4 Major Initiatives under Fit India Movement-

1. **Fitness Assessment-** Fit India Mission along with SAI has developed 2 Applications for fitness assessment of students and General public.
   - **(i)** **Khelo India Fitness Assessment App-** School Version of this App may be used for Fitness Assessment of students by JNVs. The App includes Battery of Tests with age specific parameters/ grading criteria, instructions and demonstration videos for assessment process. The Fitness Assessment of all the students must be conducted twice a year by the PETs of JNV (assessors on the App) through the App and consolidated child wise report should be downloaded and kept in record.
   - **(ii)** **Fit India Mobile App-** This app has facility for Individual or Group registration. The Group registration may be used by PETs for Fitness Assessment of Teachers/ staff and the reports may be submitted to the principal for keeping in record.

2. **Fit India School Certification-** The Fit India Mission has prepared a system of Fit India School certification as Fit India School, Fit India 3 Star School and Fit India 5 Star School.

(i) FIT INDIA SCHOOL- The following parameters would apply:

i. Having one teacher trained in PE, and such teacher is physically fit and active
ii. Having a playground where two or more outdoor games are played.
iii. Having one PE period each day for every section and physical activities(sports, dance, games, yogasana, PT) take place in the PE period
iv. Having all students spending 60 minutes or more on physical activities daily

(ii) FIT INDIA 3 STAR SCHOOL

The following parameters would apply for claiming a 3 star certification:

i. All teachers to be physically fit and spending 60 minutes or more every day for physical activities.
ii. School has at least two trained teachers (including one PET), each well versed with any two sports.
iii. Sports facilities for 4 sports including the 2 outdoor sports.
iv. Every student learns and plays 2 sports – one of which could be a traditional/indigenous/local game.

(iii) FIT INDIA 5 STAR SCHOOL

The following additional parameters (over and above 3 star certification) would apply for claiming the highest certification:

i. School conducts monthly Intra-school sports competitions, participates in Inter-school sports competition and celebrates Annual Sports Day.
ii. All teachers are trained in PE
iii. School has 2 or more sports coaches. These may be PE teachers
iv. School follows structure PE curriculum, prescribed by NCERT/school board
v. School conducts annual fitness assessment of all children

vi. School opens its playground(s) after school hours for neighbouring communities, and the same is actively used. Reasonable fee can be levied for maintenance and security.

Procedure for Schools to get Fit India Star Certification

a) Basic FIT INDIA SCHOOL would be self certified and registered online at www.fitindia.gov.in by the school. Upon registration, a certificate would be issued online to the school, and on receipt of such certificate the school would be entitled to use fit India logo and Fit India Flag.

b) For FIT INDIA 3 star or 5 Star certification the school would have to file its claim online at www.fitindia.gov.in. The fit India Mission would get the claim verified and thereafter issue certificate and commendation letter.

3. **Fit India Activities:** Under Fit India Movement all schools are required to conduct monthly activities as per the Fit India Monthly activity calendar. The schedule for 2022-23 is given below:-

Fit India Monthly Activities March 2022-Feb.,2023

Activities	Month
Fit India Fitness Assessment	March - April
Participation in Fit India Quiz as audience on Fit India Mobile App, Fitness Ka Dose Aadha Ghanta Roz- Doing daily physical activities like Yoga/Free hand exercise/dance/playing sports etc.	
Mental Fitness & Yoga	May-June
Celebration of Yoga Day(age-appropriate Yoga activities), Rhythmic Yoga on patriotic songs , Pranayam, Meditation/Mindfulness activities every day, Daily Yoga, Stretching, Hand exercise, Focus on mind Games like Chess, Sudoku, Puzzle etc.	
Fitness Assessment of students through PE teachers and indigenous sports	July
Participation in Khelo India National Fitness programme for schools through Fit India Mobile App, Learn different Indigenous/traditional sports on Fit India Mobile, Organisation of indigenous/traditional sports, martial arts, dance with theme- Hamari Sanskriti Se Fitness	
Fit India Freedom Run	August-September
Organising Fit India Freedom Run at iconic and historic importance places by registering on Fit India Mobile App ,Fit India Freedom Run to start/culminate with patriotic songs/stories on freedom struggle of local heroes (staff, students & community), In Morning Assembly plays/role-plays may be conducted on various historically important events, Stories/talks/essay competition on one freedom fighter/local hero of freedom struggle at least once every week	
Fit India Plog Run	October
Organise and register Fit India Plog run on Fit India Mobile App, Virtual connect with Plugging communities on Fit India Mobile App, Plays/rallies with themes such as Swachta, Ahinsa and other values of Mahatma Gandhi, Culture program depicting importance of Mahatma Gandhi in India's Independence, Swachhata Pledge/Water Saving pledge	
Fit India School Week & fitness Assessment	November – December
Celebration 5-6 days in a week for fitness related activities, Inter & Intra Sports Competitions, Motivate & aware parents, community regarding doing daily fitness activities, participate in Khelo India National Fitness programme for schools through Fit India Mobile App, Fit assessment by teachers and parents on Fit India Mobile App	
Fit India New Year special and fitness assessment	January – February
Welcoming new year with fitness events, participate in Khelo India National Fitness programme for schools through Fit India Mobile App, Fitness assessment by teachers and parents on Fit India Mobile App, collage making and poster competition on Healthy Food Habits and importance doing daily fitness activities	

4. Fit India Quiz

Fit India Quiz is organized by Fit India Mission to create awareness about fitness and sports among school children. The objective of the quiz is to provide a national platform for students to showcase their knowledge about fitness and sports, also endeavors in its philosophy to create awareness among students about India's rich sporting history, including centuries-old indigenous sports our National & Regional sporting heroes of the past and how traditional Indian lifestyle activities hold the key to a Fit Life for all.

The quiz is the first National Level Quiz for students with provision of cash awards for students & schools participating

in State and National Round of quiz. National round of quiz would telecast on Star Sports and National Television.
A school can register minimum 2 students for the Quiz after conducting school level selection. There is no upper limit for number of students to be registered. The level of question would be that which can be answered by students in Class-VIII and above.

The first edition of Fit India Quiz was organized 2021-22 in which 12 teams from NVS participated in State Final Round. In the State Final Round 03 NVS teams secured 2nd position in their respective states and won a cash prize of Rs. 1 Lac for JNV and Rs 10,000/- for participants.Another 03 JNV teams from Mizoram, Pondicherry and Manipur secured 4th position in the Final State Round.
All JNVs should register their teams for Fit India Quiz 2022-23. JNV PETs should guide students in sports related general awareness and prepare them for Fit India Quiz.

65. YOUTH PARLIAMENT COMPETITIONS:

With a view to strengthen the roots of democracy, inculcate healthy habits of discipline, tolerance of the views of others and to enable the student community to know about the working of Parliament, Ministry of Parliamentary Affairs in consultation with NVS introduced the scheme of National Youth Parliament competition in JNVs. **Youth parliament has a special importance in developing an insight in the young students.** ***Thus, the purpose of having Youth Parliament in NVS is:***

1. To make students understand the parliamentary procedure.
2. To develop in students an insight into the working of parliament
3. To make students consider public issues and form their opinion on them.
4. To train students in the technique of group discussions.
5. To develop in them respect and tolerance for the views of others, respect for rules and to train them in group behaviour.
6. To make students aware of various problems being faced by our society and the country.
7. To develop in students the qualities of leadership.
8. To make students understand the common man's point of view and express it in an articulated manner.

List of JNVs nominated for organizing the 24thYouth Parliament Competition - 2022-23

Old JNVs		New JNVs	
BHOPAL REGION			
1.	Panna (MP)	1.	Barwani (MP)
2.	Raigarh (CG)	2.	Mandsaur (MP)
3.	Korea(C.G)	3.	Jagatsinghpur (Odisha)
4.	Puri (Odisha)	4,	Kabirdham(C.G.)
		5.	Sidhi(MP)
		6.	Dhamtri(C.G.)
CHANDIGARH REGION			
5.	Mandi (HP)	7.	Kullu (HP)
6.	Reasi (J&K)	8.	Barnala (Pb)
7.	Amritsar-II (PB))	9.	Muktsar (Pb)
8.	S.B.S.Nagar(PB)	10.	Kathua (J&K)
		11.	Hamirpur(HP)
		12.	Firozpur(Pb)
HYDERABAD REGION			
9.	Chamrajnagar (Karnataka)	13.	Adilabad (Telangana)
10.	West Godavari (A.P.)	14.	Palakkad (Kerala)
11.	Kannur (Kerala)	15.	Puducherry(UT)
12.	Yadgir (Karnataka)	16.	Mandya (Karnataka)
13.	Alapuzza(Kerla)	17.	Prasam-I(A.P.)

JAIPUR REGION			
14.	Gurugram (Haryana)	18.	Bhiwani (Haryana)
15.	Mungeshpur (Delhi-I)	19.	Kurukshetra (Haryana)
16.	Bhilwara (Rajasthan)	20.	Jaiselmer (Rajasthan)
17.	Banswara-II (Rajasthan)	21.	Pali (Rajasthan)
		22.	Dholpur(Raj.)
		23.	Yamuna Nagar(Haryana)
LUCKNOW REGION			
18.	Aligarh(UP)	24.	Agra (Uttar Pradesh)
19.	Bareilly (UP)	25.	Kanpur Nagar (UP)
20.	Mau (UP)	26.	Nainital (UK)
21.	Almora (Uttarkhand)	27.	Varanasi (UP)
		28.	Hamirpur(UP)
		29.	Sharanpur(UP)
PATNA REGION			
22.	Pakur-I (Jharkhand)	30.	S.24 Pargana-II (W.Bengal)
23.	Hoogly (W.Bengal)	31.	Ranchi (Jharkhand)
24.	Saran (Bihar)	32.	Aurangabad (Bihar)
25.	Lohardega (Jharkhand)	33.	Samastipur(Bihar)
		34.	Nalanda(Bihar)
		35.	Nadia(WB)
PUNE REGION			
26.	Ratnagiri (MS)	36.	Patan (Gujrat)
27.	Nanded(MS)	37.	Gandhinagar (Gujrat)
28.	Thane(MS)	38.	Latur (Maharashtra)
29.	Yavatmal (MS)	39.	Daman(Damn & Diu)
		40.	Chandrapur(MS)
		41.	Nandubar-II(MS)
SHILLONG REGION			
30.	Kamrup (Assam)	42.	ImphalEast(Manipur)
31.	Kokrajhar (Assam)	43.	Goalpara (Assam)
32.	Morigaon(Assam)	44.	Papumpare (Ar.Pradesh)
33.	Nagaon(Assam)	45.	E.K.Hills-I (Meghalaya)
		46.	Tinsukia(Assam)
		47.	Ukhrul-II(Manipur)

Total 80 JNVs

Based on the judgment of a jury of judges at Vidyalaya level one best team will be identified at Regional level for competing at National Level. The best performed Vidyalaya at National Level competition will get an opportunity to witness the proceeding of the Parliament sessions. The best performers of the identified Vidyalayas at both Regional & Nationals Levels will get Trophies and Mementoes from the Ministry of Parliamentary affairs.

Time Activity Schedule:

The following activities are to be carried out in connection with the Youth Parliament Competitions:

1. Orientation Programmes for the teacher in-charges will be conducted in virtual mode from 21st – 28th July, 2022.
2. Completion of Regional Level Youth Parliament Competition evaluation - September,2022
3. National Level evaluations will be held in November,2022

Special Sitting of Youth Parliament under Azadi Ka Amrit Mahotsav (AKAM)

The Ministry of Parliamentary affairs has decided to hold special sittings of Youth Parliament from January, 2022 to August, 2023 in the past prize winning schools of Youth Parliament Competitions.

Schools who have emerged first in the Youth Parliament Competitions or have emerged as Regional Winner/Zonal winners/Winners of merit trophies are to be considered as Prize winning schools of Youth Parliament Competitions.

Every month one past winner should organise a special sitting of Youth Parliament. The theme of such YP sitting should be Azadi ka Amrit Moahotsav (AKAM). Accordingly, either in the question hour, calling attention motion, legislative business, etc. the theme of AKAM should be reflected clearly. Banners of AKAM should be used by the schools to showcase that their YP sitting are being organised as part of the AKAM initiative.

List of JNVs for Special Sitting of Youth Parliament Competition (Month wise schedule)

Name of JNV	Month
JNV Alleppey, Kerala	January, 2022
JNV Indore, Madhya Pradesh	February, 2022
JNV Bathinda, Punjab	April, 2022
JNV Alipurdwar, W.Bengal	July, 2022
JNV Narmada, Gujrat	August, 2022
JNV Sivasagar, Assam	September, 2022
JNV Gurugram, Haryana	October, 2022
JNV Aligarh, Uttar Pradesh	November, 2022
JNV Pathanamthitta, Kerala	December, 2022
JNV Alipurdwar, W.Bengal	January, 2023
JNV Amravati,Maharashtra	February, 2023
JNV Mohali, Punjab	April, 2023
JNV Udaipur, Rajasthan	July, 2023
JNV Indore, Madhya Pradesh	August, 2023

Annexure-A

JNVs Nominated by Regional Office for organizing Youth Parliament Competitions

New JNVs		Old JNVs	

Annexure-B

Result of Regional Level Youth Parliament Competition for JNVs

S.No.	Region	Name of JNV participated at Regional Level	Date of Competition	% Marks	Name of the Prize winning students	Position
						I
						II
						III
						Spl.prize
						Spl.prize
						Spl.prize
						I
						II
						III

						Spl.prize
						Spl.prize
						Spl.prize
						I
						II
						III
						Spl.prize
						Spl.prize
						Spl.prize
						I
						II
						III
						Spl.prize
						Spl.prize
						Spl.prize
						I
						II
						III
						Spl.prize
						Spl.prize
						Spl.prize
						I
						II
						III
						Spl.prize
						Spl.prize
						Spl.prize

66. ART IN EDUCATION PROGRAMME:

One of the aims of Navodaya Vidyalayas is to provide quality education and ensure linkage of community and the school through Art in Education Programme. Art in Education Programme was introduced in NVS in 1993. Different facets of Traditional and Contemporary Arts of Community are introduced as a part of activities. In addition to developing values of national Integration, students are trained and taught different art forms.

Objectives of Art in Education in NVS:

- Inculcation of time tested and enduring universal values.
- Community integration through Arts.
- Exploring the community environment, local history, geography and tradition from the overall social perspective and preservation of community heritage.
- Providing opportunities through Art in Education for Social and National Development in which Art Education acts as a catalyst.

Kinds of Art activities undertaken through Art in Education Workshops:

- Theatre in Education (enactment of school text book lessons etc.),
- Traditional performing Art,
- Dances – Classical,
- Youth choir Puppetry,
- Visual Art-Sculpture, Painting, Pottery (Traditional & Modern) Crafts (Traditional and Modern),
- Weaving Martial Art,
- Poetry writing and Recitation Creative writing,
- Seminar and Debate,
- Ballet & Modern Dance Compositions,
- On the Spot Painting and Poetry Competition,
- Folk Theatre,
- Folk Music,

- Folk Ballads,
- Sufiana / Qalam etc.

Main Activities of Art in Education Workshops:

- Values of National Integration and other Universal Values are inculcated amongst students through Art in Education.
- Different Performing Art traditions, painting styles, crafts and theatre in education work have been taught to students in JNVs.
- Traditional wisdom of our village societies is passed on to the students through songs, folk ballads, art and traditional theatre workshops.
- Eminent personalities from the field of literary, visual art, theatre and performing arts have been involved to train the students.
- Renowned educationist and eminent personalities in public life are also associated to inculcate leadership qualities in students.
- Various activities of KALA UTSAV likewise Vocal / Instrumental Music, Dance, Painting, Art/ Music concerts, Band Competition of Boys & Girls, etc, should be organized where Male & Female candidates can participate in the activities.
- Activities of Art likewise Poster Competition / Creative Work Competition, Cartoon Making Competition, Mask Making, Calligraphic Competition, Theme Based Painting Competition, Hindi Calligraphy, Folk Art, Scroll Painting, Painting related epics, Illustration on Panchtantra or Historical Places Story, In this concept, Visual Art works on Folk Art, Scroll Painting, Wooden Doll Making, Mask Making, Dance, Drama, Theatre, Youth Choir must be organized on certain occasions likewise World Health Day, World Literacy Day, Hindi Pakhwara, Quit India Movement Day, Ek Bharat Shreshtha Bharat activities, Art in Education Workshop, National Festivals and Birth Anniversaries of great personalities and freedom fighters.
- All the Schools should have its own band instruments and ensure the participation in the Band Competition at Cluster / Regional Level.
- Preparing the students for singing and playing with instruments for that sufficient instruments of various kinds (Each Instrument at least 2-4 Nos.) should be made available to the students.
- Good quality paintings prepared by the students should be properly framed and displayed at important places likewise Dining Hall, MP Hall, Library, entrance of the Academic Block, Principal Office, Guest House etc.
- Documentation of art workshops in the form of brochures, Handouts and pamphlets so as to form a booklet to be onward submission to NVS HQ.

Levels of implementing Art in Education Workshops:

- **Vidyalaya level**
- **Regional level.**
- **National level.**

After training the students through experts for a period of one month, the talents are being exhibited to the public at JNV level. Selected teams from all the Clusters participate in the Regional Integration Meet which shall be organized every year by each Region. Approximately around 500 students participate in the regional level, cultural and literary meet called Regional Integration Meet. Necessary budget for the same shall be provided through budget demand. Teams selected from all the eight regions participate in the National Integration Meet, in which cultural and literary activities are given importance. The National Integration Meet offers opportunities for cross cultural exchange to NVS students coming from different corners of India.

Theme of Art in Education Workshops:

Every year a theme related to value Education through Art is identified and workshops are arranged related to the theme.

Activity	Target Date	Level
Finalization of theme	**To be intimated in due course of time**	Hqrs
Identification of JNVs		RO
Identification of resource persons for workshops		JNV

Conduct of one month workshop		JNV	
Organization of Regional Integration Meet		RO	
Organization of National Integration Meet		Hqrs	

67. NCC (NATIONAL CADET CORPS):

The main aim of introducing NCC in JNVs is to develop character, comradeship, discipline, leadership, secular outlook, spirit of adventure and the ideal of selfless service amongst the students to create a human resource of organized, trained and motivated youth and to provide leadership in all walks of life and always be available for the service of the nation. In JNVs where NCC facilities are available, a suitable environment should be created to motivate the students to take up a career in the Armed Forces. Proper safety precautions are to be taken while sending the cadets to attend various NCC Camps. NCC Day should be celebrated on 4th Sunday of November every year. All efforts are to be made to begin NCC for both boys and girls in consultation with NCC directorate of the concerned district. On receipt of vacancy position, application form, duly filled in, is to be forwarded to NVS (HQ) through RO for further necessary action. All the efforts are to be made to train the cadets by CTO/ANO so that more number of students can participate in Republic Day parade.

NCC EXPENDITURE NORMS: *Please refer to the following letters and guidelines in connection with the enhanced expenditure in respect of NCC activities:*

I. NVS Headquarter Letter from Joint Commissioner Academics, NVS, NOIDA, U.P. bearing No. F.7-1 /BE/2014-15-NVS (Acad.), dated: June 5, 2018, addressed to Deputy Commissioners of all NVS Regional Offices.

II. 09 Letters from Directorate of NCC:

a. No.3372 /DGNCC/Budget/202/D(GS-VI)/13 dated 18th March 2013
b. No.3372/Mess Al Ice/DGNCC/Budget/1022/D(GS-VII) /13 dated 26.9.201 3
c. No.3372/DGNC/Budget/NAMAC/A FST / 16/ D(GS-VI)/ 14 dated 27th Fe b. 2014
d. No.3372IDGNCC/RA/Budget/307/D(GS-VI) /14 dated 31st March 2014
e. No.3216/Incdl/DGNCC/P&F(coord)/ 503/D(GS-VI)/ 14 dated 12.8.2014
f. No.3372Dgncc/Budget/754/D(GS-VI)/15 dated 13th july 2015
g. No.3372/DGNCC/P&F(Coord/)/724/D(GS-VI)/2015 dated 24th July 2015
h. No.3372/RP/ DGNCC/P&F(Coord)/ 224/ D(GS-VI)/ 2015 dated 24th July 2015
i. No.3372 / OA/ OMA/DGNCC/P&F/(Coord) / 724/D(GS-VI) / 2015 dated 24.7.2015

III. The expenditure in respect of the NCC activities are broadly incurred under various broad heads as below:

1) Honorarium to ANO
2) Rank Pay during PRCN / Refresher course to ANO
3) Outfit Allowance during PRCN / Refresher course to ANO
4) Messing Allowance during PRCN / Refresher :
5) Daily Allowance to ANO during travel
6) Refreshment during parades to Cades
7) Messing Allowance to Cadets during camp
8) POL during camp
9) Incidental Allowance during camp / outdoor
10) Amenity Grant to Battalion /Troop
11) Daily Allowance to Cadets during travel
12) TA for Cadets
13) Washing Allowance to Cadets
14) Uniform to Cadets
15) Awards / Certificate to Cadets
16) Regimental Fee in respect of NCC Troop
17) Contribution to Cadets Benevolent Fund
18) Contribution to Cadets Welfare Society

It is to be noted that in view of NVS being considered State almost all expenses are incurred by NVS only. Revision of the norms has been approved by the Finance Committee and Executive Committee of the Samiti. Accordingly, the maximum of Rs.5501/ - per cadet per year been approved under this head.
Note: Principals of JNVs not having NCC unit must do efforts to open NCC unit in their JNVs.

68. ACTIVITIES OF SCOUTS AND GUIDES IN "NVS STATE":

Scouts and Guides movement was started by **Lord Baden Powell** and **Lady Baden Powell** at London in 1899.This movement gradually spread throughout the world. Scouts and Guides movement helps in instilling self-confidence which is vital in developing the personality at tender age with a ***Motto 'BE PREPARED'***. Bharat Scouts & Guides (BS & G's) of India comprise 45 states in which NVS is one of the states.

SCOUTS AND GUIDES UNIT:

1. Each JNV shall have one functional unit with 32 Scouts and 32 Guides.
2. All scouts and Guides must be provided proper uniform to get the feeling of belongingness and involvement.
3. To make the unit functional and activities conducted, each unit should have a trained Scout Master and Guide Captain. Most of the Scout Masters & Guide Captains have completed basic course and advanced course. The teachers who have completed b asic course/advanced course may be given an opportunity for next higher course to improve their performance further which in turn improves the activity among the children.
4. The concerned NVS State Scout & Guide officials may be deputed to the Vidyalaya once in a year to supervise **the** activities conducted in the Vidyalaya.
5. Each unit should organize the activities on weekly basis under the supervision of trained teachers. In this regard Co-ordination with local association is a must as NVS is a new State. This is required for conducting camps at Vidyalaya Level.
6. The Scout Masters & Guide Captains shall maintain logbooks to record all activities of the Scouts & Guides i.e. Programmes/Tests conducted in Pravesh, Prathama Sopan, Dwitiya Sopan and Tritiya Sopan. After completion of Tritiya Sopan Test successfully , a Certificate should be distributed at Vidyalaya Level.[Sample Scout Test Card and Guide Test Card & Certificate of Tritiya Sopan shall be provided from NVS State which will be taken up at Vidyalaya Leve l].
7. Extra Funds are provided to Scout & Guide activities at unit level to conduct various activities to strengthen the unit as per the circular 8-12(2)/2012/NVS-HR (Trg)/ 695 dated 23.05.2011.
8. Scouts & Guides shall be provided an opportunity to participate in National Adventure programmes, Pachmarhi twice in a year.
9. If qualified Scout Masters /Guide Captains are not available at Vidyalaya Level, nominate suitable teachers who will be given necessary training. Each JNV must have minimum two Scout Masters and Two Guide Captains to train the Scouts /Guides.
10. **Order of training programmes for Scout Masters /Guide Captains**: After completion of one training minimum 6 months gap is necessary.
    - Basic Course Training
    - Advance course Training.
    - Pre-ALT(Adult Leader Trainer)
    - ALT
    - LT(Leader Trainer)
    - HWB
11. **Order of the training programmes for Scouts and Guides**: After completion of one training minimum 6 months gap is necessary.

    A. Pravesh
    B. Prathama Sopan

C. Dwitiya Sopan
D. Tritiya Sopan
E. Rajyapuraskar Camp
F. Pre-Rashtrapati Camp- by NHQs, BS & G's only.
G. Rashtrapati Camp –by NHQs, BS & G's only.

***Review of scouts and guides activities*:**

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

NOTE:- Applications are available only in NVS Head Quarters, New Delhi. They shall be applied through NVS State only.

ANNUAL CALENDAR OF B'S & G'S FOR 2022-23

a) **LIST OF PROGRAMMES TO BE ORGANIZED AT VIDYALAYA LEVEL IN ADDITION TO THE CELEBRATION OF IMPORTANT DAYS:**

Sl.No.	Day of Celebration	Date
1	International day against Drug Abuse and illicit Trafficking	26th June
2	World Forest Day	30th June
3	Pachmarhi Day	10th September
4	International Day of Elderly Persons	1st October
5	Anti-Leprosy Day	2nd October
6	World Habitat Day/ GANDHI JAYANTI	2nd October
7	Jota/Joti	21st& 22nd October
8	BS &G's Foundation Day and Flag Day	7th November
9	World AIDS Day	1st December
10	International Day for Disabled Persons	3rd December
11	Human Rights Day	10th December
12	Youth day	12th January
13	Anti Leprosy Day	30th January
14	Thinking Day /Founders Day	22nd February

b) **PROPOSED PROGRAMMES FOR SCOUTS AND GUIDES (JNV LEVEL):**

Sl.No.	Name of the Programme /Event	Month
1	Youth Leadership Camp	September
2	Sea Scouts/Guide Leader Training Course	September
3	Scout/Guide International Camp	October
4	National Adventure Programme	October
5	Jota/Joti-Jamboree on the Air	October
6	National Tribal Scouts/Guide Meet	October
7	National Level Water Regatta	October
8	National Adventure Programme	November
9	Rastrapathi Scout/Guide Rally	November
10	National Skating Tour Programme	November
11	National Adventure Programme	November
12	Scout/Guide International Camp	November

13	National Scout /Guide Integration Programme & Camp	December
14	Coastal Trekking	December
15	Desert Trekking	December
16	National Patrol Leaders Jamboree	December
17	National Adventure Programme	December
18	North East Mini Jamboree	January
19	Youth Day Celebration	January
20	National Adventure Programme	January
21	Prime Minister Shield Competition Rally	February

c) **LIST OF PROGRAMMES FOR SCOUTMASTER(SM'S) AND GUIDE CAPTAIN(GC'S) [R.O.LEVEL]**:

S.No.	Name of the Programme/Event	Place
01.	Community Singing Training Course	NVS Hqrs.
02.	Disaster Preparedness Training Course	Jaipur, Rajasthan
03.	Vocational Training Course for Unit Leaders	Ajmer
04.	30'b Pre ALT Course (Guide wing)	NIC Pachmarhi
05.	National Standard Judging Camp	NYC Pachmarhi
06.	Pre-ALT Course (Scout wing)	NTC Pachmarhi
07.	L.T. (Leader Trainers) Course (Guide Wing)	NTC Pachmarhi
08.	Mapping Cum Star Graying Course	NTC Pachmarhi
09.	Quarter Master Training Course (Conunon)	NTC Pachmarhi
10.	Pioneering cum Estimation Course	NYC Gadpuri
11.	Pre ALT Course for scout wing	NTC Pachmarhi
12.	Badge Instructors and Examiners Course	NYC Gadpuri
13.	Pre-ALT Course (Guide Wing)	NTC Pachmarhi
14.	Course for leader trainers (Scout wing)	NTC Pachmarhi
15.	SOC/STC Meet	NVS Hqrs.

Note: To Participate in different Courses names shall be sent to Head Quarters at the earliest.

d) **SCHEME FOR ADVANCEMENT OF A SCOUT OR A GUIDE 2022-23**

S.No.	Name Of The Event	Programme	Age
1	Pravesh	1 . A boy or a girl can be invested as a Scout or as a Guide on completion of Pravesh Test.	10 Years
		2. A Pravesh Scout/ Guide will work at least Six Months to qualify for Pratham Sopan.	After Six Months to Pravesh
2	Investiture	The recruit has completed his/her Pravesh Test. He/ She has been prepared by his/her Patrol leader	After Three Month to Pravesh
3	Pratham sopan	A Pratham sopan scout or a guide will work for at least nine months to qualify for Dwitiya sopan.	After Nine Months to Pratham Sopan
4	Dwitiya Sopan	A Dwitiya Sopan Scout or a Guide will work for at least nine months to qualify for Tritiya Sopan.	After nine Months to Dwitiya Sopan
5	Tritiya sopan	A Tritiya sopan Scout or a Guide will work for at least six months to qualify for Rajya Puraskar.	After Six Months to tritiya sopan.
6	Rajya Puraskar	A Rajya Puraskar Scout or a Guide will work for at least nine months to qualify for Rashtrapati Scout Award or Guide Award. Note: Unless a Scout or a Guide completes the age of thirteen years, he/ she will not be eligible for receiving the Rajya Puraskar.	After nine months to Rajya Puraskar. Age- After Thirteen Years.

7	Rashtrapati Award	Note: Unless a Scout or a Guide completes the age of fourteen years he/ she will not eligible for receiving the Rashtrapati Award.	Age after Fourteen years

The Bharat Scouts & Guides NVS State NOIDA

Tentative Programme for Scout & Guides Activities, Year-2022-23

S.NO.	MONTHS	ACTIVITIES	ORGANIZED BY
1.	To be fixed	Tritiya SopanTrg. & Testing Camp.	Regional Level
2.		Regional Level Official Meet	Regional Level
3.		National Level Official Meet	NVS Level
4.		Registration for PM Shield Competition	Regional Level
5.	July-2022	Registration of Scouts & Guides	J.N.V. LEVEL
6.	To be fixed	Submission of Rashtrapati S/G application	NVS
7.		Basic Trg. Course for SM/GC	Regional
8.		Advanced Trg. Course for SM/GC	Regional
9.		Workshop for SM/GC (Advanced Trained)	Regional
10.		RajyapuraskarTrg& Testing Camp.	Regional
11.		PM Shield activities	JNV Level
12.	To be fixed	Swachchhata Abhiyan-Cleaning Competition	JNV Level
13.		All Faith Prayer	JNV Level
14.	To be fixed	Rashtrapati Testing Camp	BS & G New Delhi
15.		Investiture Ceremoney	JNV Level
16.	To be fixed	Rashtrapati Testing Camp	BS & G New Delhi
17.		Patrol Leader Camp	R.O.
18.		Tritiya sopan Testing Camp	R.O.
19.		Dwitiya Sopan Testing Camp	JNV Level

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

69. GENDER SENSITIZATION PROGRAMME:

Jawahar Navodaya Vidyalaya aim at building a learning community where the students and stakeholder know, understand and respect each other. Educational practices in JNVs are aligned to the principles of Justice, Liberty, Equality and Fraternity as enshrined in the Indian Constitution.

Jawahar Navodaya Vidyalaya constitute a unique and large network of co-educational institutions in the country and residential culture is common to all of them. NVS expects all JNVs to strive for enhancing the quality of co-educational residential culture and its effectiveness by creating a safe environment for children and not to harm them in any way by any act of immoral behaviour while in the custody of JNV. In order to enable all persons to participate effectively in a free and more human environment and to build awareness on gender equality, Samiti has decided to conduct gender sensitization programme in all Induction Courses for teachers / Principals.

Conducting sensitization sessions in the JNVs for the students:

- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the Class- as well teachers' time table.
- The programme materials need to be adapted as per the local needs without making changes in the topics/ activities.
- The resource person/trained teacher should be well prepared and be fully aware of all training needs/contents.

- The teacher/resource person is expected to be aware of the profile of target group/participants and will facilitate better communication between the resource person and students.
- The participatory and interactive approaches are to be at the core of the entire session.
- Efforts will be required to ensure that every student gets necessary motivation and opportunities for active participation and learning.
- Keeping the contents/resource material and transactions relevant to the concern of students and their needs must be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programmes.

Conduct of awareness programme in other activities:

In addition to the above the Principals of the JNVs are required to prepare an action plan for the year 2022-23 for gender sensitization awareness in the JNVs in the form of debates, demonstrations, discussions, chalks, hand outs, audio & video clipping, campaigning, essay writing competitions, stage activities, lectures in the morning assembly and programmes in the co-curricular activities on the following topics:

- Educate a woman- Educate a nation
- To share experience of working with ladies
- To help men recognize the importance of women in society
- Familiarize students with gender issues
- To encourage Girls to examine their personal beliefs on life and work – A reflection on values
- Multiple roles of women in society
- Some facts about women in society
- Gender equality
- Factors hampering the progress of Girls
- Value Education

Monitoring:

- The facilitators i.e. R.O's, Assistant Commissioner I/C Cluster, Principals, Social Science teachers and trained teachers are responsible for effective implementation of the programme in JNVs.
- The Assistant Commissioners, Cluster (I/C) is responsible for monitoring the implementation of the programs in their respective JNVs under their cluster and submit reports on quarterly basis.
- Check list for monitoring will be sent periodically by the Principals to the Assistant Commissioner, Cluster (I/C) on the Proforma, already provided by the 5th day of every succeeding month who will submit the reports of all JNVs under their control in a consolidated manner to the concerned RO's. The RO's will submit reports/feedback to HQ's on quarterly basis for further review.

Note: JNVs will be at liberty to add few new areas concerned to gender sensitization as per the resources available.

70. SELF-DEFENCE TRAINING PROGRAMMES FOR EMPOWERING GIRLS:

Samiti has been emphasizing the need for achieving excellence among students in various games, sports & physical activities in the JNVs. Although the participation of girls in sports and physical activities and competitions at various levels have been observed encouraging in the JNVs. Generally, the girls should be encouraged to participate in co-curricular activities, sports, games and physical activities, Scouts & Guides, NCC and other adventure programmes.

In the wake of the present scenario, it has been felt that learning of self-defence skills is essential to empower individual girls which can help them to live with dignity and confidence and to defend themselves against the violence against them.

In order to create awareness about the safety of the girls, special focus is required to be given in the sports & physical activities to teach basic self-defence techniques & to train them and to tackle real life situations and to protect themselves from anti-social elements.

Objectives:

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

Measures to Achieve the Goal:

- The self- defense training for girls will be taken as one of the important activity for inclusion in the sports & physical activities being conducted in the JNVs. The training will include Judo, Karate & Taekwondo and other innovative techniques of self-defence.
- The Principals will identify training resources /experts preferably from the recognized agencies/organizations.
- The Resource persons/experts preferably female Instructors may be appointed initially for a period of three months.
- An honorarium of Rs. 10,000/- shall be paid to the Instructor out of Navodaya Vidyalaya Vikas Nidhi Fund of the Vidyalaya.
- The girl students will be divided into groups for conduct of the classes. One group should consist of not more than 7 to 10 for training purpose.
- The Principal will ensure that week long curriculum for teaching of self-defence is prepared by the Instructor and one hour a day will be allotted to a group of students so that all the girl students are covered alternately during the period of three months initially.
- The Principal will plan the allotment of time and space for training keeping in view the prescribed time schedule of the Vidyalaya.
- The Principal will submit feedback report of the activity undertaken to the Assistant Commissioner, Cluster in charge periodically i.e. by the 5th day of every succeeding month.
- The Assistant Commissioner, Cluster in charge will monitor & review the reports of the JNVs of his/her cluster and submit report to the Regional office by the15th day of the succeeding month in a consolidated manner.
- The Deputy Commissioner, Regional office will review the feedback reports of the JNVs of their respective regions and submit report to NVS HQ's on quarterly basis for the conduct of review meetings.
- Self defence classes may be organized during morning PT/Evening games hours.
- Lady escort to be present for strict supervision to avoid any untoward incident during training.

Note: *The Vidyalayas will be at liberty to add a few more areas, if any, for further strengthening the sports & self-defence programmes for the girl students.*

71. INCLUSIVE EDUCATION:

Inclusive Education is an approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways to promote an inclusive and tolerant society. *JNVs also address the needs of all such children and provide necessary infrastructure and facilities and also mobilize resources to bring inclusiveness. The Principals and teachers of all JNVs should contribute their best positively in this direction.*

Every Class-will have in general 03 students as JNVST has a provision of reservation of seats in admission. There should be provision of participation for CWSN in various activities to be provided in a planned manner in consolation with the child and parent. Timely counselling is required to be provided from time to time with the help of experts and performance of CWSN to be documented in detail.

Ministry of Education Action Plan:

- To complement and supplement IEDC (Innovation & Entrepreneurship Development Cell) and Sarva Shiksha Abhiyan programmes in the movement from integration to inclusion.
- Enrolment and retention of all children with disabilities in the mainstream education system.
- Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- Disability focused research and interventions in universities and educational institutions.

- Review implementation of existing programmes, provisions to identify factors leading to success or failure of the drive towards enrolment and retention of children with disabilities in mainstream educational settings. Address administrative issues arising out of review.
- Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that the disabled have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- Facilities for transition of young persons with disability wishing to pursue secondary education.
- Ensuring physical access of children and youth with disabilities in schools and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.
- Development of national norms for Inclusive Education, to set standards of implementation, training, monitoring and evaluation for the program.
- Provide inputs in all pre-service and in-service training for mainstream and special education teachers to enable them to work with children with disability in an inclusive education system.
- Put in place an effective communication and delivery system for specific delivery of teaching Learning Materials, aids and appliances, hardware/software.
- Participation in sports, co-curricular activities, to promote all round ability development.

❖ Reference for facilities for CWSN in JNVs : 10-1/CWSN/2021-NVS(SA)/5538; Dated August 11, 2021
❖ CBSE Handbook of Inclusive Education :The detailed guidelines as given in **Annexure-I** may be referred.

72. NEWS ITEMS OF JNVS / ACHIEVEMENTS:

Important activities, events, developments, achievements etc. of the Vidyalaya are to be recorded for permanent and long term preservation to show the functioning of the Vidyalaya. The same is to be digitized and uploaded from time to time on the Vidyalaya website. Billboards may be placed near the main gate & important places for show-case.

73. SCHOOL MAGAZINE:

A JNV Magazine helps to maintain a record of all the major activities and achievements and to bring out the creative urges of the students and staff. It is a medium to show the accomplishment of JNV objectives. It reflects the students' creativity and achievements. It inspires students to overcome their fear and put forth their ideas and thoughts that are too deep to be expressed and too strong to be suppressed. Every JNV should prepare Annual Magazine to recognize both individual and school achievements as well as to circulate news, articles, on matters of concern, and for pupils to appreciate one another's talents. Every JNV should form an Editorial Board for preparing JNV Magazine at the end of the academic year. The Editorial Board should consists of Principal/Vice-Principal, active and effective teacher each from Hindi, English, Regional Language and Science department, PET and Art Teacher, including two XI Class-students, one boy and one girl. The members of editorial board under the chairmanship of the Principal have to meet to decide the structure of the Magazine and its components. The members of the editorial board should work like a team and connect to all the stake holders for gathering information about the various events, competitions and activities with good quality photographs on continuous and regular basis. The data collected is to be compiled in proper order with due weightage to the events and topics.

The following are the suggestive points to be incorporated in JNV Magazine:

Messages from the Commissioner, Joint Commissioner, Deputy Commissioner& Assistant Commissioner of the Region, The Principal's Message, Fore Word from Editorial Board, Academics Achievements in board and non-board classes and Awards, Visits of dignitaries to JNV, Achievements in Co-Scholastic activities including games and sports, organization of Cluster/Regional/National Meets, Sports teams and their remarkable achievements, participation of students in Cluster, Regional and National Level competitions in various areas, School clubs, Swacch JNV, Teachers, Changes in JNV and joining of new teachers, Vidyalaya Mess, House System, Extracurricular activities, Field trips, Upcoming events and activities, Popular culture**,** Latest music, Good books, Interesting art, Reviews, Recommendations, the founding of the school, the history of the school sports team, interesting news, trending topics, interview with officials, interview with other important groups or

people/parents, Alumni Meet and alumni contribution in JNV development. Articles written by students and staff are to be incorporated in the Magazine. They may be asked to write opinion articles, letters to the editor, and editorials, presenting their own creative ideas and experiences pertaining to JNV life, new experiences, social and emotional integration with Navodaya system, creative ideas, How to make friends, How to work together, How to overcome your biggest fear, How to get rid of bad habits, How to deal with peer pressure, How to approach the principal, How to study for finals, How to get better grades, Study tips, and some other ideas such as Comics Student drawn ones), Guest articles (from staff and faculty), Contests, Puzzles, Quizzes, Interview a student or a group and write an article about them. Some staff members should also contribute articles for the JNV Magazine. Articles in Hindi, English and Regional Language are to be included in the Magazine. The Magazine pertaining to the JNV achievements and activities of the last academic year should be made available as a PDF soft copy at the beginning of the new academic year which can be shared with important dignitaries, parents and district level government officers and other JNVs. Few coloured printed copies may be made available in the library as reference for the staff and students. One such copy is to be given to the Chairman and other members of Vidyalaya Management Committee separately so that they could get a first hand exposure about the achievement and activities of the Vidyalaya.

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

74. PREPARATION OF SCHOOL BROCHURE:

It is presumed that every JNV must have a School Brochure that serves as the "School Profile". The School brochure of a JNV should be the compilation of all relevant information about the school which will be of use to parents, all stakeholders as well as the general public. It is a descriptive publication, in print and online, that showcases a vivid picture of the aims and objectives of the school, facilities available and achievements of students in scholastic and co-scholastic areas including games and sports with very good photographs of events. A prospective candidate or parent should get a good impression of all activities including a brief history of the school, style of functioning and significant achievements through the school brochure. Campus, Staff details, students' enrolment status, Streams of study available, Calendar of activities, the mission and vision of the school, admission criteria, facilities being provided to the students, visits of dignitaries, significant achievements in curricular and co-curricular activities, VMC, alumni and PTC information and their involvement in school welfare should all form a part of the Brochure.

All facts are to be presented in an attractive and orderly manner with illustrative pictures which will add to the reliability and beauty of the publication. Many facts at the time of publication may become irrelevant and many other important matters may come to light in the course of time and it is necessary to make constant changes in the content of the Brochure during the school year. The work of preparation of the Brochure has to be entrusted to a Team of staff, headed by the Principal & VP, with the IT faculty and Art teacher invariably being members of the team so that necessary changes can be incorporated as and when required. Brochure may be released on occasions such as JNV Annual Day Celebrations/important Meets to make it available to parents and other guests and district level officers to give them a glance of JNV objectives, vision, mission and highlighting achievements.

75. PREPARATION OF STUDENTS FOR COMPETITIVE EXAMINATIONS AND CARRER SUPORT:

The effectiveness of the academic support given in Navodaya Vidyalayas should culminate in students securing admission in best possible Institutes and Universities in the country and elsewhere. While I appreciate the efforts of limited number of schools who are able to exercise this virtue and scout for all possible good admission options to guide the students, it is essential that all JNVs must strive to achieve best possible career progression for

their students after Class-XII. Many good institutes offer scholarships to meritorious students from challenging socio economic circumstances, which can be availed by JNV students.

In addition to the guidance issued earlier, the Principal and teachers in each JNV should make sincere efforts to support the students with required information on best possible career options. It is evident from the data that large number of students from JNVs is able to make it to all IITs, NITs and good medical institutions. Some are also able to make it to best universities in India and abroad, However, large numbers of students takes admission in the institutes of their second or third choice or drop a year to improve their position in the competitive examinations.

It is understood that students in many JNVs miss the application timelines for want of either appropriate information or required logistical support. Constant scouting of such options by the school and appropriate guidance and logistical support to students while they are in Class-X, XI and XII will help the students to save on time and build their alternative career more effectively and to their satisfaction. This has become more relevant in view of introduction of Central University Entrance Test for Central University admissions.

Therefore, it is pertinent that career guidance and support to JNV students must be carried out in a well-defined and structured manner. The following strategic actions may be taken at JNV level to support the students in building their career more effectively:

1) Availability of quality reference books, career guides, question papers of different competitive exams, career oriented monthly magazines and other resource material in library in required quantity so that these are available for students.
2) From Class-IX onwards, one session in a fortnight, in all main subjects by concerned subject teachers should be earmarked for practice of questions based on competitive exam pattern as per the following :-

   English/ Hindi/ Regional Languages - Comprehension and Communication, vocabulary, Case Studies, General Aptitude and verbal reasoning.
   Mathematics - Quantitative Aptitude, Data Interpretation/Analysis, *Logical* Reasoning.
   Science Subjects - Logical Reasoning and critical thinking, General Awareness and Current Affairs.
   Social Science subjects - Current Affairs, General Awareness and Aptitude, Case studies, Logical Reasoning
   Accountancy/ Business Studies/ Economics - General Awareness and Current Affairs, Data Interpretation, *Logical* Reasoning. Subject teachers may also provide updated career information in their respective subject and subject specific practice questions based on competitive exam pattern during these sessions.
3) For Class-XI and XII focus should be on integrating subject specific practice questions based on competitive exam pattern with the regular curricular transactions and assessment.
4) For Class-XI and XII subject based practice for questions/ test on competitive exam pattern may be organized once in a fortnight by the concerned subject teacher. The Teacher may give different sets of questions to groups of students based on their interest/ preference for particular competitive exam.
5) A Career Corner should be maintained and regularly updated for display of news items, Notifications and Application Notices, list of resources and updated information about different career options and pathways.
6) For Class-XI and XII one career counselling session should be conducted every month. The session may be conducted by Counsellor, Librarian, Vice Principal or any outside resource persons.
7) Career Fair may be organized by JNV twice in a year by involving District Employment Office or Experts/Resource Persons from various fields.
8) Connecting with NVS Alumni who have pursued different career channels for career awareness sessions/mentoring.
9) Dissemination of updated information regarding best institutes/universities, forthcoming competitive exams and their application process periodically to students of Class-XI & XII.
10) Assist the student during application process for filling of online applications and required documentations.
11) Follow up the timelines of different application process and maintaining information of each Class-XII student regarding application process and appearing for these exams.

At JNV level, Vice Principal would be in-charge of Career guidance. He /She will coordinate all activities regarding career guidance and support for students and maintain the data of Application, selection and admission with regard to all outgoing Class-XII students. Vice Principal would be assisted by JNV Librarian in all career guidance related activities.

Assistant Commissioner Cluster In-charge will reflect the efforts of JNV in providing career guidance and support to the students in Panel Inspection report of JNV. Regional Offices should take appropriate steps to assist

JNVs in these directions and NLIs may also circulate updated information regarding career options for students to ROs and JNVs.

Every JNV should ensure proper guidance and knowledge to the students regarding notification of various competitive exams like announcement in the assembly or display in the notice board. Efforts are to be made to tap resources for providing career guidance, counseling, special classes during Sunday & holiday including online support in this regard. Mock tests are to be seriously conducted to enhance the skills and content enriching abilities & list of the following competitive examinations:

THE COMPENDIUM OF SOME COURSES AFTER +2

1	Aeronautical Engineering	38	Fisheries	75	Film/Drama Production
2	Aerospace Engineering	39	Floriculture /Horticulture	76	Fine Arts
3	Architecture Engineering	40	Food Technology	77	Performing Arts
4	Artificial Intelligence and Machine Learning	41	Forestry	78	Vocal and Instrumental Music
5	Astronomy And Astrophysics	42	Oceanography	79	Animation
6	Automobile Engineering	43	Statistical Science	80	Cinematography
7	Bio Medical Engineering	44	Veterinary Sciences	81	Communication Design
8	Bio Technology Engineering	45	Wildlife Biology	82	Graphic Designing
9	Ceramics Engineering	46	Zoology	83	Photography
10	Chemical Engineering	47	Ayurveda BAMS	84	Actuarial Sciences
11	Civil Engineering	48	Dental BDS	85	Business Administration
12	Computer Science Engineering	49	Homeopathy	86	Business Management
13	Electrical And Electronics Engineering	50	Naturopathy	87	Costs and Works Accounts
14	Electronics And Communication Engineering	51	Pharmacy	88	Chartered Accountancy
15	Industrial Engineering	52	Siddha	89	Chartered Financial Analysis
16	Information Communications And Entertainment	53	Unani	90	Event Management
17	Instrumentation Engineering	54	Anthropology	91	Hospital Management
18	Manufacturing Science & Engineering	55	Archaeology	92	Hotel Management
19	Marine Engineering	56	Art Restoration	93	Human Resource Management
20	Mechanical Engineering	57	Educational School Counselor	94	Insurance
21	Medical Electronics Engineering	58	Monuments And Sculpture Restoration	95	Logistics & Supply Chain Management
22	Metallurgy	59	Physiotherapy	96	Management
23	Meteorology	60	Rehabilitation Psychology	97	Bachelor of Arts
24	Mining Engineering	61	Rehabilitation Therapy	98	Corporate Intelligence
25	Naval Architecture	62	Social Work	99	Food Science and Nutrition

	Engineering				
26	Physical Sciences	63	Special Educator	100	Foreign Languages
27	Polymer Engineering	64	Speech Language And Hearing	101	Home Science
28	Robotics	65	Law	102	Interior Designing
29	Textile Engineering	66	Advertising		
30	Agricultural Science	67	Journalism		
31	Biological Science	68	Mass Communication		
32	Biotechnology	69	Public Relations		
33	Computer Applications	70	Choreography		
34	Computer Science	71	Library Sciences		
35	Tourism & Travels	72	Montessori Teaching		
36	Earth Science/ Geography	73	Nutrition and Dietetics		
37	Environmental Sciences	74	Physical Education		

- Training in all possible vocations to be arranged for JNV Teachers.
- Good exposure can be provided in career guidance by arranging lectures of various experts at Vidyalaya Level and it is mandatory on the part of every JNV to arrange at least one special lecture in a month for giving ideas about vocations and skills.
- Online resources may also be utilized for exploring the career opportunities. The Career Guidance Cell should take initiative in this regard.
- Arranging special talk by alumni engaged in various occupations to give exposure to children about the vocations.

76. STANDARD EXAMINATIONS AND CONTESTS:

The objective of contesting in various standard exams at school level is to improve intellectual, logical skills and reasoning capabilities among students. It also supports reorientation of learning in the classrooms, apart from supporting challenges in understanding of the concepts. The students who perform well in these exams are also likely to be shortlisted for scholarships by various agencies and relaxation in admissions to the institutions of higher learning. The list of such national level Standard Exams are as under:

Contests organized by Governmental Agencies:

1. National Talent Search Exam (NTSE) organized by NCERT
2. Kishore Vaigyanik ProtsahanYojana (KVPY) by Deptt. of Sc. & Technology
3. Mathematics Olympiad conducted by Homi Baba Center for Science Education (HBCSE), TIFR Mumbai under the aegis of National Board for Higher Mathematics
4. Olympiad programs organized by Homi Baba Center for Science Education. HBCSE organizes many Olympiad programs. Among the sciences, the Olympiad programme in Astronomy (Junior and senior level), Biology, Chemistry, Junior Science and Physics is a five stage process for each subject separately. The first stage for each subject is organized by the Indian Association of Physics Teachers (IAPT) in collaboration with teacher associations in other subjects. All the remaining stages are organized by Homi Bhabha Centre for Science Education (HBCSE).
5. CSIR Programme on Youth for Leadership in Science (*cpyls*) scholarship- CSIR programme (X-XII)
6. State Science Talent Search Exam (SSTSE) conducted by State Govts.
7. Test and quizzes by PCRA
8. Test and quizzes by ISRO
9. Aryabhata Ganit Challenge-by CBSE

Contests supported / Organized by NGOs and other organizations

1. Cryptic crossword contest: CCCC Cryptic Crossword Contest is an inter-school, national-level crossword solving contest open to students of Class-IX-XII studying in schools affiliated to any of the recognized boards in the country. The organizers have online support as well JNVs being in remote area can participate with more ease.
2. Vocabulary, Mathematics and Science contest organized by North South Foundation.
3. National Standard Exam in Junior Science (NSEJS) conducted by Indian Association of Physics Teachers
4. Homi Babha Bal Vaigyanik Spardha (HBBVS) organized by Mumbai Science Teachers Association
5. National Science Olympiad (NSO) conducted by Science Olympiad Foundation (SOF)
6. United Cyber Olympiad (UCO) organized by the Unified Council
7. Maths Talent Search Exam organized by Indian Institute for Studies in Mathematics
8. National Level Science Talent Exam (NLSTSE) organized by Unified Council for Student of various classes.
9. National Interactive Maths Olympiad (NIMO) conducted by Eduheal Foundation
10. Green Olympiad by TERI

NVS has been guiding the JNVs to encourage the children in participating in Standard Examinations conducted through Govt. supported organizations and other agencies. While JNVs shall have to use their own discretion in participating in contests and examinations organized by NGOs and private organization, depending upon the use of such participation, advantage to the children and safeguard of the interest of the Samiti. For further details Regional Offices and JNVs can see their websites.

HBCSE hosts annual Exposure Camps in different subjects where teachers are oriented to the academic and organizational aspects of the Olympiads. The camp, typically held over four to five days, have both theoretical and experimental components

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

77. CRYPTIC CROSSWORD:

A Cryptic Crossword is a Crossword puzzle in which each clue is a word puzzle in and of itself. Cryptic Cross word traditionally offers the best mental workout but is difficult to grasp. As compared to simple crosswords, Cryptic Crosswords are more complex, in which the direct clue are not clearly known. The direct clue, in the case of a Cryptic Crossword, is camouflaged in a longer word chain, which also comprises an additional hint, which is in the form of a puzzle. This makes cryptic clue appear slightly mysterious to the new person. The Cryptic Crosswords, therefore, as the name suggests, have clues which are Cryptic in nature. These clues are appropriately called cryptic clues. Navodaya Vidyalaya Samiti encourages JNV children to participate in Cryptic Crossword contests organized by the Indian Cross Word League, a professional initiative through Extra-C. All the JNVs have to take active part in such contests.

Objectives of Cryptic Crosswords:

Cryptic Crosswords are beneficial to the students. They enhance understanding, develop divergent thinking and at the same time amuse and refresh the mind.

The following are the advantages of Cryptic Crossword Contests:

- Improves logical reasoning
- Enhances vocabulary
- Strengthens memory
- Stimulates problem solving skills
- Sharpens focus and concentration
- Promotes lateral thinking and creativity

Implementation at the Vidyalaya Level:

- Simple Crosswords may be made familiar to students with simple words/vocabulary preferably from the prescribed texts.
- With the view to enhance vocabulary and familiarize students with Cryptic Crossword puzzles, an English period may be utilized once a week and the teacher should help students work out crossword puzzles in the Class-room.
- At least one Cryptic Crossword puzzle may be given to students once in a week as a take home activity/assignment
- Simple Crossword/ Cryptic Crossword puzzle may be got prepared grade wise by the English literacy club for distribution to different classes.
- Cryptic Crossword puzzle competition may be organized by the English literary club displaying the Cryptic Crossword puzzle on the school notice board fortnightly and the winners may be recognized during the morning school assembly.
- Students may be encouraged to prepare a collage of Simple Crossword/Cryptic Crossword puzzles collected from different sources.
- Students may be encouraged to participate in various competitions of Cryptic Crossword puzzles conducted by external agencies.
- In order to develop the creativity of the students, a competition to develop Cryptic Crossword puzzle may be organized at the Vidyalaya level.
- A booklet may be printed with all the Simple Crossword / Cryptic Crossword puzzles prepared at the Vidyalaya level and the same may be exchanged with the neighbouring Vidyalayas.
- The Mathematic Department has to ensure that there should be one cryptic cross puzzle each for juniors and seniors to solve and it should be clearly written and prominently displayed on the board for everybody to see and attempt the same. Winners should be complemented and a record of all these puzzles to be maintained in the booklet and at the end of the year it is to be made available in the library for reference.
- Every dormitory should have provision for Scrabble Board for displaying innovative ideas and puzzles and there should also be Chess Boards in every dormitory.

Refer to the website www.crypticsingh.com for Cryptic Crosswords Contests.

78. SCIENCE OLYMPIAD:

The National Science Olympiad starts with an examination held at nearly 1400 schools across the country and culminates with the international Olympiads at different corners of the world. The national level examinations are designed to assess the conceptual understanding, logical reasoning, laboratory skills, and above all, ability to apply problem-solving skills to novel situations, both theoretical and experimental. Training is included from the third stage of the programme and the first two stages do not necessarily require any specialised coaching outside the regular school system. NVS also provides Training to the selected JNV students in Science Olympiad at various stages. The Principals of the concerned JNVs have to ensure that good numbers of students are to be registered for Science Olympiad in the academic session 2022-23and proper orientation and training is to be given to the participants by concerned PGTs and taking the services of experts in the field. The concerned Regional Offices will make arrangement for special training to the qualified students for stage-2(INOs).

Stage 1: The first stage examination, the National Standard Examination (NSE) is the organisational responsibility of the Indian Association of Physics Teachers (IAPT). The academic responsibility for Chemistry and Biology rests with the Association of Chemistry Teachers (ACT) and the Association of Teachers in Biological Sciences (ATBS) respectively, while Physics, Astronomy and Junior Science are handled by IAPT itself. The NSEs are tests with objective type questions and are offered in English and Hindi, with additional languages also available in Physics. The syllabus is broadly equivalent to up to Class-XII (for Astronomy, Biology, Chemistry and Physics) and Class-X (for Junior Science) of the Central Board of Secondary Education (CBSE). However, the questions in all levels of Olympiads (including NSEs) may be expected to be of a higher difficulty level than the board examinations. These examinations are held close to the end of November every year at nearly 1400

centres across the nation. Students can register for this preliminary stage at their own schools. The registration fee is Rs 100, which is the only fee that the student has to pay in the entire process up to the International Olympiads.

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

Stage 3: The top students from the INOs (approximately 35 in each subject) are invited for the third stage, the Orientation-cum-Selection Camps (OCSCs) held at HBCSE during April to June. At these camps orientation is provided to students for Olympiad level of theoretical, experimental and observational (for astronomy) tasks. Emphasis is laid on developing conceptual foundations and problem-solving skills. Students are exposed to innovative experiments with focus on conceptual and procedural understanding in experimental science. In astronomy, students are trained in basic notions in astrophysics, astronomical data analysis and night sky observations. Several theoretical and experimental/observational tests are held during the camp. On the basis of performance in these tests, few students (numbers specified below) are selected to represent India at the international Olympiads.
Stage 4: The selected Indian teams undergo a rigorous training programme at HBCSE in theory and experiment and in case of astronomy, observational astronomy prior to their departure for the international Olympiads. Special laboratories have been developed in HBCSE for this purpose. Resource persons from different institutions across the country are invited to the training camps.
Stage 5: The Olympiad programme culminates with the participation of the Indian students (4-6 in each subject) in the International Olympiads. The students are accompanied by 2-4 teachers or mentors. Almost every Indian student who has participated in the Science and Astronomy Olympiads has returned with a medal.
JNVs to refer to the following web site for registration:
https://olympiads.hbcse.tifr.res.in/about-olympiads/stages/science-olympiad/

79. MATHEMATICS OLYMPIAD:

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

Stage 1: The first stage examination, the Pre-Regional Mathematical Olympiad (PRMO) is a two and half hour examination with 30 questions. The answer to each question is either a single digit number or a two digit number and will need to be marked on a machine readable OMR response sheet. The PRMO question paper will be in English and Hindi.

Stage 2: Regional Mathematical Olympiad (RMO) RMO is held in each region normally between September and the first Sunday of December each year. The regional coordinator ensures that at least one centre is provided in each district of the region. All high school students up to Class-XII are eligible to appear for RMO. RMO is a 3-hour written test containing about 6 to 7 problems. Each regional coordinator has the freedom to prepare his/her own question paper or to obtain the question paper from NBHM. The regions opting for the NBHM question paper hold this contest on the 1st Sunday of December. On the basis of the performance in RMO, a certain number of students from each region are selected to appear for the second stage. Regional coordinators charge nominal fees to meet the expenses for organizing the contests.

Stage 3: Indian National Mathematical Olympiad (INMO) INMO is held on the first Sunday of February each year at various Centres in different regions. Only students selected on the basis of RMO from different regions are eligible to appear for INMO. INMO is a 4-hour written test. The question paper is set centrally and is common throughout the country. The top 30-35 performers in INMO receive a certificate of merit.

Stage 4: International Mathematical Olympiad Training Camp (IMOTC) The INMO certificate awardees are invited to a month-long training camp (junior batch) conducted in May-June, each year. In addition, INMO awardees of the previous year that have satisfactorily gone through postal tuition throughout the year are invited again for a second round of training (senior batch).

Stage 5: International Mathematical Olympiad (IMO) the team selected at the end of the camp, a "leader" and a "deputy leader," represent India at the IMO that is normally held in July in a different member country of IMO each year. The leader and deputy leader are chosen by NBHM from among mathematics teachers/researchers involved in the Mathematics Olympiad activity. IMO consists of two written tests held on two days with a gap of at least one day. Each test is of four-and-a-half-hours duration. Travel to IMO venue and return takes about two weeks. India has been participating in IMO since 1989. Students of the Indian team who receive gold, silver and bronze medals at IMO receive a cash prize from NBHM during the following year at a formal ceremony at the end of the training camp. The Ministry of Education finances international travel of the eight-member Indian delegation connected with international participation. NBHM finances the entire in-country programme and takes care of other expenditure. Students aiming for selection for participation in IMO should note that RMO is the first essential step for the programme. To appear for RMO, students should get in touch with the RMO coordinator of their region well in advance, for enrolment and payment of a nominal fee. Syllabus for Mathematics Olympiads. The syllabus for Mathematics Olympiads (regional, national and international) is pre-degree college mathematics. For further details, please refer to the website:

http://www.nbhm.dae.gov.in/olympiad.html

80. NATIONAL TALENT SEARCH EXAMINATION:-

The scholarship under the present scheme awarded to the candidates for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level subject to the fulfilment of the conditions as per the norms. As on date 2000 scholarships are awarded in the country with reservation of 15 percent for SC, 7.5 percent for ST and 27 percent for other backward classes and 4 percent for group of students with benchmark disabilities. The National Talent Search Examination for students studying in Class-X is meant to identify and nurture talent. The examination is conducted every year at two levels:

Stage-1(State Level) and Stage-II(National Level): Scholarships: About one thousand scholarships are awarded for different stages of education as follows:

- Rs. 1250/- per month for class-XI to XII
- Rs. 2000/- per month for Undergraduates and Post-graduates

SELECTION PROCEDURE: Identification of talent comprises two-stage selection process. While the individual State/UT conducts the first stage selection, the second stage selection at the national level is carried out by the NCERT.

STATE LEVEL EXAMINATION: Each State/UT conducts its own examination. They have the autonomy to lay down their own norms for the purpose of determining the eligibility of the candidates. This examination is primarily used to recommend a given number of candidates for the second level test to be conducted by the NCERT. All students studying in Class-X in any type of recognized school including Navodaya Vidyalaya, Kendriya Vidyalaya, and Sainik Schools etc. will be eligible to appear at the State Level Examination from the State in which the school is located. The students studying in Class-X in the country ought to be on the lookout for any advertisement in the newspapers or circulars in the school by the respective Government of their State/UT for the above said examination and act as per the requirement given in the State advertisement/circular. State level examination may have two parts: Part-I Mental Ability Test (MAT) and Part-II Scholastic Aptitude Test (SAT) for nominating the required number of candidates for the second level test to be conducted by the NCERT.

NATIONAL LEVEL EXAMINATION- The National Talent Search Examination is open for students of Indian nationality whether they study in India or abroad at Class-X level. Candidates Studying in India Only the candidates selected by the States/UTs on the basis of their screening examination shall be eligible to appear in

the National level examination to be conducted by the NCERT on the Second Sunday of May each year (unless otherwise notified). The NCERT will convey the roll number, the venue, the date and time for the national level examination to all such candidates directly through its portal www.ncert.nic.in.

The Principals of the concerned JNVs have to bring awareness among the students with regard to the National Talent Search Examination and eligible talented students may be encouraged to appear for the tests by providing proper inputs. The Career Guidance Cell of the JNV has to make available the necessary information for aspiring students. ***Please refer web site of NCERT for complete information in this connection:***

http://www.ncert.nic.in/programmes/talent_exam/pdf_files/Information_Brochure_2019.pdf

81. INSPIRE MANAK:

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

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

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

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

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

82. PETROLEUM CONSERVATION RESEARCH ASSOCIATION (PCRA): 'Conserve Fuel - Save Future'

Petroleum Conservation Research Association (PCRA) is a registered society set up under the aegis of Ministry of Petroleum & Natural Gas, Government of India. PCRA aims at making oil conservation a national movement. As a non-profit organization, PCRA is engaged in promoting energy efficiency in various sectors of

economy. It sponsors R&D activities for the development of fuel-efficient equipment / devices and organizes multi-media campaigns for creating mass awareness for the conservation of petroleum products. To take this message of oil conservation to the people, PCRA uses all possible and effective media for mass communication. It also utilizes various platforms like the World environment day, World energy day, various festivals etc. The main objective behind is to promote strategies and measures for accelerating conservation of petroleum products leading to environment protection, energy security and sustainable development and to create awareness among masses about the importance, benefits and methods of conserving petroleum products & clean environment by enhancing information and capacity building.

To establish synergistic institutional linkages at the national & international levels in the areas of petroleum conservation & environment protection, the organization aims at establishing associated institutions such as schools/colleges and other educational institutions like NVS & KVS As per the aims of NVS, Co-Curricular activities and all-round development can be better improved upon with the incorporation of such activities. This initiative is open to all individuals/groups/Institutions that have interest, passion and conviction in the field of fuel conservation and environment protection. Vidyalaya needs to register itself online and step by step enrol the students for participating in various competitions. As members of this initiative, you will regularly receive Emails, Literature pertaining to PCRA's Objectives and will be invited to take part in the PCRA event organized in your vicinity.

For the benefit of various target groups of petroleum products, PCRA has developed literature containing simple ready to implement conservation tips and techniques. Special low cost green leaflets have also been developed to educate the masses on the ill effects of pollution caused due to incomplete combustion and its impact on health. The guiding light being **"Where conservation fails pollution starts"**. PCRA also bundles events like quiz, painting, drawing and slogan writing competition for the students. A list of topics that can be covered is provided below:

1. Energy Scenario and Energy Security
2. Energy Conservation Act 2001 & Energy Conservation Building code
3. Challenges to conservation for a developing country
4. Bio – Fuels and alternate sources of energy
5. Water and waste Management

All activities and games will pass on the message to the students igniting their young minds and providing them with an opportunity to think and come out with creative ideas and solutions for saving the energy. **All JNVs may register with PCRA so that talent of Navodaya Students can be highlighted and our students' ideologies and creativity can be better reflected and ventilated to contribute in the movement of Petroleum and Energy Conservation in the Country.**

83. INTERNATIONAL ADMISSIONS WITH SUPPORT FROM KARTA INITIATIVE INDIA FOUNDATION:

Karta Initiative India Foundation (KIIF) in collaboration with Tata Trust, has been supporting NVS in assisting the children to access high quality education through encouraging them to apply for international reputed universities beginning from 2015. KIIF is a charity aimed at supporting talented Indian students from economically backward families to pursue higher education in best universities. KIIF is working for identifying and mentoring children from JNVs who were exceptionally talented and are from family belonging to economically disadvantaged group.

KIIF support NVS students-

(i) To gain essential 21st century skills including critical thinking and problem solving, English language fluency, and digital literacy.

(ii)To develop awareness of different career pathways and gain crucial information alongside mentoring to bring them closer to the world of professional and educational opportunity

(iii) Support for applying to world-leading universities, teamed with scholarship opportunities.

15 Students from different JNVs have been admitted to International Universities with support from Karta Initiative till 2021. Karta has also partnered with 'Flame' and 'Ashoka' Universities in India for providing opportunities to NVS students. Karta Initiative has developed an App 'Karta Connect' for wider outreach of the program.

During 2021-22, Total 22 JNVs were part of this program-

S.No.	Region (RO)	School Name
1	Patna	JNV Madhubani, Araria, Muzaffarpur, Jamtara & Koderma
2	Lucknow	JNV Kanpur
3	Jaipur	JNV Faridabad
4	Chandigarh	JNV Shimla
5	Pune	JNV Palghar, Ahmadnagar, Latur, Ratnagiri, Jalna, South Goa & North Goa
6	Hyderabad	JNV Haveri, Udupi, Shimoga, Uttarakannada, Chikmagalur, Hasan & Mahe

84. PARTICIPATION IN SCIENCE INDIA PORTAL OF VIJNANA BHARTI:

In the area of promotion of science and education , DST - National Council for Science & Technology Communication, Vijnana Bharti and CSIR – Indian Institute of Chemical Technology, Hyderabad have created a unique Virtual Science Portal www.scienceindia.in for creating affinity towards science among school students. Portal aims to provide every student with a Mentor who will help students in taking right decisions in studies, research and also in shaping their career. Eminent scientists and technocrats of the country will be giving general guidance through blogs and articles. Selected students will also be given individual mentoring. Its Mentorship program is envisioned to connect students with scientists and academicians from CSIR, DRDO, ISRO etc. and facilitate sharing of ideas and thoughts through discussions and interactions. Science India Portal offers opportunity for students to write and publish articles and blogs on science which is reviewed by a high level editorial board comprising distinguished senior scientists and academicians. The registration process is entirely online and free of cost to the school/students. It is essential for the school to register first. Thereafter using auto generated "Unique School Registration Code" which needs to be displayed in the school notice board; students can register and start using the facilities of Science India Portal. Although a valid mobile number and email id is required for each school and every student for registering in the portal, it is agreed by the organizers to provide the opportunity for the JNVs to register the students on the basis of the emails of students. There is no upper limit for maximum number of students, but priority may be given to the students of Class-VIII to XII in the portal. Registration of students may be planned in a phased manner.

85. VIDYARTHI VIGYAN MANTHAN (VVM OR SCIENCE TALENT SEARCH FOR NEW INDIA):

Vidyarthi Vigyan Manthan (VVM) is a national program for educating and popularizing science among school students of VI to XI standards. VVM also endeavours to identify the bright minds among the student community, who are keen on subjects related to science.

Vidyarthi Vigyan Manthan (VVM) is initiated by Vijnana Bharati (VIBHA) in collaboration with Vigyan Prasar, an autonomous organization under the Department of Science and Technology, Government of India and National Council of Educational Research and Training (NCERT) an institution under the Ministry of Human Resource Development, Govt. of India. *Our JNVs have performed excellently Online Examination of VVM.* The results are encouraging and therefore, for the academic year 2020-21all the JNVs have to go for early enrolment and ***opportunity to be given to all students***. Further, suitable coaching and resource material should be provided to the students for effective preparation.

The registered students will be allowed to take the exam from his/her school through any device namely a smart phone (mobile), laptop, desktop (school lab) or tablet. The school level examination at national level will be conducted on the day and time opted by the school exam coordinator on specific given dates (either on working or on non-working day). Mode of registration in both the cases will be online only. No offline application or fee submission will be entertained. A fully web based option will be available for the registration of schools. The school Principal/authority needs to appoint a school exam co-coordinator. School will provide classrooms and

invigilators to conduct the examination. Registration fee is Rs.100/- per student. Rs. 20 per student should be retained by the school as a service charge from organizers and rest of the amount will be transferred only through RTGS/NEFT to VVM, Delhi office. Participating students in VVM will undergo the followings:

- *Objective type question Testing.*
- *Comprehensive Writing*
- *Presentation of Group Discussion*
- *Role play and practical exam*
- *Methods of Source.*

The successful students may get a chance to interact with renowned scientists of India and chance to undertake study tours.
For the Academic Year 2022-23, all the JNVs will go through the official website http:/vvm.org.in for detail information about VVM and Registration of candidates.

86. VIGYAN JYOTI PROGRAM:

INTRODUCTION

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

AIMS & OBJECTIVES

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

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

ROLE OF JNV IN VIGYAN JYOTI

- For implementation of Vigyan Jyoti Program all across the country Jawahar Navodaya Vidyalayas (JNVs) have been chosen by DST which are acting as Knowledge Centres to cater girls from small cities and rural areas for more diversity in STEM. Countrywide location of JNVs provide a greater exposure to the girl children in the schools including the neighbouring schools (KVs, Govt. schools, army schools) towards encouraging them to pursue science.
- The program in its Phase III is being implemented in 200 Jawahar Navodaya Vidyalayas (JNVs) located across the country. It is supporting around 20,000 girl students from Class-IX – XII. As part of the Vigyan Jyoti program, several key interventions are being implemented with the objective of inculcating STEM mindset in girl students. These include student-parent counselling, visits to labs and knowledge partners, role model interactions/ special lectures with young innovators, science camps, academic support classes, resource material distribution and tinkering activities.

Activities in Vigyan Jyoti

S.No	Activities Class-IX –X Batch	Activities Class-XI-XII Batch
1.	Students Parents Counselling	Students Parents Counselling
2.	Orientation Session	Career Counseling Sessions
3.	Role Model Interactions	Interaction with Role Model
4.	Science Camp(1-2 Day)	Science Camps(5-7 days)
5.	Tinkering Activities/ATL Workshop	Tinkering Activities/ATL Workshop/ Sparkle

		Series with IIT Gandhinagar
6.	Virtual Activities- Curriculum based- STEM workshop	Lectures/Special Classes for competitive exams like JEE , NEET etc
7.	Visit To Knowledge Partners	Knowledge Partner Visit/ Industry/R &D Labs /NGO

List of JNVs implementing Vigyan Jyoti programme

S.No.	JNVs	S.No.	JNVs
	BHOPAL (26)		HYDERABAD (contd.)
1.	Cuttack	101.	Rangareddy
2.	Dhamtari	102.	South Canara
3.	Indore	103.	Warangal
4.	Raipur	104.	Puducherry
5.	Sambalpur	105.	Ananthapur
6.	Vidisha	106.	West Godavary
7.	Kanker	107.	Shimoga
8.	Bilaspur	108.	Mysore
9.	Jabalpur	109.	Ernakulum
10.	Mandla	110.	Middle Andaman
11.	Khurda	111.	Vizag
12.	Sundergarh	112.	Chittoor
13.	Dhar	113.	Kurnool
14.	Durg	114.	Srikakulam
15.	Raigarh	115.	East Godavari 1
16.	Kabirdham	116.	Chikkamagaluru
17.	Bastar	117.	Bellary
18.	Gwalior	118.	Dharwad
19.	Sagar	119.	Hassan Kar
20.	Ujjain 1	120.	Aleppy
21.	Katni	121.	Idukki
22.	Dewas	122.	Tiruvananthpuram
23.	Ganjam	123.	Kasaragodh
24.	Kalahandi	124.	Karaikal
25.	Nayagarh	125.	Mahe
26.	Dhenkanal	126.	Yanam
	CHANDIGARH (22	127.	Adilabad
27.	Ludhiana	128.	Nalgonda
28.	Chandigarh	129.	Karimnagar
29.	Hamirpur		JAIPUR(18)
30.	Leh	130.	Barmer
31.	Mandi	131.	Dausa
32.	Amritsar	132.	Gurugram
33.	Mansa	133.	Jaffarpurkalan
34.	Faridkot	134.	Jaipur
35.	Udhampur	135.	Dungarpur
36.	Ganderbal	136.	Jodhpur
37.	Solan	137.	Hisar
38.	Shimla	138.	Kurukshetra
39.	Kinnaur	139.	Kota
40.	Kullu	140.	Mohendergarh
41.	Kangra	141.	Karnal
42.	Una	142.	Rohtak

43.	Jammu 1	143.	Ajmer
44.	Doda	144.	Alwar
45.	Sambha	145.	Jhunjhunu
46.	Jalandhar	146.	Udaipur
47.	Bhatinda	147.	Mungeshpur
48.	Kapurthala		PUNE (24)
	LUCKNOW (21)	148.	Gandhinagar
49.	Allahabad	149.	Nagpur
50.	Almora	150.	Pune
51.	Dehradun	151.	Silvasa
52.	Haridwar	152.	South Goa
53.	Kanpur Nagar	153.	Sangli
54.	Lucknow	154.	Bhavnagar
55.	Saharanpur	155.	Vadodara
56.	Varanasi	156.	Tapi
57.	Bareilly	157.	Nanded
58.	Gorakhpur	158.	Aurangabad
59.	Jhansi	159.	Diu
60.	Nainital	160.	Kutch
61.	PauriGarhwal	161.	Surendranagar
62.	Aligarh	162.	Jamnagar
63.	Hardoi	163.	Porbander
64.	Muzaffarnagar	164.	Rajkot
65.	Rae Bareily	165.	Mehsana
66.	Agra	166.	Latur
67.	Basti	167.	Jalgaon
68.	Udham Singh Nagar	168.	Sholapur
69.	Champawat	169.	Parbhani
	PATNA (27)	170.	Yavatmal
70.	East Medinipur	171.	Kolhapur
71.	Hazaribagh		SHILLONG (29)
72.	Nadia	172.	East Khasi Hills
73.	Nalanda	173.	Imphal West
74.	Patna	174.	Kamrup
75.	Ranchi	175.	Kohima
76.	Vaishali	176.	Lohit
77.	West Medinipur	177.	Nalbari
78.	Katihar	178.	North Sikkim
79.	Muzaffarpur	179.	Jorhat
80.	Dhanbad	180.	Chandel
81.	Bardhman	181.	Khowai
82.	West Singhbhum	182.	RiBhoi
83.	Darbhanga/	183.	Golaghat
84.	Bhagalpur/	184.	Changlang
85.	Gopalganj	185.	West Siang
86.	Gumla	186.	Tawang
87.	E.Singhbhum	187.	Dibrugarh
88.	Dumka	188.	Cachar
89.	Godda	189.	Tinsukia
90.	Bokaro	190.	Nagaon
91.	Birbhum	191.	Sibasagar
92.	Hoogli	192.	East Imphal

93.	Alipurduar	193.	Churachandpur
94.	Purulia	194.	South West Garo Hills
95.	North24 Parganas	195.	Morigaon
96.	Murshidabad	196.	Goalpara
	HYDERABAD (33)	197.	Dhalai
97.	Bangalore Urban	198.	Gomati Tripura
98.	Chitradurga	199.	Serchip
99.	Kottayam	200.	East Sikkim
100.	Palakkad		

87. GUIDED LEARNING PROGRAMME IN MATHEMATICS (Khan Academy):

NVS in collaboration with Khan Academy India (KAI) is running a Guided Learning Program in Mathematics in all JNVs from Class-VII to X with the following objectives:

1. To build students' conceptual understanding in Mathematics.
2. To narrow down the achievement gap amongst students - given that every JNV student has proven high potential, as demonstrated through their very selection to JNVs.
3. To empower teachers with tools and real-time student performance data, which in turn would help them in remediating learning gaps amongst students.

The important features of the programme are given below:

- Teachers can flexibly assign relevant content based on what they would like their students to do (e.g., they can ask students to go through the prerequisites for the topic; and/or can check for students' understanding of the entire chapter by assigning the formative 'unit test', etc). To assist teachers with this, Khan Academy has shared Ready-to-use Math lesson plans (in English and in bilingual English-Hindi). Students can do assignments asynchronously at their own pace and convenience.
- If students need help with the exercises, they can get it instantly through step-by-step hints and related videos with solved examples on the Khan Academy platform.
- Teachers can get complete visibility into their students' activity and progress through their dashboard on the Khan Academy platform.

Note: All Mathematics teachers should integrate this programme with classroom teaching so as to help students enhance their potential & performance through better conceptual understanding of Mathematics.

88. ORGANISATION OF ANNUAL SPORTS MEET IN JNVs:

Sports and games play a great role in improving and maintaining the health and fitness, mental skills and concentration levels. The importance of sports and games in schools encompasses more than just the benefit of physical activity. The Annual Sports is about joining in and having fun as it is about competitiveness and winning. The activities, races and games are likely to include simplified, fun versions of track and field events - though still, of course, involving physical exertion and skill.

A sports day is the perfect way to wrap up the school year, and send off both children and parents on a positive note - so it's important to try and get it right.

While the thought of organising school sports day may feel like just another chore on your seemingly endless list of things to do. Organising the perfect sports day takes a little thought and preparation, but putting in the care and effort really does make all the difference and is the perfect way to celebrate the end of term.

89. ORGANISATION OF ANNUAL DAY IN JNVs:

Annual Day forms an integral part of school activities. It is an occasion of celebration, and felicitation when students present not only their wonderful performances but also receive honours for their curricular and co-

curricular achievements.

Celebrating the school annual day provides the school with an opportunity to showcase its achievements. This function also gives students an opportunity to showcase their various talents and interact with their teachers in a more informal environment. The school annual day is one day that is eagerly anticipated by children and parents alike, every year. This is also a day when achievers are felicitated for their accomplishments in the academic year. Therefore, necessary efforts are to be made to conduct programmes in the Vidyalaya in a befitting manner.

90. CULTURAL EXCHANGE & EXPOSURE TO THE STUDENTS:

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

II. PROVIDING TOURISM EXPERIENCE FOR THE STUDENTS:

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

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

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

91. ARRANGEMENT OF EXPERT LECTURES / INTERECTIVE SESSIONS FOR JNV STUDENTS:

Bringing in specialists with proven expertise in a particular field provides added credibility to the content of new area particularly, while opting for a career. Hearing new voices provide students not only with different point of view but also with potential resources they can apply in later course. These sessions give a chance to students to connect with the professionals. The Principal should arrange for lectures from select 30-35 themes from the service areas such as: Agriculture, Manufacturing, Trade, Profession, or any other important service. These activities are to be essentially carried out in all JNVs.

92. KISHORE VAIGYANIK PROTSAHAN YOJANA (KVPY):

The Kishore Vaigyanik Protsahan Yojana (KVPY) is an on-going National Program of Fellowship in Basic Sciences, initiated and funded by the Department of Science and Technology, Government of India, to attract exceptionally highly motivated students for pursuing basic science courses and research career in science. The objective of the program is to identify students with talent and aptitude for research; help them realize their academic potential; encourage them to take up research careers in Science and ensure the growth of the best scientific minds for research and development in the country. The advertisement for the KVPY fellowship appears in all the national dailies normally on the Technology Day (May 11) and the Second Sunday of July every year. Selection of the students is made from those studying in XI standard to 1st year of any undergraduate Program in Basic Sciences namely B.Sc./B.S./B.Stat./B.Math./ Int.M.Sc./M.S. in Mathematics, Physics, Chemistry and Biology having aptitude for scientific research.

ELIGIBILITY: The KVPY Fellowships are given to Indian Nationals to Study in India (Students intending to pursue or pursing under graduate program under Distance Education scheme or correspondence course of any university are not eligible to apply).

Stream	Class	Eligibility
SA	Students enrolled in Class-XI in 2022-23	75% (65% for SC/ST/PWD) in Mathematics and Science in Class-X Board Examination
SX	Students enrolled in Class-XII in 2022-23	75% (65% for SC/ST/PWD) in Mathematics and Science in Class-X Board Examination 60% (50% for SC/ST/PWD) in PCMB in Class-XII
SB	1st year Undergraduate	60% (50% for SC/ST/PWD) in PCMB of Class-12

MODE OF APPLICATION : Through KVPY website, Online only
MODE OF EXAMINATION : CBT, Computer Based Test across various centres in India

SELECTION PROCESS:
1. Aptitude Test: Eligible candidates will undergo the aptitude test, consisting of mathematics and science subjects

2.Interview: Shortlisted candidates will be asked to attend the interview

IMPORTANT DATES (Tentative):
Opening of application portal – July
Closing of application portal – August/September
Exam – 1st week of November

FELLOWSHIP:

Basic Science	Monthly Fellowship	Annual Contingency Grant
1st – 3rd year of Bachelor courses and Integrated courses	5,000	20,000
Complete Master courses and 4th -5th year of Integrated courses	7,000	28,000

WEIGHTAGE IN AWARDS:

KVPY Exam Pattern for SA, SB, SX Streams & Marking Scheme 2020

S. No	Subjects	No. of Questions		Total Marks	Time Duration
		Part I	Part II		
Stream SA					
1	Physics	15	5	25	3 Hours
2	Maths	15	5	25	
3	Biology	15	5	25	
4	Chemistry	15	5	25	
Stream SB/SX					
1	Physics	20	10	40	3 Hours
2	Mathematics	20	10	40	
3	Biology	20	10	40	
4	Chemistry	20	10	40	

There are two papers for each stream, and different marks will be allotted to objective type questions. For SA Stream there are 80 questions out of which 60 questions for Part 1 and 20 Questions for Part 2. Each question of Part 1 carries 1 mark and each part 2 questions carries 2 marks.
In **SA Stream**, There will be negative marking for each wrong response, 0.25 marks will be deducted for questions from Part 1 and 0.5 marks will be deducted for questions from Part 2.
For SB/SX Stream There are 120 Questions out of which 80 questions from part 1 carry 1 mark for each MCQ, and 40 questions from Part 2 carries 2 marks for each MCQ.
In **SB/SX Stream** there will be negative marking for each wrong response, 0.25 marks will be deducted for each wrong answer for Part 1 and 0.5 marks will be deducted for each wrong answer for Part 2.

The Principals of all JNVs have to display the information about KVPY so that there will be maximum participation by the outgoing XII Class-students who can apply for the scholarships and will be motivated to take up pure sciences as their career. The following website may be referred for further details:

http://www.kvpy.iisc.ernet.in/main/index.htm

93. NATIONAL AWARDS TO TEACHERS–PRESIDENT AWARD:

The Scheme of National Award to Teachers was started in the year 1958- 59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools. From the Award year 1993, the scheme has been enlarged to cover the teachers of Navodaya Vidyalayas. Each award carries with it a certificate of merit, a cash award of Rs.25, 000/- and a Silver Medal. The enhanced amount has been given to the National Awardees from the Award year 1999. The Ministry of Education, Govt. of India, invites recommendation of meritorious and deserving teachers / Vice –Principal /Principals for National Award to teachers every year. NVS can nominate 02 Teacher/Principal for National Award to Teachers. Teachers teaching up to Class-VIII are considered under **Primary Category** where as teachers teaching from IX-XII including Vice Principal and Principal are considered under **Secondary Category.**

SPECIAL CATEGORY:

Teachers promoting integrated inclusive education to the students with disabilities/ Teachers with disabilities working in JNVs / Special Teacher or trained general teachers who may have done outstanding work for

inclusive education are also considered under the Special Category

Main Consideration for Selection:

- Teacher's reputation in the local community
- His/ Her academic efficiency and desire for its improvement
- His/ Her genuine interest in and love for children; and
- His/ Her involvement in the social life of the community

A. Conditions of Eligibility of Teachers for consideration for the Awards:

i. Principals/Vice-Principals/Teachers working in JNVs may apply for this award.
ii. Normallyretiredteachersarenoteligiblefortheawardbutthoseteacherswho have served apart of the calendar year (at least for four months i.e. up to 30th April in the year to which National Awards relate) may be considered if they fulfil all other conditions.
iii. Educational Administrators, Inspectors of Education, and the staff of training Institutes are not eligible for these awards.
iv. Teacher/Vice-Principal/Principal should not have indulged in tuitions.
v. Only regular Principals/Vice-Principals/Teachers of Schools will be eligible.
vi. Contractual Teachers will not be eligible.

B. Considerations to guide the selection of teachers at various levels:

Teachers will be evaluated based on the evaluation matrix in two categories as per detail given below: -

Category-A: Objective criteria: Under this the teachers will be awarded marks against each of the objective criteria. These criteria are given the weightage of 20 out of100.

Category-B: Criteria based on performance: Under this, teachers will be awarded marks on criteria based on performance e.g. .initiatives to improve learning out comes, innovative experiments under taken, organization of extra and co-curricular activities, use of Teaching Learning Material, social mobility, ensuring experiential learning, unique ways to ensure physical education to students etc. These criteria are given the weightage of 80 out of 100.

Procedure for application and selection:

i. All the applications would be received through an online web portal.
ii. MoE would ensure coordination with RO regarding timely entry in to the portal and resolution of technical and operational issues during data entry into portal through the portal development agency.
iii. Principals/Vice-Principals/Teachers of schools themselves shall apply directly by filling the application form online through the web portal before the prescribed cut-off date.
iv. Every applicant shall submit portfolio, online along with the Entry Form. The portfolio shall include relevant supporting material such as documents, tools, reports of activities, field visits, photographs, audios or videos etc.

Undertaking by the applicant: Each applicant shall give an undertaking that all the information/data submitted is true to the best of his/her knowledge and if anything is found at any later date to be untrue then he/she will be liable to disciplinary action.

The selection will be done at three stages as under:-

1. **Regional Office Level**
2. **NVS Hqrs. Level**
3. **Independent jury at National Level.**

District Selection Committee will be Regional Office Level and State Selection Committee will be NVS Hqrs. District selection committee (NVS Regional Office) will forward three nominations to the State Committee (NVS Hqrs.) through online portal on or before 15th July, 2022.

Selection Committee at the District Level (NVS Regional Office Level)

Deputy Commissioner	Chairperson
One Educationist nominated by Deputy Commissioner of concern region	Member
Assistant Commissioner (Acad.)	Member

Selection Committee at the State Level (NVS Hqrs. Level)

Commissioner, NVS (Head of the organization)	Chairperson
One Officer from NVS nominated by the Commissioner	Member
Nominee of Government of India	Member
One reputed academician deputed by the Commissioner	Member

NVS Hqrs to forward the shortlisted nomination to the National Jury within the time period.

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94. DAILY ROUTINE – SUMMER BOUND AND WINTER BOUND JNVs:
(All the eight periods should be of 40 minutes each)

DAILY ROUTINE (SUMMER SEASON FROM APRIL TO OCTOBER)FOR THE YEAR 2022-23		
S.NO.	**NAME OF ACTIVITY**	**TIME**
1.	Rouse	05.00 a.m.
2.	Morning Roll Call/PT/Yoga	05.30 to 06.15 a.m.
3.	Bath &Change	06.15 to 07.00 a.m.
4.	Milk/Alternative Items	07.00 to 07.15 a.m.
5.	Assembly	07.15 to 07.35 a.m.
6.	I Period	07.35 to 08.15 a.m.
7.	II Period	08.15 to 08.55 a.m.
8.	Breakfast	08.55 to 09.30 a.m.
9.	III Period	09.30 to 10.10 a.m.
10.	IV Period	10.10 to 10.50 a.m.
11.	V Period	10.50 to 11.30 a.m.
12.	Recess	11.30 to 11.40 a.m.
13.	VI Period	11.40 to 12.20 p.m.
14.	VII Period	12.20 to 01.00 p.m.
15.	VIII Period	01.00 to 01.40 p.m.
16.	Lunch &Rest	01.40 to 03.00 p.m.
17.	Remedial/Supervised Study& other activities*	03.00 to 04.30 p.m.
18.	Reporting on Ground	04.30 to 04.40 p.m.
19.	Games & Sports	04.40 to 05.40 p.m.
20.	Roll Call & Tea/Snacks	05.40 to 06.00 p.m.
21.	Bath & Change	06.00 to 06.30 p.m.
22.	Evening Supervised Study in Academic block /Dining hall	06.30 to 08.00 p.m.
23.	Dinner	08.00 to 08.45 p.m.
24.	Counselling by H.M./A.H.M. , Roll Call & conduct of Happy Hours	08.45 to 09.15 p.m.
25.	Self Study	09.15 to 10.15 p.m.
26.	Light Off	10.15 p.m.

1. Remedial / Supervised (afternoon) study on Monday, Tuesday, Thursday & Friday for all classes.
2. Evening Supervised study will be conducted for Monday to Saturday.
3. Club activities & CCA Inter house competition will be conducted on each alternate Wednesday.
4. On Saturday afternoon, facility of computer lab/Smart Class-may be provided to the selected children for preparation of professional competitions/online academic sport under supervision of the teacher deputed on rotation basis. However other students may utilize this duration for washing of cloths, own time etc
5. Breakfast may be shifted as per suitability of JNV.

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

DAILY ROUTINE (WINTER SEASON FROM NOVEMBER TO MARCH)FOR THE YEAR 2022-23

S.NO.	NAME OF ACTIVITY	TIME
1.	Rouse	05.45 a.m.
2.	Morning Roll Call/PT/Yoga	06.15 to 07.00 a.m.
3.	Bath &Change	07.00 to 07.45 a.m.
4.	Milk/Alternative Items	07.45 to 08.00 a.m.
5.	Assembly	08.00 to 08.20 a.m.
6.	I Period	08.20 to 08.55 a.m.
7.	II Period	08.55 to 09.30 a.m.
8.	Breakfast	09.30 to 10.00 a.m.
9.	III Period	10.00 to 10.35 a.m.
10.	IV Period	10.35 to 11.10 a.m.
11.	V Period	11.10 to 11.45 a.m.
12.	Recess	11.45 to 11.55 a.m.
13.	VI Period	11.55 to 12.30 p.m.
14.	VII Period	12.30 to 01.05 p.m.
15.	VIII Period	01.05 to 01.40 p.m.
16.	Lunch & Rest	01.40 to 03.00 p.m.
17.	Remedial/Supervised Study& other activities*	03.00 to 04.15 p.m.
18.	Reporting on Ground	04.15 to 04.30 p.m.
19.	Games & Sports	04.30 to 05.30 p.m.
20.	Roll Call & Tea/Snacks	05.30 to 05.50 p.m.
21.	Bath & Change	05.50 to 06.15 p.m.
22.	Evening Supervised Study in Academic Block/ Dinning Hall	06.15 to 07.45 p.m.
23.	Dinner	07.45 to 08.30 p.m.
24.	Counselling by H.M./A.H.M. , Roll Call & conduct of Happy Hours	08.30 to 09.00 p.m.
25.	Self Study	09.00 to 10.00 p.m.
26.	Light Off	10.00 p.m.

1. Remedial / Supervised (afternoon) study on Monday, Tuesday, Thursday & Friday for all classes.
2. Evening Supervised study will be conducted for Monday to Saturday.
3. Club activities & CCA Inter house competition will be conducted on each alternate Wednesday.
4. On Saturday afternoon, facility of computer lab/Smart Class-may be provided to the selected children for preparation of professional competitions/online academic sport under supervision of the teacher deputed on rotation basis. However other students may utilize this duration for washing of cloths, own time etc
5. Breakfast may be shifted as per suitability of JNV.

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

95. SUNDAY/HOLIDAY ROUTINE

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

Sunday will be the working day of Librarian. Weekly off may be provided to Librarian on Saturday. Library will be opened on Sunday from 10.00 to 01.00 p.m. and 03.00 to 04.30 p.m.

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

96. BANDOBAST ACTIVITIES BEFORE RE-OPENING OF VIDYALAYA AFTER SUMMER VACATION:

Every JNV should prepare an Action Plan for carrying out various important activities before summer vacation so as to carry out these activities during summer break.

1.REPAIR & MAINTENANCE OF BUILDINGS:

Before summer vacation starts the M&R Committee should meet and chalk out the various activities that are required to be taken up during the summer vacation under M&R. It should also be ensured that teaching staff should not be retained unnecessarily during summer vacation for the purpose of carrying out M&R work. Once proper planning is done O.S/UDC should be entrusted with the responsibility of supervising the M&R work. Purchase of materials should be done before Vidyalaya closes. Over all, the following activities under M&R should be taken up with priority during vacation:

a) Repair of water supply system, electrical installation, sewer system, sanitary system, doors/window/ventilators, plaster/floor repair etc in dormitories, school building, MP Hall, dining/Kitchen and staff quarters.

b) White washing/colour, washing/painting in all buildings including boundary wall and main entrance gate.

c) Making the play fields up to date.
d) Cleaning of OHT/UG sump/roof top tank/septic tank/man hole/gully trap/sewer line/open surface drain etc.
e) Uprooting of plants/shrubs from wall & roof.

2. REPAIR OF FURNITURE AND GADGETS:

a) It is to be ensured that all beds/cots, bench/desk & chairs/almirahs etc. are in good condition
b) Ensure that no children sit on a rug (dari) in classroom.
c) The beds shall be oriented properly in dormitories and should be numbered; a register should be made allocating the number of bed to a particular child, so that at the time of reporting he gets proper allocation.

3. SAFETY AND SECURITY MEASURES:

a) Implementation of 14 Point Programme regarding safety & Security of students circulated vide letters dated May 18th, 2011 and Aug 4th,2011 by NVS–SA wing to be implemented with all seriousness and monthly report to be submitted to RO regularly by the 5th of every month. In this regard following points may be noted for strict compliance:

1) Every Principal and staff member in a Navodaya Vidyalaya will carefully follow these points for due and proper compliance.
2) Every Principal will submit the monthly report to the concerned Regional Office indicating compliance of these 14 points and shortcomings if any
3) Every Assistant Commissioner in-charge of Cluster will personally monitor proper implementation of these programs during his visit to the vidyalayas and also through frequent personal interactions.
4) Regional Office will take immediate follow-up action on any shortcomings in implementation if any vidyalaya and submit a report to the Hqrs.

b) All Fire extinguishers shall be checked; expired ones shall be refilled and placed in position

c) The sand buckets shall be painted red and put in place.

d) Boundary wall / fencing shall be checked and repaired whenever found damaged.

e) Locking arrangement of terrace, doors of dormitory and school building shall be ensured.

f) System of proper disposal of waste should be developed.

g) Open wells shall be covered with grills & kept locked.

h) MCB's should be checked. All open and naked wires of electrical fittings to be repaired and power supply system should be made functional in all respect.

97. SAFETY AND SECURITY OF STUDENTS:

Navodaya Vidyalayas are being Co-educational and residential in nature; it is the prime responsibility of the Principal and Staff to ensure Safety and Security of children till they remain on roll of the Vidyalaya. The Principal and Staff of the JNVs are expected to ensure that Safety and Security and good health of students is being given paramount importance. Some of the preventive measures for Safety and Security of the children in the JNVs are suggested as follows:

1. Circulars from Navodaya Vidyalaya Samiti pertaining to safety and security of JNV inmates to be strictly adhered to: Annexure to the letter No.7-10/2017-NVS (SA) dated 25.09.2017 by Navodaya Vidyalaya Samiti (School Admin.):

I. Guidelines for protection of children from Sexual Offences:

Notification No.14-2/93-NVS(Vig.) Dated December 20,1993
D.O. letter of Commissioner regarding moral turpitude D.O.No.1-2/2002-NVS (SA) Dated: March 4, 2003.
Guidelines for prevention of Sexual abuse in Jawahar Navodaya Vidyalayas F.No.10- 75/2012-NVS (SA) Dated: June 6, 2013.
Guidelines for prevention of Sexual abuse of children in JNVs. F.No.10-75/2012-NVS (SA) Dated: June 10, 2013.
Maintenance of Complaint/Suggestion Box in Jawahar Navodaya Vidyalayas F.No.10- 83/2013-NVS (SA) Dated: November 28, 2013.
Guidelines for prevention of Sexual abuse of children in JNVs. F.No.10-75/2012-NVS (SA) Dated: January 29, 2014.
Protection of students from Sexual offences in JNVs F.NO.10-84/2013-NVS (SA) Dated: June 11, 2014.

II. Guidelines for implementation of POCSO Act, 2012:

Protection of Children from Sexual Offences Act, 2012(32of2012) F.No.18-4/2013-NVS (SA) Dated: March 26, 2013.
Creating awareness among children about Sexual Exploitation F.No.10-84/2013-NVS (SA) Dated: May 15,2015.
10. F.No.10-83/2017-NVS (SA) Dated: September 4, 2017.
Protection of students from sexual offences in JNVs No.F.10-84/2013-NVS (SA) Dated: June 11, 2014.

III. Guidelines for protection of students from Corporal Punishment

Advisory for elimination of corporal punishment in school F.No.18-4/2013-NVS(SA)Dated: March 26,2013
Corporal Punishment to students F.No.3-223/2013-NVS (SA) Dated: September18, 2013.
Corporal Punishment to students F.No.3-223/2013-NVS (SA) Dated: April 21, 2014.
Corporal Punishment to students F.No.3-223/2013-NVS (SA) Dated: June 09, 2014.

IV. Guidelines for protection of students from Ragging and Bullying:

Prevention of Ragging and Bullying in JNVs F.No.10-84/2013-NVS (SA) Dated: June17, 2014.
Guidelines for prevention of Ragging and Bullying in JNVs F.No.10-84/2013-NVS (SA) Dated: March 16, 2015.
Guidelines for prevention of Ragging and Bullying in JNVs F.No.10-84/2016 Dated: October 10, 2016.

V. Guidelines for Safety and Security of students:

Making necessary preventive measures to avoid fatal accidents to the children of the Vidyalaya f.No.6.23 (202)/89-NVS (Admn.) Dated: October31, 1989.
Guidelines for safety and security of children f.No.5-31/95-NVS (SA) Dated: May 7, 1996.
Safety and Security of the Children of JNVs and the role of the Principals in Safety Measures. F.No.5-31/96-NVS (SA) Dated: September 01, 1996.
Safety and security of the Children of Navodaya Vidyalaya –Preparation of a Plan of Action for Ensuring the Safety and Security of the Children F.No.5-31/97-NVS (SA) Dated: June 1, 1997.
Safety and security–Guidelines F.No.2-41/2001-NVS (SA) Dated: August13, 2001.
D.O. letter from Commissioner D.O.No.1-2/2002-NVS (SA) Dated: February18, 2003.
Safety and Security of Children-14 Point Programme D.O.No.2-18/2011-NVS (SA) Dated: May 16, 2011.
Safety and Security of students – Guidelines for monitoring F.No.2-18/2011-NVS (SA) Dated: August 4, 2011.
Safety and Security of students in Jawahar Navodaya Vidyalayas F.10-75/2012-NVS (SA) November 21, 2012.
Safety & Security of students in Jawahar Navodaya Vidyalayas No.F.1- 2/2013-NVS (Comm.) Dated: February 20, 2013.
14 point programme for monitoring safety and security of students in JNVs. NO.F.10- 84/2013-NVS (SA) Dated: December 01, 2013.
Safety and Security of students-regarding F.No.10-84/2013-NVS (SA) Dated: December 23, 2013.
Escorting duties F.No.10-84/2013-NVS (SA) Dated: November7, 2014.
Standard Operating Procedure (SOP) for dealing with any terrorist attack on School F.No.10-84/2013-NVS (SA) Dated: December 29, 2014.
Safety and Security of students- guidelines of Escort duty F.No.10-84/2013-NVS (SA) Dated: June 04, 2015.
Provide habitations for snakes and other vegetation in the Vidyalaya CampusF.No.5- 4/2015/NVS (SA) Dated August 13,

2015.
Safety and Security of students-guidelines of Escort duty F.No.10-84/2013-NVS (SA) Dated: August 13, 2015.
Students unrest-F.No.10-69/2015/NVS (SA) Dated: August31, 2015.
Class VI Students safetyF.No.5-4/2015/NVS (SA) Dated: August31, 2015.
Travel of students and escorts by III AC in train F. No. 4/2009/NVS(SA) Dated: September 26,2016
Student's unrest-F.No.10-69/2016/NVS (SA) Dated: October26, 2016.
Prevention of Suicide tendencies F.No.7-10/2016-NVS (SA) Dated: December 6, 2016.
F.No. CBSE/AFF/SCHOOL SAFETY/19 Dated: September 25, 2017.
42. F.No.10-1/2017-NVS (SA) Dated: September 25, 2017. Implementation of guidelines on Safety and Security of children in JNVs
43. F.No. F.7-10/2017- NVS (SA) Dated: September 25, 2017.Guidelines for prevention of ragging and bullying in JNVs F.No.10-84/2013-NVS (SA.) Dated March 16, 2015.
National Disaster Management–School Safety Policy 2016 guidelines for JNVs No.F.10- 1/2017-NVS (SA) 65 Dated: 25.09.2017.
Engagement of Caretakers for Boys' Hostel through outsourcing on Pilot basis in JNV F.No. 1-2/2017-NVS (SA)/92 Dated30.11.2017
छात्र / छात्राओं की सुरक्षा और संरक्षण के बारे में लिए जाने वाली सावधानियां
F.10-83/2016/NVS (SA)/ 1063 Dated 20.02.2017
Care Taker F.1-2/2019-NVS/ SA-11-18 dated 12th February, 2019.

VI. Guidelines for Girls' Safety and Security:

Letter-Molestation of girl students F.No.5-31/92-93/ NVS (SA) Dated: February01, 1993.
Safety and security of Girls students F.No.5-31/2000/ NVS(SA)Dated:October19,2000.
Appointment of Female Staff Nurse on contract basis in J NVs posted with a male nurse F.No.12- 17/2002- NVS (Estt.) Dated: July 18, 2006.
Engagement of Lady Sweeper for Girls' Dormitory F.No.1-3/2002-NVS (SA) Dated: March 4, 2011.
Instructions in this regard are reiterated for strict compliance F.No.8-1/2011-12/NVS (Acad.) Dated: June 28, 2011.
Safety and Security of girl students F.No.10-75/2012-NVS (SA) Dated: May15, 2012.
Conduct of Parent Teacher CouncilF.No.1-2/2013-NVS (Comm) February 20, 2013.
Self-defense training for girls F.No.1-1/ NVS (Acad) Dated: May 25, 2013.
Providing one additional post of Matron in Jawahar Navodaya Vidyalayas F.No.1-13/2013- NVS (Estt.) Dated: November 13, 2013.
Matron in Jawahar Navodaya Vidyalayas F.No.1-3/2002-NVS (SA) Dated: June10, 2015.
Menstrual hygiene management in J NVsF.No.10-67/2017-NVS (SA) Dated: September 04, 2017.
Appointment of Matrons in Jawahar Navodaya Vidyalayas F.No.1-38/93-NVS (Estt.) Dated 03.03.2003.
Circular No.F.10-84/2013-NVS (SA.)/302-304 Dated: August 13. 2015.
Menstrual hygiene management in JNVsNo.1.10.67/2017-NVS (SA) Dated04.09.2017.
Engagement of Caretakers for Boys' Hostel through outsourcing on pilot basis in JNV F.No. 1-2/2017-NVS (SA)/92 Dated30.11.2017
Incinerator F.No.16-8/2018-NVS (SA) dated 07.08.2018

VII. Guidelines for Medical and Health Care of students

Medical Care in respect to students of Navodaya Vidyalayas F.No.5-37/94-95-NVS (SA) Dated: October 4, 1994.
Health care of students in JNVs F.No.1-3/2002-NVS (SA) March23, 2011.
Health care of students in JNVs.F.No.1-3/2002-NVS (SA) Dated: April 29, 2011.
Medical care of students in Jawahar Navodaya Vidyalayas F.No.10-82/2013-NVS(SA) Dated: November 28, 2013.
De-worming tablets to Students F.No.10-82/2015-NVS (SA) Dated: February 10, 2015.
Treatment of AIDS /HIV infected students12-1/2016-NVS (SA) Dated: August 08, 2016.
Elimination of Measles-Rubella F.No.10-1/2017-NVS (SA) Dated: February 21, 2017.
Menstrual hygiene management in JNVs No.F.10-67/2017-NVS (SA) Dated 04.09.2017.

VIII. Safety and Security measures in Mess and Dining Hall

Circular (Mess) F.No.5-4/2010-NVS (SA) Dated: August 01, 2014.
Mess functioning Dated: F.No.5-4/2015-NVS (SA) Dated: August13, 2015.
Rotational duty of students in Mess.F.No.5-4/2009-NVS (SA) Dated: September 23, 2016.
Involvement of Students on rotation basis in mess management in JNVs F.No.5-4/2017- NVS (SA) Dated: August 11, 2017.

Effective Mess Management No.F.5-4/2017-NVS (SA)/1029-36 Dated 03.11.2017

IX. Guidelines for Fire Safety Provisions:

Fire and life safety provisions in JNVs F.No.10-73/1I-NVS (SA)/89 Dated: April 27, 2012.
Fire Safety Provisions in JNVs F.No.10-73/2011-NVS (SA) Dated: December 11, 2013.

X. Other circulars:

Using Mobile Phones in JNV Campus F.No.7-10/2017-NVS (SA)/ 5803Dated: April 22, 2022.
Health checkup of Students F.No. 10-76/ 20200-NVS (SA)/ Student Health check up/ 5751: dated March 08, 2022
Guidelines for outsourcing of Manpower in ROs/ NLIs/ JNVs F.No. 13-8/ 2020-NVS(Admn)/ 232; Dated June 02, 2021
Installation and maintenance of CCTV cameras in JNVs F.No. 10-1/ 2017-NVS(SA)/3349; Dated; 15 January, 2021
Treating the post of Vice-Principal in Jawahar Navodaya Vidyalaya as non-vacational F.No.7-42/2013- NVS (Pers.) Dated: November 27, 2013.
MOD Duties F.No.2-182/11-NVS (SA) Dated: May 19, 2014.
Functioning of PTC 7-6/2015/NVS (SA) Dated: July 23, 2015.
Conduct of VMC Meetings 14-19/2015/NVS (SA) Dated: August 8, 2015.
Hiring of Vehicles F.No.5-1/2016/NVS (SA) Dated: April 19, 2022.
Effective operation of complaint/suggestion box F.No.10-83/2017-NVS (SA) Dated: August 11, 2017.

02(a) PRECAUTIONARY CODE FOR SICKNESS:

- Preparation and implementation of the scheduled visit of Principal, Staff Nurse and Housemaster to the dormitories.
- Enquiring from House Captain about health and well being of the children during visit.
- The Housemasters to submit daily report to the Principal on the prescribed format indicating the welfare and presence of children.
- The Principal, Housemasters, and other teachers must conduct fortnightly inspection of the class rooms, dormitories, dining hall, toilet and bathrooms. They must enquire whether the electrical wirings and points are in order. In case they find un-insulated live wires, the wiring must be changed and electricity disconnected, till such defects are set right. Nobody should tamper with the distribution boxes or with the fuse carriers.
- Regular roll call and attendance by Housemaster is to be taken twice daily. The attendance Register of House to be verified and countersigned by Principal at 10.00 p.m. daily.
- The Staff Nurse will attend the sick child immediately. No illness of the child is to be taken casually or a routine manner instead the symptoms of illness and medicines given should be recorded in the register.
- The sick student should not be left alone in the dormitory at any time.
- The sick child is to be kept under the supervision of Staff Nurse/Matron/Care Taker.
- A suitable room should be set up as MI room equipped with the essential material, attached bathroom and other facilities.
- The House Master has to ensure that the child is being provided medical treatment properly.
- Necessary arrangements should be made for special diet if necessary and instructions be issued to Catering Asst. / Mess staff accordingly.
- If the House Master/ Principal or Staff Nurse feel that simple ailment does not require any treatment, even then feelings of the child should be taken care of. He / She should be given a patient hearing and counseling accordingly. Feedback, in such cases to be kept on record.

- The Vidyalaya doctor should always be consulted, after first aid treatment to the child.
- In absence of Vidyalaya Doctor (if found unavailable at the time) a qualified doctor of the nearby Health Centre/Hospital should be consulted.
- If the part time doctor and staff nurse feel that the illness of the child cannot be diagnosed immediately; the child has to be immediately shifted to a nearby Govt. hospital for further examination. In such cases, parent should be immediately informed.
- Medicines prescribed by the doctors should be given to the students only by the staff nurse.
- In case of any serious illness of the child, Vidyalaya requires any additional expenditure to incur, the amount may be incurred by the Vidyalaya without any delay and later on it can be got reimbursed by the parents. Treatment cannot be delayed for want of

finance.

- The record about the sick children is to be maintained and brought to the notice of Principal daily in the evening in a prescribed format.
- A sick child should not be sent to her/his home. Instead the child should be hospitalized and parents are to be informed immediately.
- Full medical check-up of all newly admitted the students is to be conducted with in 15 days of admission.
- Full medical check-up of the students is to be conducted once in a quarter and all such records to be maintained proper.
- Diet to the sick students should be given separately as per the recommendations of the doctor.
- The individual Health Record should indicate the status of Health during the quarterly health check-ups and should be readily available in the Vidyalaya.
- Sick students duly recovering from illness should not be permitted for games and sports activities till they feel physically fit.
- For regular medical check-ups of the students, maintenance of health record and for monitoring of health problems of the children of the JNV, the Staff Nurse shall be held accountable.
- Regular mosquito eradication measures to be taken in Vidyalaya
- A regular action plan should be prepared and implemented for avoiding seasonal contagious diseases on account of water and weather etc.
- Eatables from outside except items like biscuits etc. should not be permitted
- Medical history card is to be invariably sent along with migrated children
- Children suffering with chronic disease should not be sent on migration.
- Personal hygiene of Mess workers and conditions in the kitchen and Mess are to be checked by Vidyalaya doctor at least once in a quarter. This is to be kept on record.
- The cleanliness of mess surroundings, utensils, and food preparations should be checked by Catering Assistant, Staff Nurse, Vice-Principal and Principal. Regular arrangements for disposal of waste leftovers should be made.
- Proper care should be taken with regard to installation of gas cylinders. All necessary arrangements should be made as per the specification laid down by the gas authority for installation of gas connection without giving any scope for leakage etc.
- Adequate care should be taken with regard to drinking water. The staff nurse should be instructed to ensure that the water is properly purified/ chlorinated before its use for drinking purpose.
- Necessary disinfectants like phenyl, bleaching powder etc. to be used frequently to avoid infection/contamination. This will help to improve sanitary conditions in toilets.
- Kitchen and utensil, washing area should be kept clean. Necessary arrangements should be made for spraying of phenyl, bleaching powder and avoiding water stagnation so as not to give scope for breeding of mosquitoes, flies, etc. Dining tables should be kept neat and clean.
- A comprehensive medical check-up at all entry level (Class VI, IX and XI) may be taken under the guidance of Chief Medical Officer.

02(b) Measures To Prevent Children From Dangers of Ponds / Lakes / Drowning:

- Construction of compound wall to be given top priority which may help in keeping proper supervision and control over children and prevent trespassing.
- The open wells and ponds, if existing, in the campus must be provided with a protective wall and iron grills covering the well and the movement of the students towards be restricted. A sign board indicating "OUT OF BOUND AREA" is erected near such point.
- Not to allow children to go towards the nearby river, canals, ponds and railway tracks. No child should be allowed to take bath using water from the overhead tanks by climbing on the terrace.
- For certain rituals and functions which are observed in the Vidyalaya, necessary precautions and arrangements should be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds, and wells etc.
- No student should be allowed to go on leave without written request of the parent or the person authorized by parent.
- Any person/parent visiting Vidyalaya must obtain permission from House Master to meet the students invariably by mentioning in the visiting register his name, address purpose, date and time of arrival and departure. This must be seen by the Housemaster and Principal.

02(c) Preventive Points from Suicidal Actions:

- Frequent interaction of House Masters with the students needs be developed in order to attend to the problems of children on regular basis.
- Proper & regular counselling of the children should be done to help the mentally disturbed children who remain under depression.
- No student should stay inside the dormitories during class hours. All the dormitories should be locked during academic hours.
- Psychological behaviour of the students should be watched closely in order to avoid shyness, depression, and aloofness of the students, which may cause any sort of unforeseen incidents.
- Corporal punishment to the students is strictly prohibited. Humiliation in public, referring to their parentage, caste, community etc. by the staff will be viewed seriously and necessary action will be initiated against the erring staff.
- Proper counselling should be done either by House Master or Class Teacher/Principal in case of any act of indiscipline like stealing, telling lies, bullying, copying in exam etc. by the students.
- In case the student is not mending his behaviour it should be reported to his parents and after giving one or two chances for improvement, necessary action should be taken.
- Emotional behaviour of the students should be watched properly.
- Children in JNVs are admitted at the tender age of 9 to 13 years which is a pre - adolescent which needs counselling and continuous guidance to become physically fit, mentally alert and emotionally balanced.
- The education process should be pleasant, attractive, and motivating to the child. If the teacher is understandable and sympathetic for the children, the bond of friendship and affection will automatically be strengthened. Knowledge of the child psychology will help the teacher in understanding and dealing with children of different abilities, aptitudes and dispositions who come to JNVs from heterogeneous socio-economic background.
- The teacher is the best judge to identify any behavioural, emotional, social and language related problem in child and to provide proper stimulus, appropriate activities, necessary guidance with plentiful insight.
- Each teacher should be a guide, friend, and counsellor to a child only then he/she can contribute to overall development of children.
- Student's problem must be listened patiently, politely and to be solved on priority.
- House Masters should ensure that the students get their daily use items and all other paraphernalia on time.
- Suicidal tendencies may be deep rooted. Family history plays an important role. All House Masters should collect the family history of the child through informal chitchat with the child/guardian/visitors and will keep a record. They should invariably inform the Principal.
- Generally, the suicidal incidents take place due to the child being over protected at home who feels badly homesick and gets disturbed. He/she is unable to tolerate fear of failure, fails to come up to expectations of their parents and faces extreme humiliation by the fellow students/teachers/principal etc. should be taken care of.
- Vidyalaya should develop a good social, amicable and environment friendly educational climate.
- If any child is noticed disturbed, he should never be left alone. His attention should immediately be diverted to any activity of his choice.
- Rewards to good students play effective role than punishment. Children should not be scolded in public on their mistakes.
- The Prefects should be given more responsibilities. They should be made responsible/ accountable for the duties assigned to them
- Shy, isolated & neglected children should be identified and watched and they should taken care of properly.
- Children, emotionally disturbed on account of family disturbances like separation of parents/family etc. are to be specially attended to.
- No undue pressure is to be extorted by teachers/Principal on such students who don't perform well in exams.

02(d) Safety Measures during Travels:

- Escorting teacher should always be watchful to ensure that all students are present in their respective berth/seats.
- Lady teachers will invariably escort when girls are travelling. Even if there is one girl, there must be a lady teacher.
- Minor first aid, medicine/materials are to be kept with the escort to meet in emergency of sickness.
- The students must keep valid identity card during journey. Children should never be sent unescorted.
- Eatables sold through unauthorized vendors are to be avoided
- Strict instructions are to be given to be children not to move outside the compartment without escorts.
- The escorting teacher must invariably travel in the same class and in the same compartment as that of the students.
- In case the party is very large, students should be divided into groups and one escort who will be responsible for the group should be deputed.

02(e) General Safety Measures:

- Broken furniture, naked iron rods etc. should be kept where there is no frequent movement of the students.
- Students should be forbidden to keep any type of weapons, toxic drugs, pornographic books, and photographs etc. with them. Surprise checking should be done randomly throughout the year.
- Very often students come late to the class during short breaks. No students should be allowed to go to the dormitory during small break without permission of the House Master.
- Proper drinking water is to be provided during class hours. Students should be kept fruitfully busy so that they may not indulge themselves in activities of indiscipline.
- Adequate care is to be taken while working in Science laboratory. Handling of glassware or heating of things must be done carefully.
- Since the Vidyalaya is having a very vast campus there may be chances of having long grass and marshy areas & bushes etc. Care should be taken to clean weeds and bushes all through the campus and marshy areas should be filled with soil or sand to avoid any mishaps. Steps must be taken to utilize the whole land for one or the other purpose.
- Entry to the campus should be ensured only from the main gate. There should be a guest book where entries of outsiders/visitors should be made.
- 2nd Saturday of every month may be fixed to meet parents/outsiders.
- Meeting of parents individually with the House Master and teachers may be organized to brief them about the child.
- Entry & movement of stray animals like cattle, dogs & pigs etc., inside the campus should be checked.
- Cases of molestation of students must be viewed very seriously. The Principal should without delay provide a complete report to their Regional Office and the NVS Headquarters so as to enable the Samiti to take necessary disciplinary action against the culprits. Under the provisions of summary trial already notified, Commissioner, NVS, can terminate the services of any employee indulging in acts of moral turpitude.
- Migrated children must be made feel at home. The Principal and the teachers must accord top priority to this issue as Samiti has been receiving several migration related complaints leading to clashes.
- Principals may provide professional counseling support to boys & girls as per Samiti norms whenever required. A safe and secure physical and mental environment requires to be provided by them. This will be prime duty of Principals in consultation with AC (Cluster) to do the needful.
- MTS must lock all dormitories during Morning PT., Academic Hours & Evening Sports. MTS must not open any lock on the request of the student unless or until there is information to the House Masters.

02(f) Measures to be Adopted in Case of Missing of Child

- Housemaster well report to Principal immediately.
- Principal will report to Police and Distt. Collector.
- Pass on the information to Parents by phone, special messenger.
- Report to R.O. and Hqrs. through letter followed by detail follow up actions taken by the Vidyalaya.
- Searching soon after noticing missing of the students.
- Arrange broad cast through Radio, T.V. and publish in News paper.
- Constant touch with Distt. Collector, Police and RO.
- To inform as and when the child is traced out.
- To ascertain the reasons for absconding/missing of the child.
- To take corrective measures to ensure that the child does not repeat.
- Keep close watch on the movement of child.
- To discuss with parents and bring to the notice of R.O. in case of history of disappearance.

02(g) Procedural Code to be Adopted in Case of Death Incidents

- The House Master will report to the Principal immediately.
- The Principal will inform the Deputy Director/R.O./Distt. Collector and Police immediately by phone or fax.
- The parent should be informed immediately on phone or special messenger.
- The Principal has to ensure that the Parents/guardians are assigned and briefed them about the situation.
- Conduct of postmortem.
- Assist the parent to carry dead body up to native place.
- To attend funeral.
- To console the parents.
- To organize condolence meeting in the Vidyalaya.

- To provide all possible courtesy moral support and help to parents.
- Soon after receipt of information, the Deputy Director RO will rush to the Vidyalaya for inquiry. All death cases are to be enquired by DD personally.
- To identify the causes, events of death.
- Obtain statement of Principal, Staff Nurse Vidyalaya doctor and House Master, students and other associated persons.
- Take immediate disciplinary action/wherever feels necessary and inform to NVS Hqrs.
- Statement of parents to be obtained, if feels necessary.
- Send detail report of death along with relevant reports and statements
- The finding of report should be clear. Matters related to specific event will only be reflected in the report.
- If a child is died in hospital while undergoing treatment, Statement of the doctor is to be obtained.

02(h) Precautionary Measures For The Safety, Security & Protection Of Girl Students:

- Adequate precautions should be taken with regard to the movement of girls inside the
- Vidyalaya campus at night. Focus/Flood lights should be arranged around the girls'
- Dormitory/Hostel.
- Students should be divided into groups (each group consisting of 10 students) and one senior girl be nominated as leader of the group who will assist the House Mistress in keeping close supervision over the movement and problems of the girls of that group.
- It may please be ensured that bolts of doors and windows of the girls dormitory are properly maintained. The Head Girl of the dormitory should be instructed to ensure that the dormitories are bolted from inside before the girls go to bed.
- Collapsible gates may be fixed at the entrance of girls' dormitory which should be locked late in the evening. One of the keys should be kept with the head girl of the girls' dormitory concerned.
- Complaints of girls' and House Mistress regarding repairs of electric wires, renovation of doors, windows and toilets should be attended to on top priority from the maintenance and repairs provision.
- Regular medical care should be provided to the girl students. Staff Nurse should invariably pay frequent visits to the dormitories during the day and late evening and maintain records of health of the girl students.
- Sick students should not be left alone in the dormitories during school hours/meals time, instead, they should be kept under supervision of Staff Nurse/ Matron/ MTS.
- Regular medical checkup of the girls is to be done every month and appropriate health records maintained for ready reference.
- No male member including Group D employees should be permitted to visit girls' dormitories. In case of any emergency nature of work, the House Mistress should be informed and she should ensure that no girl student should be left alone in the dormitories. Any male staff asking girl students to interact with them out of classroom hours should take the permission of the Principal/Vice-Principal/ House Master/ House Mistress.
- Outside Laborers, plumbers, carpenters or any other workers engaged for white washing etc. should not be allowed to work in the girls' dormitories after 6.00 P.M. They should be allowed to enter in the dormitory premises along with a responsible teacher preferably a lady teacher/employee of JNV. In addition, such work should be done under the personal supervision of the Principal and lady teachers.
- As far as possible, the cleaning of girls' dormitories and bathrooms should be done by Female employees.
- A register on the entry gate of girls dormitories should be maintained to check the movement of male workers to the girls dormitories. It should be maintained by the House Mistress / Head Girl and periodically inspected by the Principal
- The girls should not be permitted to visit houses of teachers. In exceptional cases the students should get permission either from the House Master or from the Principal.
- Lady teacher should invariably be deputed to escort girl students while going on tours for participation in sports, games, cultural and other related activities. A responsible female teacher should escort the girl students on migration. There should be one escort for a group of 10 girl students. Every additional group of 10 or less students will have an additional escort. It should be ensured that even if one girl is travelling there must be a female escort.
- All lady teachers particularly the House Masters/Mistresses Asst. House Master/Mistresses should have a continuous communication with the girl students. Any problems reported by them are to be immediately brought to notice of the Principal and to be attended to on priority.
- All the occupants of staff quarters are required to submit the list of their dependents staying inside the campus to the Principal. The said list may be updated regularly. Similarly the details of guests visiting the staff quarters are also to be recorded at the main gate by the Chowkidar and the Principal should be kept informed about visitors coming to the campus on day-to-day basis.

14 POINTS PROGRAMME ON SAFETY AND MOD PROFORMA:

The following letters from NVS Head Quarters are to be referred for strict implementation:

- *D.O. No. 2-18/2011-NVS(SA), Dated: May 18, 2011 (14 points programme)*
- *F. No. 2-18/2011-NVS(SA.), Dated: August 4, 2011 (implementation of 14 points)*
- *F.No.2-18/2011-NVS(SA.), July 11, 2011 (MOD Duties)*
- MOD FORMATS(ANNUEXURE-XXII)

03. <u>Appointment of Matron & Caretaker/ MTS</u>

- NVS Noida letter 1-13/2013-NVS(Est.)/1440 Dt. 13.11.2013 be implemented in letter and spirit by appointing One / two Matron (One post of Matron where VI Std girls' strength is 25 and Two Matron when Girls' total strength exceeds 125)
- In accordance to NVS Noida letter no.F.2-7/ 2016-NVS (Estt-III)/ 1345 dated 16.11.2016, the Matron in JNVs on Casual/daily wages basis will paid at the rates fixed by the Central Govt. or the State Govt./U.T. from time to time, whichever is higher.
- In NVS Noida letter no. 1-2/2019-NVS/ SA-11-18 dated 12th February, 2019, the 19 point duties and responsibilities of Care Takers and Matrons are mentioned in view of Zero Tolerance toward untoward incident like unrest, suicide, etc.

04.Self-Defence Training for Girl Students in JNVs

NVS Commissioner instructions vide 7-6/2013-NVS (Com) Dated. 20.05.2013 reg. implementation & guidelines pertaining to Self Defense Training for girl students be implemented

05. Engagement of counselors on contract: NVS is engaging one male and one female expert counselor in every JNV since 2019 to ensure mental health and well being of students. F. No. 10-38/ NVS-SA)/2019 dated August 30, 2019

(In addition to the above safety and security measures, the principals are at liberty to take necessary steps / measures as deemed fit based on the prevailing situations).

98. CARE TAKERS IN JNVs

There are two Matrons available for the girls dormitories. Keeping in view the safety and security of boys in JNVs, the NVS Headquarter has engaged two senior most Chowkidar or Sweeper-cum-Chowkidar as Care Takers of the Boys dormitories and designated them as MTS as per NVS Headquarter letter bearing no. 1-2/2019-NVS/ SA-11-18 dated 12th February, 2019. The duties and responsibilities of MTS/ Caretaker are also given in the above mentioned letter.

99. COUNSELING OF JNV STUDENTS: As JNVs are Co-educational Residential Schools with very good resources meant to involving children in a broad spectrum of activities for their overall development so that a child becomes physically strong, mentally alert, socially adjustable, emotionally balanced and spiritually sound. Academic success is essential to the educational process, but it is not the only area students can excel in. By molding thoughtful, empathetic, and forward thinking JNV students, we provide them with a greater opportunity for success in all walks of life. In the case of some students who suffer from stresses of residential mode of living, lack of interest in studies, low achievement, fear of failure, aggression, behavioral problems, and suicidal tendencies, there are provisions of guidance and counseling for such children.

1. COUNSELLORS IN JNVs:

In accordance to NVS NOIDA letters No. F.No. 10-38/NVS-SA/ 2019 dated 30th August, 2019 regarding the engagement of the counselors in Jawahar Navodaya Vidyalayas on Contract basis, two counselors (01 Male & 01 Female) have been posted in each JNV. For effective engagement of counselors, the directions are given in NVS letter no. F.10-38/2019-NVS (SA) of January, 2020. Five days Induction training for the newly engaged counselors was conducted at various NLIs. Apart from exposing them to their duties and responsibilities as JNV Counselors, they were also directed to maintain records in the formats provided during the Induction Training Programmes held at NLIs.

2. DUTIES AND RESPONSIBILITIES OF COUNSELORS IN JNVs

COUNSELLING RELATED

A. Preparation of Records

To prepare each student's profile containing socio demographic details, family history, school history,

behavioural observations, family health history, developmental history, social/emotional status, personal attitudes, Identifying students psychological needs based on students' profile.

B. Counselling

- To provide group counselling to the children facing developmental or inter-personal issues. (Group Counselling shall be carried out in each class by the counsellor, periodically, to establish rapport and to create confidence among the students to approach the counsellor, when facing any emotional disturbances). Group Counselling session may be conducted during arrangement periods / supervised study time.
- Arrange face to face interaction, at a time appropriate with the teachers to discuss the issues faced in the class and to understand the way forward or remedial measures to be carried on.
- To provide individual /personal counselling to children at regular intervals
- To assist children to recognize and build on strengths, and to deal with academic pressures felt if any, in consultation with the teachers concerned.
- To provide referral services to the needy children in consultation with Principal/ Vice Principal
- To provide consultation to JNV staff and parents regarding the developmental and adjustment needs of students
- The counselor shall interact with the class teachers periodically to understand the class progress and general behavior of each student in the class and appropriately maintain a separate file for each student. Assessment of each student should be carried out in the beginning of the academic year, half yearly and annually, in collaboration with the class teacher.
- To orient the newly admitted children / Migrated children and to assist to adapt to the school system;
- To liaise with experts invited for interaction with the children with a view to support life skills and personality development.
- To administer appropriate and standard tools of testing as recommended by NVS to diagnose the learning deficiency of the child concerned and to suggest suitable remedial measures;
- To administer specialized tools/tests, wherever required, for special needs with the consent of Principal.
- To organize Guidance program to meet the personal, social and career goals of children and thereby assist in their course and curricular placement in the JNV and after leaving JNV and to familiarize students with the latest and upcoming career trends;
- Counsellor is required to give students the opportunity to speak and share details comfortably.
- The terms of engagement shall contain required clauses regarding maintenance of the confidentiality by the counsellor with respect to information/ profile of the child.
- Counsellors have to attend to the special counselling requirement of CWSN students.
- Any other duties as may be assigned by the Principal in the JNV in view of requirement of residential school

C. Contribution to Residential System of NVS

- The Counsellors shall visit to hostels regularly and pay attention to health, hygiene and general life of the students in the hostel. Observations/suggestions/ action plan for improvement may be communicated to House Master with intimation to Principal. Follow up of the suggestions should be recorded and communicated to the Principal.
- The Counsellors should be available in the hostel every day at appropriate hours to observe the students in their natural environment.
- The Counsellors in coordination with HM / AHM will supervise Care Taker (MTS) for the proper upkeep and maintenance of the concerned hostel.
- Counsellor will coordinate with the HM & AHM for ensuring overall congenial environment of the hostel.
- Counsellor will monitor participation of students in all day Vidyalaya activities. Non participating students will be counselled for involvement.
- Counsellor will develop students understanding –
- Changes during adolescent age and being comfortable with them.
- Establishing and maintaining positive and responsible relationships.
- Understanding and challenging stereotypes and gender sensitization.
- Individual Counselling in cases of indiscipline, substance abuse, ragging and bullying etc.
- Recognizing and reporting abuse and violation

D. SPECIFIC ACTIVITIES OF COUNSELORS IN JNVs

(The activities appear to be duplicate sometimes, however, the content will be varied by the counselor to suit the age group)

Welcome of new entrants and getting to know activities –

- Pairing of older and the new entrants for planning fun activities.
- Talent expression activities
- Inter-house / intra house activities to socialize.

Middle school related guidance activities

Class talks on

- Nutrition /physical fitness – eating habits, fitness, sports and games.
- Study habits - time management, smart study skills, examination anxiety, concentration
- Personal habits – becoming responsible, understanding own strengths and challenges, Developing confidence.
- Social habits – collaborating with others, importance of relationship and respect, attention to emotions in self and others.
- Career–knowledge of various occupations, work responsibilities, educational opportunities and planning.
- Small group (having similar problems) work on: low achieving students/ Understanding own identity / Awareness about gender and sexuality /Addictions of social media and gaming, substance use/ and many others as per need.

Work at school level: Career fair/ Organizing library for guidance / Work for school support staff/ Inviting alumni to share their career journey.

E. SECONDARY SCHOOL

Class talks on

- Nutrition /physical fitness – eating habits to avoid acne and get healthy muscular body, fitness, sports and games for mental and physical health.
- Study habits - time management, smart study skills, examination anxiety, concentration, planning daily and weekly time-table, hard work and regularity.
- Personal habits – becoming responsible, understanding own strengths and challenges, developing confidence, dealing with anger, shyness, loneliness, self-doubts etc.
- Social habits – responsible behavior towards diversity of gender, managing strong emotions and restrain, collaborating with others, importance of relationship and respect, attention to emotions in self and others.

Career – knowledge of requirement for various occupations, educational qualification for various occupations, career opportunities and planning.

Small group (having similar problems) work on: Low achieving students/ Understanding own identity /Awareness about gender and sexuality /Addictions of social media and gaming, substance use / and many others as per need.

Work at school level: Career fair / Organizing library for highlighting career information / Work for school support staff/community / Inviting alumni to share their career journey.

F. SENIOR SECONDARY SCHOOL

Interactive sessions/brainstorming

- Nutrition /physical fitness –to avoid aggression on the field, fitness, sports and games for mental and physical health.
- Study habits - time management, smart study skills, examination anxiety, concentration, planning daily and weekly time-table, hard work and regularity.
- Personal habits – becoming responsible, understanding own strengths and challenges, developing confidence, dealing with anger, shyness, loneliness, self-doubts etc.
- Social habits – conflict with authorities, responsible behavior towards diversity of gender, managing strong emotions and restrain, collaborating with others, importance of relationship and respect, attention to emotions in self and others.

- Career – knowledge of requirement for various occupations, educational qualification for various occupations, career opportunities and planning.

Small group (having similar problems) work on : Low achieving students /Understanding own identity - in family and society / Resisting peer pressure / Developing inner resources to deal with pressures from outside / Awareness about gender and sexuality / Addictions of social media and gaming, substance use / and many others as per need

Work at school level: To organize Career fair / To display career information on school bulletin boards / Organizing library for highlighting career information / Work for school support staff/community / Inviting alumni to share their career journey.

3. TEACHER COUNSELLORS:

All JNV Teachers, HMs/AHMs need to equip themselves with helping skills to promote students' personal, social, educational, career development and adjustment throughout the school years. This, however, requires professional orientation and training. The NVS has got quite a good number of teacher counselors who completed their Diploma in Guidance and Counseling, and also HMs/AHMs and teachers who have been regularly attending orientation programmes in guidance and counseling, to take up guidance and counseling for needy and deserving children. Each student in JNV should feel that there is someone in the school who knows and cares for them. Effective functioning of House system, Vidyalaya Mess, Academic excellence, and ways and means to productively engaging students in various activities are prerequisite for a healthy and peaceful JNV Campus. The Vidyalayas where Professional Counselors are available, they will take care of guidance and counseling with the active cooperation of teachers concerned. The JNVs where the Professional Counselors are not appointed, the Teacher Counselors (HMs/AHMs/Teachers) who attended guidance and counseling training at NLIs or at any other Institution or holding a diploma in Guidance and Counseling will extend their help to the needy students.

The JNV teacher counselors are required to achieve the following goals by providing a variety of services to the students; these services include, but are not limited to the following:

- Academic guidance and support services, including monitoring of the academic performance, facilitating effective communication with stake holders.
- School crisis and intervention referral services.
- Awareness about self health and hygiene and adolescence problems and ways to overcome the same.
- Effective strategies for coping with stress, emotional disturbances and suicidal tendencies among children.
- Activity oriented/students centered teaching-learning strategies to focus and avoid distortions.
- Selection and involvement of children in various activities including games and sports based on their aptitude and interest throughout the academic year.
- Individual Counseling or Small Group Counseling,
- Classroom Guidance Lessons to promote the character education values of respect, responsibility, trustworthiness, fairness, caring, and citizenship.
- Teacher/Parent Consultation
- House Grievances box
- Career awareness, exploration and planning services, including goal setting and decision making assistance for students.

The following provisions are also available for counseling JNV students:

- JNV Teachers are being trained through NCERT
- Separate Training Programmes are being arranged for HMs/AHMs to get them equipped with general counseling skills.
- In addition to this, NVS makes arrangements for tele-counseling of the students through toll-free number to create a stress free atmosphere.

For details on tele-counseling, refer to Circular No. F.10-82/2013-NVS (SA), dated: February 28, 2019 from NVS Headquarter.

100. ANNUAL STOCK VERIFICATION:

1. In the first week of March of every year, stock verification committees in respect of all stocks are to be constituted for cross checking the physical stock with that of the register.
2. Stock verification is to be completed by 31st March and the committees should submit the report by highlighting the following points:

- Actual position of physical stock with reference to the stock register
- List of items for which shortage is noticed along with quantity
- List of items which are found in- excess

- List of items which can be repaired and used further
- List of unserviceable items to be condemned along with other details in the prescribed proforma to the Principal, who in turn will verify and take necessary action as per the guidelines of NVS.

3. Sparing a room only for dumping items to be condemned is strictly against the norms. Either they are to be repaired and used or to be disposed off as per norms
4. Revised procedure for Condemnation and disposal of articles in JNVs. F.No. 2-20/ 2021-NVS(SA)/5719; dated January 27, 2022

(With regard to the condemnation of articles, the NVS Head Quarters letters circulated from time to time should be strictly implemented).

101. MESS MANAGEMENT:

Vidyalaya Mess and its effective functioning plays a vital role in the success story of the Vidyalaya and paves the path in promoting discipline among the students. In this regard, the following points are to be implemented:

1. Students should be in proper uniform during breakfast and lunch on all working days and in decent dress during dinner and on holidays.
2. Permanent house-wise seating arrangement has to be made for all students to ensure the regular attendance.
3. A prayer may be conducted before every meal.
4. HMs / AHMs and MODs to ensure effective serving of food under hygienic conditions and zero level wastage of food. Staff associated with the House should dine with their wards and ensure table manners and food habits.
5. Sick students to be provided with special diet as per the instructions of Doctor / Staff Nurse.
6. Tasting of food before serving to the students has to be done by Staff Nurse regularly and a report in this regard, to be maintained by her in Mess on day to day basis which can be inspected by the Principal.
7. Lighting arrangement in case of power failure, drinking water facility and washing facility are to be ensured
8. Safety and Security aspects in the mess as circulated by NVS from time to time are to be strictly implemented
9. Catering Assistant and Staff Nurse are to ensure that health and hygienic conditions are maintained in and around the dining hall. Mess staff should be neatly dressed while on duty. Periodical medical checkups and personal hygiene of the mess staff are to be ensured by the Catering Asst. Catering Asst should give guidance to the Cook in preparation of food so as to add taste and nutrients.
10. Mess meetings, as defined by NVS must be conducted every month to discuss about the issues related to Mess and to suggest changes in the menu if necessary within the existing financial provisions to provide balanced and nutritious diet to children.
11. Vice Principal / Mess In-charge should ensure the supervision of Procurement of provisions and other items. Purchase of cooked food items / snacks should not be entertained.
12. The verification board should verify and certify the quality and quantity of every item that comes to the Store.
13. District Level Mess Committee Meetings must be conducted quarterly with food inspector and Joint/ Additional Collector.

102. STUDENTS' EXPENDITURE NORMS:

	S. No.	Item	Norms
Direct expenditure per student	1.	Mess Expenditure (w.e.f. 01.04.2021)	For JNVs located at other than hard and difficult areas: Rs.14283/-Per student per year (Rs.1587/- per student per month for 9 months) In addition, for miscellaneous mess expenditure including fuel for cooking, cleaning/washing and wages for casual workers engaged for cooking, an additional amount of Rs. 353/- per child per month (for 9 months) is also approved.
			For JNVs located at hard and difficult areas Rs.16668/-Per student per year (Rs.1,852/- per student per month for 9 months) In addition, for miscellaneous mess expenditure including fuel for cooking, cleaning/washing and wages for casual workers engaged for cooking, an additional amount of Rs. 353/- per child per month (for 9 months) is also approved.
	2.	Uniform (w.e.f. 01.04.2021)	Rs.2400/- per student per annum for JNVs located in temperate climate/coastal areas. Rs. 3000/- per student per annum for JNVs located in extreme summer and normal winter areas Rs. 3360/- per student per annum for JNVs located in extreme winter areas.
	3.	Text books	One set of NCERT Text Books in all subjects in every academic session.
	4.	Daily Use Items	Rs. 1200/- per student per year
	5.	Other Expenditure on students (including stationary, travel, medical, CBSE fees)	Medical Expenses @ Rs. 36/- per child per month for 09 months =Rs.324/- Stationery=Rs. 918/- per student per year Bedding = Rs720/- per student per year Appointment of part time Medical Officer/Doctor Honorarium to be paid/Month Rs 20,000/- if the distance of JNV is more than 10 Km from the Taluka HQ and more than 25 Km from Dist.HQ and in JNVs located in hard and difficult stations. In other JNVs it is Rs 6,000pm CBSE fees – Actual Fee. School Bag for class VI, IX & XI students only=Rs. 360/- Travel Expenses–@Rs.24/- per student per month for 09 months Rs. 216/- per student per year for local journey, actual III AC class in rail/ AC bus fare for outstation official journey.
	6.	Daily allowance to Student during journey only for participating in various events/activities outside the JNV.	Rs. 150/- per day

103. HOUSE SYSTEM IN JNVs:

The effective management of a residential school depends upon the quality of functioning of the House system. A House consists of group of children effectively led by responsible teacher (House Master) who acts as a parent, guide, philosopher and friend for every member of the House. A House inherently provides a family atmosphere in making the child physically fit, socially adjusted, emotionally balanced, and morally upright.

OBJECTIVES OF HOUSE SYSTEM: The objectives of adopting House system in a Jawahar Navodaya Vidyalaya are as follows:

1. Provide a smooth transition from home life to school life;
2. Create situations, which fulfils the social and emotional needs of the children;
3. Help socialization of pupils to integrate themselves well into the corporate life;
4. Inculcate the sense of responsibility to take her/his tasks in life earnestly and discharge them well;
5. Prepare pupils to play different kinds of roles as members of a group, community & society;
6. Develop child's personality and integrity;
7. Develop the spirit of healthy competition among the children;
8. Inculcate the qualities of self-dignity, self-confidence and respect for the views & opinion of others as well as a discretion to take their own decisions on issues and problems at hand;
9. Develop a sense of belongingness among the pupils and to create a sense & desire to live in harmony;
10. Benefit by bright example of others and benefit others by his/her own example;
11. Inculcate in the child, respect for seniors, elders, teachers and a caring attitude towards juniors and feeling of fraternity towards all;
12. Learn to live and enjoy together and develop a degree of sensitivity for others feelings and needs.

FORMATION OF HOUSES:

As per NVS guide lines, two-tier House System shall function in a Navodaya Vidyalaya-

I. Junior Houses for Classes VI to VIII
II. Senior Houses for Classes IX to XII

In a full-fledged Vidyalaya, there will be four junior Houses, four senior Houses,and four Houses for girls. Therefore, there will be eight House Masters for boys and four for girls. Average strength of a House shall be 50.Though all the girls in a JNV have been placed under two Houses (Junior and Senior) for effective supervision and management, both the Houses shall be further divided into four groups for the conduct of Inter House activities. Each group of girls of a Junior House shall be linked with a Junior House (boys) of the same House and similarly each group of girls of Senior House shall be linked with the corresponding Senior House (boys).

ALLOTMENT OF HOUSES:

Each child must be allotted a House on the day he/she is admitted to the Vidyalaya. The House of a girl or a boy should not be changed till he/she completes class XII. It is not advisable to reshuffle Houses every year, once a child joins a House, he/she should continue in the same House till he/she passes out of Vidyalaya.

HOUSE APPOINTMENTS AND DUTIES:

Each House (Senior & Junior) should have following appointments, which should be awarded to children on account of their good performance in every activity of the Vidyalaya.

House Captain = 1
House Vice-Captain =1
Prefects = 2

Following Vidyalaya level appointments be made in consultation with all House Masters, for effective management of the Vidyalaya-

School Captain = 1
School Vice-Captain (boys) =1 School Vice-Captain (girls) = 1

Both the above-mentioned appointments should be from senior most class in a JNV. They should not hold any other appointment in their own Houses.

Duties and responsibilities of School Captain, House Captain, and Perfects are suggested below-

a) School Captain:

1. Maintains good personal conduct and behaviour in the Vidyalaya.
2. Receives roll call and list of absentees from House Captains before submission to Duty Master/Principal;
3. Maintains full control and good discipline during Vidyalaya level activities with the help of House Captains and Perfects;
4. Ensures proper discipline in dining hall, morning assembly, and at all other places where all the children of the Vidyalaya assemble for any activity;
5. He/ She acts as member of Mess Committee;
6. Carries out all responsibilities assigned by the Principal of the Vidyalaya.

b) House Captain:

1. Ensures that the House maintains punctuality in all specified activities as per daily routine;
2. Conducts roll-call of the House during Morning Assembly and Evening Games and reports the same to School Captain/ Housemaster;
3. Supervises preparation' or self-study in case same is to be carried out house wise;
4. Ensures that all the children in the House devote sufficient time for studies in order to improve their own performance as well as overall academic performance of the House;
5. Reports absentees and sick children to the House Master every day;
6. Controls his/her House during the conduct of all Inter-House Activities;
7. Ensure that maximum number of children take part in various co-curricular, sports/games, pace-setting and other activities planned in the Vidyalaya;
8. Assists housemaster in selecting best talent of the house for participation in inter-house competitions;
9. Ensures cleanliness around his/her House;
10. Maintains good personal conduct and ensures proper discipline in the House;
11. Reports to housemaster in case he/she observes any unusual behaviour (such as persistent depression, rebelliousness & continued sickness etc.) on the part of any student of the house;
12. Ensures good discipline in the Dining Hall during the meals;
13. Carries-out all other duties assigned by House Master/House Mistress/Vice Principal/Principal

c) Prefect: House Captain of the House shall share his duties and responsibilities with the House Prefect with the approval of Housemaster.

PLANNING FOR INTER-HOUSE COMPETITIONS:

- House Master is personally responsible that boys/girls of his House take part in all Inter House CCA & sports/games activities in the Vidyalaya.
- He is supported by Associate House Masters and Tutors who are attached with him for proper management of the House.
- House staff (House Master, Associate House Master & Tutor) should take pride in grooming various teams for Inter-House activities in order to win various trophies and awards.

AWARD OF POINTS FOR ACTIVITIES:

For Inter-House activities, following pattern of awarding of points may be followed:

Individual events		Group events:	
First	=4	First	= 8
Second	= 3	Second	= 6
Third	= 2	Third	= 4
Fourth	=1	Fourth	= 2

A system of awarding of House points based on academic performance in class X & XII may be involved and points earned by each student should be credited to the House to which he/she belongs.

CHAMPION HOUSE:

Every year by the end of February, points awarded for Inter House CCA and sports/games competitions (as well for all other Inter-House Competitions conducted in the Vidyalaya, e.g. wall-magazine, gardening, morning assembly, cleanliness etc.) to each House should be tallied up. Thus, points of a Senior House and corresponding Junior House are added together to declare a Champion House. Vidyalaya should hold special function (Annual Day) where Champion House Trophy be awarded to a House.

ROLE & RESPONSIBILITIES OF HOUSE MASTERS & ASSOCIATE HOUSE MASTERS

A residential school revolves around an effective "House system" and real pillars of this system are House Masters. They provide leadership and parental guidance to the students who are residing with them in a "HOME AWAY FROM THEIR OWN HOMES". Therefore the role of House Master / Mistress is of vital important since the stature of residential school largely depends on how effectively a House Master can organize and manage his / her house

DUTIES AND RESPONSIBILITIES OF HOUSE MASTER / MISTRESS:

General Duties:-

1. A Housemaster/Mistress will exercise a benevolent fatherly/motherly influence on the students.
2. He/she must create such a confidence in his/her students that they confide in him/her in all matters and treat him/her as a local parent.
3. He/she will interact with the students as frequently as possible and ensure that students speak to him/her without any fear in case of any problem.
4. He/she should be very affectionate and polite with the children and should avoid any physical punishment or scolding.
5. He/she will attend all sort of the well being, comfort and happiness of the students placed in his/her charge.
6. He/she will ensure to follow the instructions issued by Samiti, regarding (House System) under supervision and guidance of the Principal.
7. He/she will be very courteous to the parents and create a confidence in them that their child is living in a very safe and secure environment.
8. Have periodical interaction with Parents on PTC day and inform them about the Academic Progress health and conduct of the child.
9. To ensure that he/she is always impartial and fair equally to all the students.
10. He/she will ensure proper medical treatment in case of students of his/her house is unwell as per Safety and Security guidelines.
11. To ensure preventive measures for Safety and Security of each child of his house at all times in accordance with the guidelines of the Samiti under supervision and guidance of the Principal.
12. Interact with the children by providing regular orientation on the important aspects of Safety precautions, guidelines and principles to be followed.
13. He/she must ensure and educate all the students in respect of their moral values, correct behaviour, self-discipline, turn out and punctuality.
14. The Housemaster need to be cautious of his/her own conduct, behaviour, character, habits, punctuality and sense of moral values at all times as the children looks up to teachers as her/his role models.
15. Care has to be taken to ensure that the dormitories are comfortable & safe. The students need to be made aware of their conduct, rules and regulations which they are expected to follow.
16. To ensure proper assistance of Associate Housemaster/Tutors/Matron by dividing duties on rotation basis related to house activities with the approval of Principal.
17. To brief Principal immediately in order to solve any problem of the house beyond his reach or domain.
18. To inculcate a sense of pride, belongingness and a healthy house spirit among the students of his/her house.
19. Carry out any other duty in respect of House system as assigned by the Principal.

Administrative Duties:

1. He/she must ensure proper cleanliness, upkeep of the dormitories and proper care of hygienic conditions of the premises of the house with the help of associated staff.
2. To supervise that all basic facilities like water, electricity, fans, furniture and beddings are available in the house. In the event of any shortage or malfunctioning he/she must report to the Principal to rectify the problem.
3. Ensure proper maintenance of bath/toilets of the house. He/she should bring it to the notice of Principal immediately in case of any discrepancy.
4. As a head of the house, he/she is responsible maintaining discipline in the house at all times.
5. He/she ensures punctuality in the daily routine of the house from rouse to bedtime and in other organized activities.
6. Assigning responsibilities to all students on rotation so as to enable them to develop organizational ability, self-confidence, and qualities of leadership.
7. To ensure that under no circumstances house captains or senior students harass/rag juniors either in the house or in the school premises.
8. Conduct surprise checks and kit inspection periodically to ensure that the students do not keep any type of undesirable articles, obscene books and check on their cash etc.
9. To supervise his/her house during meals in dining hall. He/she must teach table manners to all students in dining hall during meals.

10. Arrange conduct of regular roll call in order to ensure the presence of the children.
11. Maintain a personal file of each child in his house and a record of good and weak points in the personal file including family background.
12. All cases of indiscipline and unhealthy behaviour of the students are to be dealt with appropriately in consultations/approval of Principal instead of giving harsh punishment.
13. Arrange weekly/fortnightly house inspection of the Principal to assess the working of the house and motivate his team and wards.
14. Ensure proper issue of articles to the children in time and its maintenance
15. To select House Captain/prefect for his/her house on the basis of a fair selection process as per guidelines and assign responsibilities and duties of the house to them.
16. To conduct meetings of the House as and when necessary but at least one in a fortnight.
17. To keep leave and sick record of all the students of his/her house.
18. He/she will ensure that the wards look after their cupboards and keep their clothes and belongings in a neat and orderly manner.
19. To ensure that the students emphasize on personal hygiene and cleanliness, take regular bath and hair cut and clean uniform while inschool.
20. He/she will supervise that all students get up and sleep on time.
21. Keep a close watch on all the activities and moments of the students particularly (off hours) i.e., Sundays and holidays and in night and report to the Principal about any incident.
22. Rounds are to be carried out even after the lights are off so as to ensure security and to keep the wards away from mischief.

All hostel activities will run under his/her control & under the active supervision of the Principal.

Academic Duties:

1. To keep an eye on the academic performance of the weak students of his/her house.
2. Coordinate/interact with tutorial in charge/subject teachers to look after the pupils academic performance of his/her house.
3. To ensure smooth conduct of self-study in the dormitory.
4. To provide help in reading, writing, homework & projects carried out by the students with the active support of tutors/Associate House Masters.
5. Counsel and guide the students regarding their performance in academic and co-curricular areas.
6. Interact and inform the parents about academic performance of the child on PTC Day.
7. To encourage bright students to help weak students of the house/class.
8. Inform Principal in case any child of his/ her house needs special attention for academic improvement.
9. To ensure that the child attends the classes regularly.
10. To ensure availability of textbooks, notebooks and other stationery items to the children of his/her house.
11. To ensure that the children of his/her house attend library regularly so as to promote reading habit/skills and also ensure to refer literature/reference books as per his/her requirement.
12. To keep a close eye on the progress chart of the children going to write CBSE Exam (X & XII) and fortnightly interaction with the subject teachers for remedial teaching, if need arises.

CO-CURRICULAR, GAMES AND SPORTS DUTIES:

1. Organize co-curricular activities as per the calendar of activities.
2. Train the inmates well to help them participate effectively in the activities.
3. To ensure participation of every child of his/her house in every competition co curricular/games/sports activities organized inthe school.
4. To select guide and train students for all inter House competitions with the active help of tutors and other teachers.

DUTIES OF ASSOCIATE HOUSE MASTER / MISTRESS:

1. To assist the housemaster in maintaining discipline
2. To plan, prepare the students and conduct activities inside and outside the Vidyalaya campus.
3. To discharge the duties of the housemaster when he is on leave or away on duty.
4. To strive to know each students of the house individually and assist him in the development of his character and personality.

5. To provide academic assistance to students to help them improve their academic standards.
6. To visit the house at least twice a day in arrangement with other colleagues to help the students maintain higher standards in cleanliness and hygiene.
7. To maintain the records of students assistance and issue.
8. To check-up if all the assignment given to the child are completed on day-to-day basis.
9. To attend morning PT and evening games depending upon availability of the HM.
10. To organize house meeting and competitions.
11. To conduct regular round in consultation with the house master.
12. To ensure a smart turn out of children in house.
13. To take round of house after the lights are off.
14. To take lunch with the children of their respective house.
15. Any other duty in respect of House system as assigned by the Principal.

DUTIES AND RESPONSIBILITIES OF MTS / CARE TAKER:

As per NVS HQ Letter no. F.1-2-2- 19-NVS(SA) Dated 12.02.2019, the duties and responsibilities of MTS/ Care taker would be as follow:-

1. He will assist House Mater and AHM.
2. He will look after the boys dormitory during the assigned duty hours.
3. He will ensure upkeep of the house, i.e. cleanliness of the dormitories, toilets and bathrooms and surroundings with the active participation of the boys and sweeper on duty.
4. He will check the entry of any man or unauthorized person in the house.
5. He will attend any boy who comes back to the house during class activities hours and know from him reason and also record it with time.
6. He liaison between ailing boys and the Staff Nurse and he will inform it to the House Master and / or the Principal.
7. He will help the ailing boys for taking timely their medicines and proper diet as prescribed by the Staff Nurse/ Medical Officer.
8. He will provide personal nursing care to the ailing boys to comfort them.
9. He will see that all boys go to classes and other activities in time.
10. He will periodically check the furniture and cots. etc. particularly those items, made of MS Steel and if any item found damaged, which could hurt a child, he will bring it to the notice of the House Master/ Principal for its repair/ replacement.
11. He will see that there is no damaged electrical wiring/ fitting in the house.
12. He will take care of proper water supply in the house.
13. He will assist House Master in taking overall care of the boys to the extent possible.
14. He will have very cordial and affectionate interaction with the boys from time to time to know to their personal needs and problems, if any and help them overcome them.
15. He will lock the house in the night and during daytime when the boys are in the class or for activities and keep keys with him.
16. He will be a keen observer to notice if any boys student is upset emotionally or subjected to depression etc. and bring it to the notice of the House Master/ Principal.
17. The Principal will assign the duty of the boys dormitories and mentioned above to Chowkidar-cum-Sweeper and Chowkidar in such a way that they look after the assigned work round the clock.
18. A register regarding change of the shift duty of this staff and proper handing/ taking over the charge after completion of the shift duty/ before start of shift duty shall be maintained.
19. Any other work related to looking after the boys in the house as assigned by the Principal.

RECORDS TO BE MAINTAINED BY EACH HOUSE:

1. **Students' Profile:** This consists of the bio-data of the students. This must clearly specify the socio economic back ground of the child and also health and family problems if any. The ambition of the child must be known in order to guide them to achieve the same.
2. **Attendance Register:** Every HM is expected to maintain an attendance register. Leave may be granted to a child on ill health/ other emergency. A leave must be sanctioned by the Principal on the recommendation of the HM. Any unauthorized absence must be brought to the notice of the Principal immediately. Any movement of the student from the house must be recorded in the movement register.

3. **Movement Register:** All the movements of the students such as going on a leave, going on vacations and breaks, going on duty must be maintained in the house register. The movement register will have the following columns.

Name of the student	Date of leaving	Purpose	Escort	Date of return	Signature of the escort		Signature of the student	
					L	R	L	R

4. **House Meeting Register:** Every House will have a house meeting register. Every house master is expected to conduct house meetings along with the associates. The minutes of the house meeting will be registered. The resolutions taken, the progress, shortcomings must be discussed and strategies must be made. All the house meetings are held in a democratic manner giving importance to the ideas of the main stake holders.
5. **Academic Register*:*** This register is to be maintained to keep a track on the academic performance of the house inmates. The same may be transmitted to the Parents on the Parents day.
6. **Counseling Register:** This register is to be maintained to keep a track on the change in the behaviour of that particular inmate to whom some counselling has been given. Any abnormal behaviour on the part of the student must be handled carefully and the same may be entered.
7. **Activities / Achievements Register:** This register records all the achievements of the house inmates in various activities like CCA, Games & Sports, Scouts and Guides, NCC, NSS etc.
8. **Student Incident Register:** *Record of any incident made by student is to be maintained.*
9. House Master will report to the Principal daily in the morning about welfare of the student as per format given in **Annexure-XXIII**

104. ROLE OF TEACHERS IN JNVs:

A meaningful profile of teachers can be carved out of enlisting duties of a professional Navodaya teacher.

Children are admitted in class VI in Navodaya schools in the CBSE syllabus and they are predominantly from the vernacular mediums and rural areas. Since Navodaya Vidyalayas are residential & co-educational schools, the teachers ought to extend a deep sense of understanding and show parental care and affection. Thereby, they identify the latent talents and skills of the child. They are the custodians of the children vested under their care and take care of their psychological and emotional safety as well. Subsequently it is proved that wards from vernacular mediums stand first in class within three months of their inception. All these require qualities of head and heart.

Navodaya Teachers have to be not only competent but current by periodic updating of knowledge and skill. Navodaya teachers have to make learning an easy task for students. Navodaya teacher is a systematic planner of curriculum transaction with annual plan and unit plan as well. Remedial study hours provide flexibility to make improvements on the basis of feedback and continuous evaluation strategies.

Consistent value oriented teaching inculcates in the learner an urge to lead a healthy and meaningful life. Life skills such as empathy, sympathy, helping each other, problem solving, decision making and collaborative pursuits are acquired by the learner. Students acquire entrepreneurial attitude during their stay and study in Navodaya schools. Their classrooms, CCA and ECA provide ample opportunities.

Navodaya students spend a lion share of their time years in JNVs. It is indispensable that the teachers should develop a strong and continuous rapport with the students bestowed to their care. Here the teacher is objective regardless of their family or financial background.

Navodaya teacher must be a good counsellor. As adolescent children's minds are turbulent with stress, teachers are to play a significant role in grasping things in the proper perspective and act as a guide. Hence children look upon teachers as their mentor.

Navodaya teacher must be alert for the signs of physical and emotional problems that a parent might miss. Poor class performance can be a sign of such stress. Here teachers are required to have certain level of stress management. Teachers have to motivate the parents which in turn make parents recognize the real talent of their children.

Teachers are to play such a vital role in almost all aspects of students' life and development. It is apt to say that Navodaya teacher must be more than a computer, a book of knowledge, a parent, a friend, a guide, a philosopher, a role model and more than anything but everything to his/her students. Navodaya teacher is to be a responsible professional, accountable to the students, society and nation at large.

Profile of an Effective Teacher

1. He communicates warmth, understanding and empathy to his students
2. He generates enthusiasm for learning in his classroom.
3. He creates positive classroom learning environment through climate of acceptance, caring, feeling of being safe and secure, etc.
4. He makes effective use of his available time.
5. His positive attitude and beliefs have a powerful impact on student learning.
6. He has effective communication skill.
7. He values his pupils and accepts their opinions.
8. He is democratic in his orientation and does not ridicule his learners.
9. He is the master of his subject and is capable of giving explanations at different levels so that he can reach all his students.
10. He possesses conceptual clarity
11. He has healthy attitude towards his profession.
12. He constantly updates himself by gathering student feedback and self analysis.
13. He is more like a friend, philosopher, and guide to his learners.
14. He grows professionally by participating in special lectures, in-service workshop etc., so that he is in touch with the latest happenings in his field.

An effective teacher is thus, a multifaceted professional playing the different roles of a facilitator, curriculum creator, counsellor and a role model for his learners. He knows how to manage his stress effectively and takes pride in being 'teacher'.

QUALITIES OF AN IDEAL NAVODAYA TEACHER:

1. He/ She should identify himself/herself with the institution.
2. He/ She must have the commitment towards his/her profession.
3. He/ She must have positive attitude towards the system.
4. He/ She must be sincere and punctual.
5. He/ She should possess profound knowledge in the subject & lang. competence
6. He/ She must have the clear concept of the objective of Navodaya scheme.
7. Possess Effective Communication Skill.
8. He/ She must use the latest teaching technique.
9. Democratic in approach.
10. Good rapport with Principal, fellow-workers, students, and Parents.
11. Good moral character.
12. Adopt need-based remediation for the slow learners.
13. He / She should know the role of a Principal, vice principal and teachers in the Navodaya Vidyalaya system.
14. He/ She should be a life-long learner
15. He/ She must have lot of patience.
16. He/ She should not loose his/her temper for petty reasons.
17. He/ She must be in a position to correlate his subject with other subjects.
18. Must know the psychology of the students.
19. Readiness to admit the mistake.
20. Impartial towards his students.
21. Physically fit and mentally alert.
22. Must possess the organizing ability.
23. Should prepare his/her lesson well before entering into the class.
24. Should not adopt corporal punishment.
25. Friend, philosopher, and guide.
26. He/ She should assist the administration in all possible ways.
27. Good sense of humour.

105. PARENTS TEACHERS COUNCIL:

Parents are the key to the success of JNVs or for that matter any educational organization. Let parents and schools work together to build meaningful and effective relationship that recognizes and respects the role of parents, students and teachers in educating each child.

When a child enters the Navodaya system at the tender age of 9 – 11 years is introduced to a new world entirely different from what he had experienced till then. The shared dormitories, mess, bathrooms and toilets, daily routines and the feeling of alienation of being sent away from home makes the parent child relation complicated. It is a tight rope walk for the parent and the situation needs to be handled with tact and sensitivity. It is expected from parent to help the child to adapt and assimilate the system smoothly. Just as parental communication with the child is important, communication with teachers and administrators is also important. To maintain good relation by parents by school, the members of school community and parents treat each other with respect and decorum. Every second Saturday of the month would be the day of visit of parents and conduct of PTC meeting.

The composition of PTC should be as follow:

1. Principal of the Vidyalaya - Chairman
2. 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
3. Five teachers representatives (minimum of two female staff to be nominated by teachers).
4. Vice-Principal of the Vidyalaya will function as Member Secretary.

Functions of Parent-Teacher-Council:

1. The PTC will invariably review and discuss the strong and weak points of Navodaya Vidyalaya functioning with special reference to academic, staff, students security discipline, food, water, electricity, hostel up keep, medical support, beautification/Plantation of Vidyalaya Campus as well as cleanliness and other facilities to make the stay of Children more comfortable and conducive.

2. 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.

3. PTC members should visit dorms, classroom, laboratory and library once in a quarter and suggest improvement if any.

4. Help in collecting Socio-economic data of students to the Vidyalaya especially at the time of entry of students in Class VI.

5. Such of those students who are emotionally disturbed, home sick, involving in indiscipline or misconduct should be made to interact with PTC for counselling.

6. For efficient mess management, quality of food and the ensure hygienic condition, PTC will:

i) Frequent visit to Mess.
ii) Have Meals with Children
iii) Interact with Children and assess the quality and quantity of food served.
iv) Check hygiene conditions of Mess surroundings and preparation of food.
v) Drinking water facility.
vi) Preparation of Mess Menu to ensure balanced diet.

Refer letter no. F.No. 1-5/ 2002-NVS(SA)/ Dated 28.08.2002 (Compendium of circulars 1987-2004 Volume I page number 472 – 478)

106. ALUMNI – ONE OF THE HIGHLY POTENTIAL RESOURCES AND MAJOR STRENGTHS OF OUR NVS SYSTEM AND MACHINERY:

There is no exaggeration in saying that our Alumni is one of the highly potential resources available before us besides being a major strength of our NVS organization on which we trust and entrust so many stakes, look forward so many high returns against the huge investments made on them such as expecting them to be the Right Brand Ambassadors of our Navodaya Culture and Traditions, Role Models, Good Citizens, Source of High Inspirations for the generation of Navodaya children to come, so on and so forth. Over a period of time, we have realized how a strong and a positive relationship with our alumni can benefit us socially, academically and professionally. Also from their end it's not just a mere nostalgia that they associate their alma-mater with, but it's much beyond that. They are the messiahs of our institutions who carry and transfer the knowledge and culture of our institution into their societies and communities, into their professional and social networks, evoke positive response in the society with desirable positive impact on the community and more than all propagate positive messages across all sections of the society.

We are proud to have so many feathers to our caps, relate innumerable success stories and higher order achievements of our alumni. Our Alumni are making their presence felt in almost all premier institution of learning as students, teachers, professors, medical professionals, engineers, lawyers, administrators in prestigious Indian Civil Services, entrepreneurs, agriculturists, professional farmers, managers and leaders in multinational companies, high ranking officers in Indian armed forces, social workers, effective

businessmen etc. We take pride in having some of our own alumni as the chairmen of many of our JNVs, holding key posts in high pedestals. High level of alumni participation can be of great help and highly rewarding in multiple ways especially in the following arenas such as checking drop outs, ignite and create more and more JNVST aspirants in the community, mentoring the present generation of students, networking i.e. liaison between society and institution, trend setting in JNVs., etc.

The Alumni data of any JNV is not only vital but very precious as well which should not deserve less attention or low priority. *The homecoming of Alumni to JNVs on the 1st Sunday of every December should receive utmost attention and be given priority as it would go a long way in strengthening our might still further, create new milestones etc., etc, We should change the way we look at and interact with our Alumni, they are not separate entities rather part and parcel of our own body and system.* Our Alumni have ventured into many social activities by being not only responsible citizens but responding sensibly to the changing social order, key social issues etc., The role and endeavours of our Alumni in the direction of protecting our environment (Seed-Ball Pilot Flagship Program), Mentoring the JNV through Alumni, Tele Counselling, Reaching through Voices etc., etc., are highly rewarding ones. Still this potential area can be used as a launching pad for all our JNV children, if harnessed and tapped with all diligence and care. With the advent of Social Media, our alumni relationship and engagement have taken a different flavour altogether. We can suitably harness the power of alumni through various networking platforms like Whatsapp, Linkedin, Facebook, Twitter etc. by creating our alumni groups and profiles on them. *Let us connect or equate the proportion of success of our alumni with what we have contributed throughout.*

Every JNV has to ensure the following:

1. Effective organization of Alumni Meet every year without fail.
2. Arranging special talk by alumni engaged in various occupations to give exposure to children about the vocations and their help can be sought for providing support in doing investigatory projects by students.
3. Expert Alumni may be pursued to take classes on various subjects as it would be very well accepted by the children.
4. Alumni data is to be maintained.

107. VMC & VAC:

A. VIDYALAYA MANAGEMENT COMMITTEE (VMC):

I. Main Purpose : Proper management of the Vidyalaya with funds provided by the Samiti within the framework of the Policies/direction laid down by Society and Executive Committee.

II. Composition:

District Magistrate/Collector/Deputy Commissioner	Chairman
District Education Officer	Member
Executive Engineer of State P.W.D. (Building)	Member
Principal of some local college or a Senior Secondary School preferably a residential school	Member
Senior most teacher of the Jawahar Navodaya Vidyalaya	Member
Member of public (whose nomination is to be approved by the Chairman, NVS who is the competent authority)	Member
Chief Medical Officer of the district	Member
Two representatives from parents (One male and one Female to be nominated by Chairman, VMC)	Member
Principal, Jawahar Navodaya Vidyalaya	Member Secretary

III. Functions/Powers of the Management Committee :

- To exercise control over expenditure.
- To prepare budget estimates for the next financial year.
- To select staff for the Vidyalaya on adhoc basis in accordance with procedure prescribed by the Samiti.
- To exercise general supervision over the maintenance of discipline among the students as well as members of staff.
- To exercise general supervision over the proper functioning of hostel and mess.
- To make suggestion for any improvement.
- To assist the Vidyalaya to secure local assistance.
- To scrutinize and approve the Annual Report of the Vidyalaya.

Tenure:

- The tenure of the office the members of Management Committee of a Vidyalaya shall be 3 years but they will be eligible for re-nomination.
- Member/office bearers of the VMC will continue beyond the term of 3 years till the new committee has been re-constituted. The Committee of a newly started school for limited time period till a regular committee is constituted.
- The Chairman of a Navodaya Vidyalaya will be District Magistrate/ Collector/Deputy Commissioner of the District in his ex-officio capacity. The Chairman may nominate some local Senior Officer, in case District Magistrate's Headquarters is located at some distance from the Vidyalaya.

Frequency:

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

Related Circulars:

- NVS HQ's. Circular No. 14-10/87-NVS dated 14th April 1987 Vide Page No. 464 to 466 of Compendium of Circulars (Volume-I).
- Revised Composition circulated vide Circular No. 14-10/92-93/NVS (SA) Dtd. 30th May 2001 vide page No. 469 of Compendium of Circulars (Volume-I).

B. VIDYALAYA ADVISORY COMMITTEE (VAC)

I. Main Purpose :

General supervision of the school within the frame work of rules and regulation and directives laid down by the Society and Executive Committee.

II. Composition:

1	District Magistrate/Chief Secretary of Zila Parishad/District Development Officer Zila Parishad/ Chief Executive Officer Zila Parishad	Chairman
2	Local M.P. to be nominated by Chairman, NVS.	Member
3	Chairman, Zila Parishad or his nominee from Zila Parishad (an elected representative only)	Member
4	Principal of a school/residential school (to be nominated by District Magistrate)	Member
5	District Education Officer	Member
6	One Educationist of the area to be nominated by the District Magistrate.	Member
7	District Executive Engineer (PWD)	Member
8	Principal of the Navodaya Vidyalaya	Member Secretary

III. Functions / Powers of the Advisory Committee :

- To assist the Samiti by making suggestions for any improvement or reforms in the academic or any other procedure related to the Vidyalaya.
- To assist the Vidyalaya to secure local assistance.
- To assist the Vidyalaya to organize culture programme.
- To function as a bridge between the Vidyalaya and local community.

Frequency :

- VAC shall meet twice in a year.
- Special meetings may be called by Chairman of the Committee whenever needed.

Related Circulars:

- NVS HQ's Circular No. 5-17/89-90/NVS (ADMN) dated 12th Sept. 1989.
- Page No. 464 to 466 of Compendium of Circulars (Volume-I).

108. SWACHH BHARAT ABHIYAN:

The Abhiyan was launched by Hon'ble Prime Minister Narendra Modi on 2nd of October, 2014 at Rajghat, New Delhi with an aim to make India clean. It aims to provide sanitation facilities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness and safe and adequate drinking water supply by 2nd October, 2019. It will be a befitting tribute to the Father of the Nation on his 150th birth anniversary. However, it has been clearly declared that the campaign is not only the duty of the Government but each and every citizen of

the country is equally responsible to keep the nation clean or swachh.

In Navodaya perspective, We being a Residential System should also focus on Proper Sanitation, use of safe drinking water, good hygiene practices that enhance the well being of students, contribute to learning achievements and sustain a healthy school environment and equity at the same time. It requires consistent efforts and effective channels of disseminating messages in the morning assembly, prayer time, house meetings, through interactions and CCA Competitions. Life skills-based Hygiene Education also helps the students to develop and practice proper hygiene.

Swachhta Pakhwada (1st September to 15th September) 2022:

The Swachhata Pakhwada will be observed ensuring focused participation of students, teachers and community (including VMC/ PTC) with an aim to promote Covid related preparedness among the school community.

Swachhata Shapath will be organized in all JNVs (with sufficient physical distancing considering the common space or in the concerned classrooms).

Meetings of VMC/PTAs or between parents and teachers can be held (in small groups) in the first week of the Pakhwada to highlight the importance of cleanliness & sanitation and Hand-washing, Use of Mask & Social Distancing among children and teachers; and to encourage and inspire them to continue with the good practices for hygiene and sanitation in school as well as home.

Teachers to inspect water and sanitary facilities in every JNV to do a quick assessment of water, sanitation and hygiene facilities and make proposal/plan for repair and upkeep of the facilities, if required.

Competitions for COVID safe, clean and well maintained premises and toilets in JNVs may be organized.

Painting/Essay/Quiz/Slogan writing/model making competition for students on cleanliness and hygiene practices in JNV and COVID responsive behavior in virtual mode may be conducted.

- Swachhata awareness messages to be posted on the website of the JNV, photographs on Swachhata may be displayed in JNVs.
- All teachers and Principals should complete the online training module provided on DIKSHA on WASH related precautions for School , if they have not done so far.
- All kinds of waste material like sanitation waste, used and disposed masks, broken furniture, unusable equipment, defunct vehicles etc. should be completely removed from the premises of JNVs and disposed off as per procedure.
- Banning use of single use plastic within JNV premises.
- Awareness about stopping use of Single Use Plastic and mitigation of plastic pollution, while adhering to 3 R (Reduce, Reuse and Recycle) principles.
- Daily cleaning and disinfection of frequently used surfaces.
- IEC material shared previously may be displayed on walls of JNVs and appropriate sites/websites for visibility of teachers and students.

ACTION TO BE TAKEN ON HYGEINE & SANITATION OF JNVs

- Availability of separate toilets/urinals for boys & girls, their cleanliness & maintenance is to be ensured at all times.
- To ensure safe & adequate potable water in the campus.
- Health & hygiene of student's viz. medical care, health records, regular bathing, washing of clothes, proper turn out is to be taken care at all times.
- Visit of houses everyday by the HM/AHM/Staff Nurse & formal inspection twice a week by the Principal, thrice in a week by the Vice-Principal & associated staff to ensure proper cleanliness, sanitation & turn out. The minutes of the inspection is to be recorded & made available to RO/HQ's
- Cleanliness & maintenance of entire Vidyalaya campus as per guidelines issued.
- The cleanliness & maintenance of internal roads, drainage system, sewer lines, septic tank, overhead tank, disposal of waste etc. must be periodically carried out as per guidelines issued & report made available to RO/HQ's.
- The efforts should be made to promote the awareness of Swachchhta campaign at the cluster/community/district level as pace setting activity & minutes recorded.
- To arrange a quarterly meeting with VMC, VAC to seek their cooperation and to tap the resources for further improvement of cleanliness, sanitation & hygiene in the campus.
- A comprehensive report pertaining to self- awareness & change in behavioural aspects of students & staff towards the sensitization & institutionalization of Swachhta campaign should be submitted.
- Any suggestion/ assistance/ guidelines required, if any, at the level of RO's/HQ's for further improvement towards the swachhta campaign may be sought in the further course of action.

109. SWACHH VIDYALAYA PURASKAR:

All the schools can apply for 'Swachh Vidyalaya Puraskar' through the Ministry of Education. *The awards is given annually and open to (a) Government and aided schools; and (b) Private schools, in both rural and urban areas.*

Schools will register online for this puraskar. The registration of schools would be done with the U-DISE code of the school. Schools are expected to provide accurate information as required.

The information in the format corresponds to the requirements in Swachh Vidyalaya guidelines under various categories like (a) Water (b) Toilets (c) Hand washing with Soap (d) Operations and Maintenance and (e) Behavior Change and Capacity building (f) COVID-19 Preparedness and Response

Maximum weightage assigned for each of the Sub-categories is given in Table-1:

Table-1: Weightage/ Score assigned to Swachh Vidyalaya Sub-Categories	
Sub- Categories	Maximum Score
Water	22
Toilet	27
Hand washing with Soap	14
Operations and Maintenance	21
Behavior change and Capacity Building	11
COVID-19 Preparedness and Response	15
Total	110

The performance of the schools against the categories will be scored and school would be given a rating as below:

Score	Rating	Remarks
90 % -100% of the norms	*****	Excellent keep it up
75% - 89% adherence to the norms	****	Very good
51% -74% adherence to the norms	***	Good; but there is a scope for improvement
35% - 50% adherence to the norms	**	Fair: needs improvement
Below 35% adherence to the norms	*	Poor: need consideration

Each school should score a minimum of two star rating in each of the sub categories in order to be eligible for any award.

(Reference F.No. 10-1/17-NVS(SA)/5723; dated 01.02.2022)

110. ACTIVITIES FOR ENVIRONMENT EDUCATION:

1. Mandatory constitution of Eco Club in each school.
2. Complete ban on single use plastic in JNV campus
3. Proper management of waste disposal.
4. Education to students on how to manage the waste materials scientifically by following the four R's – Reduce, Recycle, Refuse and Reuse.
5. Plantation programme "Each One Plant One"
6. Tapping of natural water from various sources including rooftop water and its preservation & purification for future use.
7. Construct a vermi- compost pit for the recycling bio-degradable waste materials.
8. Provide waste disposal drums preferably in the areas of human settlement with proper boards.
9. Liquid waste can also be made use of as manure for watering the plants adjoining boundary wall and other areas beyond Academic Block, Mess and Houses.
10. To promote "Environment Awareness" in the community through rallies, meetings with villagers at Block level and district level.
11. Use of Energy efficient electrical equipment.
12. Switching-off lights & fans when not in use.

111. AADHAAR ENROLMENT:

Aadhaar is a 12-digit unique identity number that can be obtained by residents of India, based on their biometric and demographic data. It is being recognized as a platform for online verification of the identity of a resident of India. It is expected that the demand for Aadhaar authentication for availing various services and benefits would increase in the future.

UIDAI (Unique Identification Authority of India) has extended all support to the NVS in order to ensure 100% Aadhaar enrolment of Navodaya students, one Aadhaar Enrolment Kit (AEK) per school for enrolment as well as updating of Aadhaar data of the children has been provided. Every Vidyalaya should ensure that AEKs are functional and availability of trained staff for handling the AEK so as to ensure 100% Aadhaar registration of our students.

112. U-DISE + (UNIFIED DISTRICT INFORMATION SYSTEM PLUS FOR EDUCATION):

U-DISE (Unified District Information System for Education) is a database about schools in India. The database was developed at the National University for Educational Planning and Administration. The U-DISE data are used extensively for planning and monitoring development interventions in the SSA (Sarva Siksha Abhiyan) and RMSA (Rashtriya Madhyamik Shiksha Abhiyan). Now, U-DISE plus also serves as the major source of official statistics. There is, therefore, a need for to have a master directory of schools. This directory will help identify schools that are not covered under U-DISE.

Every JNV has to keep its data intact and updated all the time to submit the same whenever required by the concerned Regional Offices/Headquarters from time to time. The Office Superintendent and the Principal of the concerned JNV are responsible for entering the data and updating it from time to time. Every JNV has to get a U-DISE CODE number. Please refer to NVS Headquarter letter bearing No. 6-58/2014-NVS/Acad/EDP, dated: July 2017, 10-1/ UDISE+/2022-NVS(SA) / 5845; dated 28th June 2022 for Samiti directions on U-DISE.The website may also be referred: http://udise.in/

113. SHAALA DARPAN- ERP AND E-OFFICE PLATFORM:

NVS has collaborated with C-DAC and NIC to prepare the ERP and E-Office platforms. Under the Shaala Darpan C-DAC has developed the ERP platform for easy transfer of data and virtual sharing of the information from school to NVS Headquarters. The detailed process has been completed. Modules have been worked out and the process of uploading employee details is in progress. This will help the communication and sharing of data hassle free. Many Teachers and Officials have been trained as 'Master Trainers' for the effective implementation of the Shala Darpan Project. All JNVs can go through the PDF file prepared by CDAC through https://navodaya.gov.in/nvs/en/Home1 which gives complete guidelines for feeding, editing and updating the data. It is mandatory for all JNVs to feed the required information in the Shaala Darpan portal as desired by the Samiti and getting it updated from time to time. Queries, if any, may be referred to the Shaala Darpan Helpdesk Cell in NVS as given below:
Shaala Darpan- Helpdesk Email: ithelpdesk.nvs@gmail.com

114. JNV SIGN BOARD:

Being residential schools, sign boards at various strategic points specifying direction and location accuracy are of great significance in JNVs. At the main entrance of the Vidyalaya the Name board is to be fixed in a distinctive and impressive way containing all necessary details like: Name of the school, address of the organization, logo of NVS, year of establishment etc. These details are to be given in all three languages: local, Hindi, and English so as to comply with the official language guidelines and to uphold our commitment towards national integration. A comprehensive site map indicating the location of various buildings is to be placed at a noticeable spot at the main entrance itself. Various other sign boards are also to be installed at strategic points, leading to Academic Block, Administrative Block, Dormitories, Staff Residences, Dining hall, Playground etc as per the requirement of the JNV. Directional Sign boards of the Vidyalaya are to be placed at various junctions leading to the venue of the Vidyalaya.

जवाहर नवोदय विद्यालय

(नवोदय विद्यालय समिति की एक इकाई)

JAWAHAR NAVODAYA VIDYALAYA
(A UNIT OF NAVODAYA VIDYALAYA SAMITI)

शिक्षा मंत्रालय, स्कूल शिक्षा और साक्षरता विभाग

भारत सरकार

MINISTRY OF EDUCATION, DEPT. OF SCHOOL EDUCATION & LITERACY
GOVERNMENT OF INDIA

गाँव/Village :

जिला/District:

पिन कोड/Pin Code:

ANNEXURE-I

NAVODAYA VIDYALAYA SAMITI

List of documents

A. National Education policy – 2020

S.No.	Item	Link
1	NEP-2020 (English)	https://drive.google.com/file/d/1vfq77jsp0VsstdMVvpEaTwWXvK0HEhpj/view?usp=sharing
2	NEP-2020 (Hindi)	https://drive.google.com/file/d/1nJF--28Np3dmgEt3vDZKJ8GgAI2_720u/view?usp=sharing

B. CBSE Curriculum (2022-23)

S.No.	Item	Link
1	Class IX-X& XI-XII	CBSE | Academics Unit : Curriculum/Syllabus (cbseacademic.nic.in)

C. Learning Outcomes / Handbooks (NCERT / CBSE)

S.No.	Item	Link
1	Learning Outcomes for **Elementary Stage**	https://drive.google.com/file/d/1VrMEVnecM-OTajQglr2Ju-6p3kVMpjMb/view?usp=sharing
2	Learning Outcomes for **Secondary Stage**	https://drive.google.com/file/d/1qKoqKICQ_yHEPKuF42XekuvKJDA7ew4o/view?usp=sharing
3	Learning Outcomes for **Higher Secondary Stage (Draft)**	https://drive.google.com/file/d/1p01IBqUh_I576hNWYchtWUb_ymvGqnJn/view?usp=sharing
4	Teachers'Resourcefor **Achieving Learning Outcomes**	https://drive.google.com/file/d/1s9xnANxNWbQ405DXfpW-YvW5GNDU-vAS/view?usp=sharing
5	Handbook on **21st Century Skills**	https://drive.google.com/file/d/1WHc0b8Dwpwe4NkEyJI592NNrcvx4z2M4/view?usp=sharing
6	Handbook on **Joyful Learning**	https://drive.google.com/file/d/1Mth6E0SDY840an78gX6Rn_bLDkTfLzt0/view?usp=sharing
7	Handbook on **Experiential Learning**	https://drive.google.com/file/d/1A_eQKXoFLiGtyuAfLUJSzl7zhhL86Jqw/view?usp=sharing
8	Handbook on **Art Integrated Learning**	https://drive.google.com/file/d/1SbhyqYvQtlGBvPBTcdyWvoP6zplmenN0/view?usp=sharing
9	Handbook on **Inclusive Education**	https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view?usp=sharing
10	Teacher Energized Resource Manual: **MATHS (Class VI)**	https://drive.google.com/file/d/18ltFtAXRpqftFv-gMV7zDNCiu9VqXStw/view?usp=sharing
11	Teacher Energized Resource Manual: **SCIENCE (Class VI)**	https://drive.google.com/file/d/1l9J9TcoGmg7QF-Rkn4sAcms9vepMfzgy/view?usp=sharing
12	Teacher Energized Resource Manual: **MATHS (Class VII)**	https://drive.google.com/file/d/1EswBWhs0tg-gJ1pN8UX40S63UESZNzVe/view?usp=sharing
13	Teacher Energized Resource Manual: **SCIENCE(Class VII)**	https://drive.google.com/file/d/1r0ckeoQ2SvqcuIZXH329A9ESokbLf00S/view?usp=sharing
14	Teacher Energized Resource Manual: **MATHS (Class VIII)**	https://drive.google.com/file/d/1T3pVmVNGF6gWBdj2_7AcBvmdWsLUGsaz/view?usp=sharing
15	Teacher Energized Resource Manual: **SCIENCE (Class VIII)**	https://drive.google.com/file/d/1dnMSft5smV7iviacmmLXQkorXX5iEjbf/view?usp=sharing
16	Teacher Energized Resource Manual: **MATHS (Class IX)**	https://drive.google.com/file/d/128BWUEmFj0KWtyBGVs9y9C-r0cbrPxOC/view?usp=sharing
17	Teacher Energized Resource Manual: **SCIENCE (Class IX)**	https://drive.google.com/file/d/1ZaNS3IobR4qQfdpdz99vz9ZTsp0zzwKS/view?usp=sharing

18	Teacher Energized Resource Manual: **MATHS (Class X)**	https://drive.google.com/file/d/12LhpbMzEfX3lU2fRgFA7ZQsns8IofdHb/view?usp=sharing
19	Teacher Energized Resource Manual: **SCIENCE (Class X)**	https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d86yHBH6QJ/view?usp=sharing
20	Teacher's Handbook on **Mathematical Literacy (PISA)**	https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGvQeje1W4Wy/view?usp=sharing
21	Teacher's Handbook on **Reading Literacy (PISA)**	https://drive.google.com/file/d/1MDOS1zdvgZJ-_ByAIeX2sxK7Q4sRlRA_/view?usp=sharing
22	Teacher's Handbook on **Scientific Literacy (PISA)**	https://drive.google.com/file/d/1LlEkamXuIPOIf7G0rPK5QwFc412oJsq8/view?usp=sharing
23	Handbook – Reading Literacy Practice Book for Students	https://drive.google.com/file/d/1dMCw5T8Y3rScj0lZH9xRfakxpECEKe2A/view?usp=sharing
24	Handbook – Mathematical Literacy Practice Book for Students	https://drive.google.com/file/d/1ogojYqiI5F8MzrUELFjfKSWT900uCfRy/view?usp=sharing
25	Principals Handbook	https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsItu33/view?usp=sharing
26	Handbook for Teachers	https://drive.google.com/file/d/1Ri1iVhytJWZQacxhZqPBxuDzGJAogAnM/view?usp=sharing
27	Handbook for Students	https://drive.google.com/file/d/1nT7LnlPm0bHIyCR_LhQS9q-IcWMjC1JA/view?usp=sharing
28	Handbook of Assessment and Evaluation	https://drive.google.com/file/d/1UvKSGGMlru-tarWdLs6P91ZQVwcLiZ7O/view?usp=sharing
29	Handbook - SAFAL (Structured Assessment for Analyzing Learning)	https://drive.google.com/file/d/1I22gSEJq7WYl0tBnSX5PlBpwX6e2lC5e/view?usp=sharing
30	Standards for Excellence in School Education	https://drive.google.com/file/d/1rdsfl0qIkO1yRaARi0GDOkkGEzl5no_r/view?usp=sharing
31	Handicrafts – Student Workbook	https://drive.google.com/file/d/1WYUYgyDohgIANshV00rozPReOTKw5XE_/view?usp=sharing
32	SQAA (School Quality Assessment & Assurance)	https://drive.google.com/file/d/1wEqod5Gr72UdgVkkbAJHHjfV6U900Xi9/view?usp=sharing
33	Assessment Framework	https://drive.google.com/file/d/1mZ60EUdvIYMjEOoOBA_CoURt_ZGyMhR4/view?usp=sharing
34	Cyber Safety Manual	https://drive.google.com/file/d/1soPoZHc3OCmeW5GFIbhoNciNoJCmWgJU/view?usp=sharing
35	Mental Health and Wellbeing	https://drive.google.com/file/d/1DJwtIAeFg_K8Z8QtUih34l_mMFGJw305/view?usp=sharing
36	Eco Club & Water Conservation	https://drive.google.com/file/d/1TshExyu1SjlpBi2Ks3ESYgz5bgsItu33/view?usp=sharing
37	Joy full Teaching and Learning of Mathematics	https://drive.google.com/file/d/12CpdxTbcP_MXh4GfE9K-a9MG7UAizFn6/view?usp=sharing
38	Parampara: India's Culture of Climate Friendly Sustainable Practices	https://drive.google.com/drive/folders/1O3gYqboh7f9Dw_1vp4cdBmx_e6w0gY6U?usp=sharing
39	India – Unity in Cultural Diversity	https://dsel.education.gov.in/sites/default/files/book_unity_in_diversity.pdf

ANNEXURE-II

Annual Pedagogical Plan for Leading Learning

School Name:_____

Affiliation Number:_____

UDISE Number:_____

_____

Academic Session:_____

Principal's Name:_____

Descriptor1:EngaginginTeachers'ProfessionalDevelopment

School's Vision Statement:

School's Values:

Areas of strengths

Areas of improvements

	Step 1	Step 2	Step 3		Step 4	Step 5
ACTIONABLES	**Where are we now as a school?**	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the Timeline for implementation?**	**What will the impact look like?**

A school may use many rows as required depending on the number of focus areas.
*This is a sample example shared to facilitate the completion of the APP.

Descriptor2: Initiating Innovations in Schools

	Step 1	Step 2	Step 3		Step 4	Step 5
ACTIONABLES	**Where are we now as a school?**	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**

A school may use many rows as required depending on the number of focus areas.
*This is a sample example shared to facilitate the completion of the APP.

Descriptor3:Leading the Teaching-Learning Process

	Step 1	Step 2	Step 3		Step 4	Step 5
ACTIONABLES	**Where are we now as a school?**	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for Implementation?**	**What will the impact look like?**

A school may uses many rows as required depending on the number of focus areas.
*This is a sample example shared to facilitate the completion of the APP.

Descriptor4:Developing a Learning Culture

	Step 1	Step 2	Step 3		Step 4	Step 5
ACTIONABLES	**Where are we now as a school?**	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for Implementation?**	**What will the impact look like?**

A school may use many rows as required depending on the number of focus areas.
*This is a sample example shared to facilitate the completion of the APP.

Descriptor5:Building an Inclusive Culture

	Step 1	Step 2	Step 3		Step 4	Step 5
ACTIONABLES	**Where are we now as a school?**	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible ?**	**What is the timeline for Implementation?**	**What will the impact look like?**

A school may use many rows as required depending on the number of focus areas.
*This is a sample example shared to facilitate the completion of the APP.

ANNEXURE- III

SUGGESTIVE ACTIVITIES FOR COMPETENCY BASED LEARNING BASED ON EXPERIENTIAL PEDAGOGY

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

E Energize learners	Before starting class	✓ Pre-assessment quiz ✓ Podcast ✓ Email with an exciting write up ✓ Book ✓ Article ✓ News ✓ Brochure
	Tostart class	✓ Lay down the Learning Outcomes and Goals to be achieved in the class ✓ Opening question ✓ Interactive group/class activity
N Navigate content	Teach	✓ Online ✓ Video/visual ✓ Handouts ✓ Lecture ✓ Demonstrate ✓ Story-telling/ Toy Based ✓ Art/ Sports Integration ✓ Auditory/kinesthetic (tactile) learning exercise ✓ Experience
	Review	✓ Group activity ✓ Team activity ✓ Peer teaching-learning ✓ Concept map ✓ Case studies ✓ Quiz ✓ Role-play ✓ Song/artwork
G Generate Meaning	Move to long term memory through reflection: ask the class the following and tell them to enter into their portfolio	✓ What did you learn ✓ What does this learning mean to you ✓ How did you learn–what was the Aha moment ✓ Portfolio/journal ✓ Flip chart – how is the concept used inreal life; how is the concept connected to other concepts from this subject, and from other subjects ✓ How will you apply this to real life

A Apply to real life	Demonstrate skills	✓ Give a problem related to the concept / learning Outcome; ask students to come out with solutions in groups/teams ✓ Ask each group/team to prepare their understanding of the concept in the form of art work, power point, comic strips, new magazine, memes, brochures, song, etc; rest of the groups to ask questions ✓ Give a problem based on cross-curricular linkages and undertake above two steps ✓ Example: A group may decide to express their understanding of the Universe through a travel brochure to the Milky Way. Let each group decide on their own.
G Gauge the learning	Look how much you have learnt ;all this also goes into the portfolio/journal	✓ Presentations of above by each group, followed by Self-assessment and/ or Peer-assessment of whether Outcome of Learning is achieved ✓ Assessment of Learning Outcomes through competency-based items ✓ Quizzes/cross word puzzles ✓ Projects
E Extend	Extended activities	✓ Podcast ✓ Extra material /link for further study ✓ Extra assessment items linked to Learning Outcomes for Homework ✓ Send follow up or summary through email/note ✓ 1:1 coaching for those who need help

ANNEXURE- IV

Jawahar Navodaya Vidyalaya _____

Competency Based Lesson/Unit Plan

1. Name of the Teacher_____Designation_____
2. Subject_____Class_____Section_____
3. Lesson/Unit Name_____
4. No. of periods required _____Duration From____/____/____To___/____/____

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

1._____
2._____
3._____
4._____
5._____
6._____

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

_____
_____
_____
_____
_____
_____
_____
_____

C. **Topicof the lesson for presentation by the students** (once in a week by rearranging classroom setting suitable for group work):

_____
_____

D. **Name 21st Century Skills to be developed:**

_____
_____

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

_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____

H. **Assessment items for measuring the attainment of learning outcomes in the class and as home assignments** (Teacher should plan Assessment Items and link the same with learning outcomes mentioned in Para A):

Items	No of Items	Sl.No. of LO	Items	No. of Items	Sl.No. of LO
Oral Quiz			Presentation		
Portfolio			Puzzle		
Multiple choice Questions			Group Project		
Very Short Answer Questions			Individual Project		
Short Answer Questions			Any other Item		
Long Answer Questions					
Competency based Questions					

Note: The teacher will keep the records of all assessment items.

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

_____
_____
_____
_____
_____

J. **Inclusive Practices**(Activities/Support measures for Differently abled students):

_____
_____
_____

Date: __ /__ /_____ (Signature of the teacher)

Remarks of the Principal/Vice Principal:

_____
_____
_____

(Signature of the Principal/ Vice Principal)

JAWAHAR NAVODAYA VIDYALAYA _____

CLASS OBSERVATION & SUGGESTION DIARY

(PRINCIPAL / VICE-PRINCIPAL)

Sl. No.	Date	Name of Teacher with designation	Class Observed	subject	Observation by Principal/Vice-Principal on lesson Plan, use of teaching aids, pedagogy, interaction, class management	Suggestion given by Principal/ Vice-Principal	Signature of Teacher	Action taken by teacher on suggestions	Remarks of Cluster I/c AC/DC during panel inspection	Signature of Cluster I/c AC/DC

Note: Classroom observation is to be conducted as per suggestive activities (ENGAGE) to be performed in classroom by the teacher as per CBSE Circular No.34/2020, dated 14th May 2020. This should be verified by the Panel Inspection team.(Annexure- III)

ANNEXURE-VI

JAWAHAR NAVODAYA VIDYALAYA _____

Report of Checking of Home work/ class work/ Assignment

Date of submission of note books to Principal/Vice-Principal _____

Class _____ Subject _____

Name of Teacher _____ Designation _____

No. of students in the Class _____ No. of note Books submitted _____

Name of students not completing Home work

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Action taken by the Teacher _____

_____

_____

Date : ___ /__ /___ **Sign. of Teacher: _____**

<u>Principal/Vice-Principal Remarks :-</u>

1 **No. of notebooks Found - not checked _____**

2 **Maintenance of notebooks by students:** Excellent/Good/Average/Poor

3 **Quality of Checking**

a)	Regular Topic wise	Yes/No
b)	Correct Answer given	Yes/No
c)	Checking up to date	Yes/No
d)	All note books signed	Yes/No
e)	Mentioning date of Signature	Yes/No

4 **Quality of Assignments:**

a)	Legible, Heading/Important points Underlined and illustrations given	Yes/No
b)	Answers are complete, Relevant, Clear	Yes/No
c)	Index is maintained	Yes/No

5 **Quality of Work :- Adequate & balanced** Yes/No

Date : ___ /__ /___ **Sign. of Principal/Vice-Principal**

Noted by the Teacher : _____

Date : ___ /__ /___

Annexure-VII

Jawahar Navodaya Vidyalaya_____

Monthly House Prefects Meeting with Principal in the Presence of House Masters

For the month of_____ Date of the meeting: ____ / ___ /___

Sl.No	Name of the House	Name of the House Masters present	Name of the House captain present	Problems of students & house as discussed	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

Annexure-VIII

Jawahar Navodaya Vidyalaya_____

Monthly Class Prefects Meeting with Principal in the Presence of Class Teachers

For the month of _____ Date of the meeting : ___ /___ / ___

Sl.No	Class	Name of the Class Teacher present	Name of the Class Prefect present	Problems of students &class as discussed	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

ANNEXURE- IX

Jawahar Navodaya Vidyalaya_____

Monthly Staff Meeting

For the month of _____ Date of the meeting : ___ / ___ / ___

Sl.No	Agenda Points discussed	Problem relating to Staff	Academic Problems Related to students	Hazardous Points identified, if any	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Sign of Vice Principal

Sign of Principal

Annexure- X

Jawahar Navodaya Vidyalaya_____

Monthly Maintenance & Repair (M&R) Committee Meeting

For the month of _____ Date of the meeting: ___ / ___ / ___

Sl. No	Name of the House Building	Nature/ Details of Problem	Hazardous points, if any	Action taken in brief	Remarks (if any)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Sign of Vice Principal

Sign of Principal

Annexure-XI

Jawahar Navodaya Vidyalaya_____

Monthly Mess Committee Meeting

For the month of _____ Date of the meeting: ___ /___ / ___

Sl. No	Last Menu Discussed	Name of the Student Present	Name of Teachers/ Staff Present	Problems raised by the Students	Action taken in brief	Revised Menu Chart (may be attached)	Remarks
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Sign of Vice Principal

Sign of Principal

ANNEXURE - XII

JAWAHAR NAVODAYA VIDYALAYA _____

MONTHLY COVERAGE OF SYLLABUS

MONTH/YEAR _____

Class: Section :

Name of Class Teacher: Name of Class Prefect :

Sl.No.	Subject	No. of Unit/chapter allotted for the month	No. of Unit/Chapter covered	Reason for not completing syllabus (if any)	Signature of Subject Teacher

Date: ___/___ /___

Signature of Class Teacher

Signature of Class Prefect

Signature of Vice-Principal **Signature of Principal**

JAWAHAR NAVODAYA VIDYALAYA _____

CLASS ABSENTEE DIARY

DATE : ___ /___/___

Class		Class Strength	
Section		Present	
Name of the Class Prefect		Absent	
Name of the class Teacher		Leave	
		Sick	
		On Duty	
Sign. of Class Teacher:			

Period	Subject	Any extra present/Leave/Absent (With name)	Reason of Extra present/leave/ absent	Sign. of Subject Teacher
I				
II				
III				
IV				
V				
VI				
VII				
VIII				

Note:

1 The Class teachers will record the status of student attendance of the day before 1st period and ensure that this diary is available in each period in the Class.

2 Subject teachers will record the name of extra present/leave/absent student before starting of teaching. If any student is absent, it should be immediately intimated to Principal/ Vice-Principal.

3 Class Prefect will submit this diary to Principal/Vice-Principal daily after VIII period.

4 Principal/Vice-Principal will be available after VIII period in the academic block for supervision of this diary.

Signature of Class Prefect **Signature of MOD**

Signature of Vice-Principal/Principal

ANNEXURE - XIV

PRE-INSPECTION DETAILS FOR PANEL INSPECTION OF

JAWAHAR NAVODAYA VIDAYALAYA:

……

NAVODAYA VIDAYALAYA SAMITI

REGIONAL OFFICE: _____

(A critical observation on the information submitted by the Principal must be recorded by the Inspectors in the space provided)

1. JNV Details:

i.	JNV(District)	
ii.	UDISE CODE	
iii.	CBSE Affiliation Number	
iv.	CBSE School Number	
v.	Address (with Pin-code)	
vi.	Year of Establishment	
vii.	JNV Campus (Permanent/ Temporary)	
viii.	Building Type (CBRI / CPWD)	
ix.	Category of the JNV (A/B/C)	
x.	Highest Class	
xi.	Student Strength (Including Staff wards)	Boys: Girls: Total:
xii.	Streams Available in Class XI	1: 2: 3:
xiii.	Migration Linkage to the JNV	
xiv.	Migration Linkage(One Way / Both Way/Not functional)	
xv.	Third Language	
xvi.	Name of Cluster	
xvii.	Name of the cluster In-charge AC	
xviii.	Distance of the JNV from District Hq.	
xix.	Name of the Associated Country under Vishwa Sangam Programme	

2. Staff Details:

2.1 Detail of Principal & Vice Principal

S. No.	Principal/ V. Principal	1. Name 2. Mobile Number 3. Official E-mail ID 4. Personal E-mail ID	Subject at PG. level	Date of Joining in the present JNV
1	Principal	1.		
		2.		
		3.		
		4.		
2	Vice Principal	1.		
		2.		
		3.		
		4.		

2.2 Staff Position: Teaching

Position	**PGTs**	**TGTs**	**Misc, / Creative**
Sanctioned			
Posted (Regular)			
Vacancy (with subjects)			
Filled on Contract (Subject)			
Post vacant even after contract engagement			

2.3 Staff Position: Non-Teaching

Position	S. N.	O.S.	SSA	JSA	S.K.	C A	L. A.	ECP	COOK	M. H.	CCS	C H	DRI.	Post vacant even after outsourcing of services
Sanctioned														
Posted														
Vacant														

2.4 **Manpower engaged through outsourcing of services**

Number of manpower engaged for								
Cooking	Assistant for cooking	House Keeping (lady / gents)	Security Personnel	Electrical & Plumbing	Gardening	Multi-Tasking	Matron	Clerical Work

2.5 Compassionate Appointment if any made under contract/Daily wages due to the death of any staff

Name of the deceased employee	Name of the dependent employed and relationship	Post engaged on contract/Daily wages

3. Pre- Mature Transfer Certificate issued since last Panel Inspection:

S. No.	Session	Name of the Student	Class	Date of TC Issued	Reason of issue of TC	Official granting permission for issue of TC (With letter No, & Date)

4. Untoward Incidents

4.1 Indiscipline Cases since last panel Inspection:

Sl. No.	Whether group/ individual act of indiscipline	Date of act of indiscipline	Classes/ Houses involved	Act of Indiscipline pertains to (use of Mobile/ intoxication/ bullying etc)	Action taken by the JNV	Steps taken to prevent such incidents in future	Observation of the panel inspection team

4.2 (Death/ Suicide) of Students in last 05 years:

Sl.No.	Name of the Student	Gender (Male/ Female)	Class	Whether the death happened due to suicide Yes/No	Date of incident	Reason of Death/ Suicide	Steps taken to prevent such incidents in future	Observation of the panel inspection team on status of steps taken by JNV

5. Detailsof Students who have lost their Parents during Covid-19 Pandemic:

Sl. No.	Name of the Student	Gender (Male/ Female)	Class	Father		Mother		Relief Provided by the JNV
				Date of Death	Cause of Death	Date of Death	Cause of Death	

6.Students' Strength:

Class	Through JNVST	Staff Wards	Total	Detail of CWSN			
				PH	V.I.	H.I.	Total
VI							
VII							
VIII							
IX							
X							
XI (……)							
XI (……)							
XII (…….)							
XII (…….)							
TOTAL							

7. JNVST Registration of Last 03 Years (Class VI)

Year	Number of Registration			Candidates				Remark of the panel Inspection team
	Boys	Girls	Total	Appeared	% Appeared	Selected	Admitted	

8. Assistance Provided to CWSN

8.1. General Facilities

Sl. No.	Facility	Status of Availability (Yes/ No)	Confirmation of Panel inspection team on status of availability (yes/no)
1	Ramp in Academic Block		
2	Ramp in Girls' Dormitory		
3	Ramp in Boys' Dormitory		
4	Special Toilets for Boys in Academic Block		
5	Special Toilets for Girls in Academic Block		
6	Special Toilets in Boys' Dormitory		
7	Special Toilets in Girls' Dormitory		
8	Double Hand Rails in Staircases		
9	Modified furniture in class rooms/ Library		
10	Modified Drinking water facilities in Academic Block/ Mess / Dormitories		
11	Display of Signage in the campus for CWSN		

8.2 Special Facilities

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

8.2 1 Remark of Panel inspection team on status of additional facilities to CWSN Children:

_____

_____

9. Classroom Teaching by Principal / Vice-Principal

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

10. Inspection and Supervision

Sl.No	Aspects	Status report/comments of Principal with documentary evidence			Observations of Panel Inspection Team
1	a) Institutional Plan				
	b) Annual Pedagogical Plan				
2.	a) Morning physical training/exercises				
	b) Morning Assembly				
3	**Inspection, supervision & monitoring of Academic activities by Principal**				
a)	Maintenance of Class room supervision diary (yes/No)				
b)	Mention No. of teachers observed (in each phase) **Note**: Records of classroom observation to be maintained as per suggestive activities "ENGAGE" model to be performed in classroom by the teacher as per PAP Annexure –III. This should be verified by the Panel Inspection team.	Phase	No. of teachers to be observed	No. of teachers observed	Observations of Panel Inspection Team
		I			
		II			
		III			
		IV			
c)	Monthly Checking of correction work of teachers of students' assignment				
d)	Monitoring of monthly coverage of syllabus				
e)	Monitoring of Conduct of all Examinations as per schedule & review of performance of students				
f)	Effective use of Classroom Laboratories and Open Spaces for Learning				
g)	Average no. of visit to dormitories per week				
4	**Inspection, supervision & monitoring of Academic activities by Vice-Principal**				
a)	Maintenance of Class room supervision diary (yes/No)				
b)	Mention No. of teachers observed (in each phase) **Note**: Records of classroom observation to be maintained as per suggestive activities "ENGAGE" model to be performed in classroom by the teacher as per PAP Annexure –III. This should be verified by the Panel Inspection team.	Phase	No. of teachers	No. of teachers	Observations of Panel Inspection Team
		I			
		II			
		III			
		IV			
c)	Monthly Checking of correction work of teachers of students' assignment.				
d)	Academic Calendar, Time-Table, Institutional plan, Exam time table as per Hqrs instructions				

e)	Monitoring the conduct of CCA/ Club & Assembly activities		
f)	Average no. of visit to dormitories per week		

11. Academic Performance:

I. Academic Performance in board classes previous year

	CBSE Results of Class XII (last three years):						
Year	Registered	Appeared	Not Appeared	Passed	Pass%	% of students scoring 90% and above marks in	Reason of not appeared

	CBSE Results of Class X (Last Three Years):						
Year	Registered	Appeared	Not Appeared	Passed	Pass%	% of students scoring 90% and above marks in aggregate	Reason of not appeared

II. Overall Cumulative Result of Non-Board Classes (Previous Year):

Class	Registered	Appeared	Not Appeared	Passed	Pass %	% of students scoring 90% and above marks in aggregate	Reason of not appeared
VI							
VII							
VIII							
IX							
XI							

12. Academic Performance of the current Academic Session

ClassVI

Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

Class VII

Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

Class VIII

Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

Class IX

Subject	PWT-I				Term-I Exam				PWT-II				PWT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

Class X

Subject	PWT-I				Term-I Exam				PWT-II/ Pre-Board Exam				PWT-III/ Pre-Board Exam			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																
Hindi																
Maths																
Science																
S. Studies																

Class XI

Subject	UT-I				UT-II				Half Yearly Exam				UT-III			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

Class XII

Subject	UT-I				UT-II				Half Yearly Exam/Pre-Board Exam				Pre-Board Exam			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

13. Evaluation

Sl. No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
a)	Provision of Competency Based Questions as per NVS guidelines in PWT / UTs		
b)	Maintenance of records of different assessment of PWT/UT and Co-scholastic activities.		
c)	Conduct of internal assessment as per CBSE/ NVS guidelines board and non-board classes respectively		
d)	Inclusion of 20% content on cultural component in regional language of the linked JNV in all internal assessments		

14. Effectiveness of Remedial / Enrichment Programme/Supervise study

a)	Remedial teaching (timetable along with list of low achiever students).		
b)	Enrichment Programme: (Detailed action plan along with list of bright students identified).		
c)	Supervised studies		

15. Library Management:

S.No.	Area	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
1	Total number of books as per Accession Register		
2	Number of Books available in Hindi Medium		
3	Number of Books available in migration linked language		
4	Number of Magazines/periodicals (fortnightly/ Monthly/ others) are made available regularly		
5	Number of News Papers are made available daily		
6	Status of e-Granthalya 4.0 implementation		
	(a) Whether e-Granthalya 4.0 subscribed (Yes/No)		
	(b) Total no. of books entered on software		
	(c) Total no. of library members on software • Students • Teachers • Other Staff		
	(d) Total no. of books issued to the members as on date		
7	Development of Career Counseling Corner (Yes/ No)		
8	Average number of books issued per student per month		
9	Average number of books issued per teacher per month		
10	Activities conducted to promote reading habits of students/ teachers		

16. Effective Use of Class rooms , Laboratories & Open space for learning

(in accordance to letter no. 1 – 1/ 2021/ NVS- JC (Acad)/ 73; Dated 18.01.2022)

16.1 Class Room Ambience:

S.No.	Actions	Number of class rooms in which actions are completed	Number of class rooms in which actions are not completed/ initiated	Observation of the Panel Inspection team
1	Good Quality paint on walls			
2	Good quality dual desk			
3	Concealed electrical wiring			
4	Proper lighting arrangement			

5	Big size soft board fixed on the rear wall			
6	Availability of covered lockable shelf / Almirah			
7	Availability of Wi-Fi network connectivity			
8	Provision of wall mounted projector and CPU in the class room			
9	Fixing of White/ green board & Soft board on the front wall			
10	Display of learning outcomes of each subject			

16.2.1 Use of Laboratories :

Sl.No.	Lab	Cleanliness of Lab &Maintenance of Equipment (yes/ no)	Whether Class wise& date wise conduct of Practicals/ activities	Photographs of Scientists related with the subject are displayed	Good quality charts of related scientific concepts are displayed	Observation of the Panel Inspection team
1.	Physics Lab					
2.	Chemistry Lab					
3.	Biology Lab					
4.	Junior Science Lab					
5.	Maths Lab					
6.	Computer Lab					
7.	Atal Tinkering Lab(ATL)					
8.	Geography Lab					
9.	Astronomy Lab					
10.	Skill Lab					

16.2.2 Integration of Labs

S.No.	Labs to be integrated with main labs	Integrated with the lab (Mention the name of the lab)	Observation of the Panel Inspection team
1	Maths lab		
2	Junior science lab		
3	Astronomy lab are		

16.2.3 Accessibility of Labs

S. No.	Name of the main Laboratories are accessible by TGT (science) & Junior class students	Yes/ No	Observation of the Panel Inspection team
1			
2			
3			
4			

16.3 Development of learning space out side the class room:

S. No.	Name of the Knowledge Park	Status by Principal		Observation of the panel Inspection team
		(Yes/No)	Key concepts	
1	Science Park			
2	Social Science Park			
3	Mathematics Park			
4	Any other			

17. Co-Curricular Activities

Sl.No.	Name of the Activity	Classes Participated	Number of students Participated	Observation of the Panel Inspection team(including performances, calendar of activities, and maintenance of records)

18 Art Education

a) Visual Arts (Fine Arts)					
Class	Total Strength	No. of students who can:			Observation of the Panel Inspection team
		Draw & Paint	Make Toys/ handicrafts	Make clay models/ sculptures	
VI					
VII					
VIII					
IX					
X					

Performing Art					
Class	Total Strength	No. of Students can:			Observation of the Panel Inspection team
		Play any instrument	sing (vocal)	Perform any dance (folk/ classical)	
VI					
VII					
VIII					
IX					
X					

19. Games and Sports:

19.1 Maintenance of Playgrounds

S.No.	Playground	No. of Grounds	Comment on Maintenance	Observation of the Panel Inspection team
a)	Football Ground			
b)	Basketball Ground			
c)	Athletics Track			
d)	Volleyball Court			
e)	Kho-Kho Ground			
f)	Kabbadi Ground			
	Any other			

19.2 Participation of Students in Games & Sports

Class	No of students participated in NVS Meet			No of students Participated in open meet			Observation of the Panel Inspection team
	Cluster	Regional	National	District Level	State Level	National Level	
VI							
VII							
VIII							
IX							
X							
XI							

20. Scout &Guide, NCC& NSS

Scout Guide/ NCC	Points	Status report by Principal with documentary evidences	Observation of the Panel Inspection team
Scout & Guide	No. of Scouts		
	No. of Guide		
	Name of Scout Master		
	Name of Guide Captain		

NCC	Wing	Army/ Navy/ Air		
		Junior/ Senior		
		Boys/ Girls/ Both		
	No. of Students	Boys		
		Girls		
	Name& Designation of Teacher In-charge (ANO)			
NSS	No. of Students	Boys		
		Girls		
	Name& Designation of Teacher In-charge			

21. Club Activities

Sl,No.	Name of the Club	No of students	Name of Teachers associated	Activity (report by Principal with documentary evidences)	Observation of the Panel Inspection team

Note: Number of rows may be increased as per number of clubs available in JNVs.

22. Special Programmes

Sl.No.	Title of the Programme	Class	No. of students	Name of the Teacher In-charge	Activities conducted	Observation of the Panel Inspection Team
1.	Awakened Citizen Programme (RKM)					
2.	Vigyan Jyoti Programme (DST)					
3	PISA					
4	Azadi ka Amrut Mahotsav					

5	Ek Bharat Shreshta Bharat					
6	Guided Learning Programme for Mathematics(Khan Academy)					
7	Any Other					

23. Pace Setting/ Community Service Activities:

S.No.	Name of the Pace setting/ Community Service Activity	Date of organizing the activity	Number of students Participated	Teacher In-charge of the activity	Observation of the Panel Inspection Team

24. Nagar Rajabasha Karyanvayan Samiti:

Aspect	Status report by Principal with documentary evidences	Observation of the Panel Inspection team
a. Constituted or not		
b.Quarterly report submitted on line or not		
c. Date of submission of Last Quarterly report		
d.Training/Workshop conducted if any		
e. Annual Fee remitted to (TOLIC)		
f. Report Handed over to Inspection Committee or not		

25. Status of coverage of syllabus as on date…… ….:

Sl..No.	Name of the Teacher whose syllabus coverage is not as per Split up syllabus	Subject	Class	Reason of non – coverage of syllabus	Steps to be taken to complete the syllabus	Observation of the Panel Inspection team

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

S,No.	Class	Name of skill Module	Name of Teacher In-charge	Number Of Modules Completed	Observation of Panel Inspection Team
1	VI				
2	VII				
3	VIII				

27. Status of Skill subjects opted by Students (Class IX to XII)

S,No.	Class	Skill Subject 1___		Skill Subject 2____		Skill Subject 3____		Observation of Panel Inspection Team
		Sub. Name	No. of students	Sub. Name	No. of students	Sub. Name	No. of students	
1	IX							
2	X							
3	XI							
4	XII							

28. Status of Skill Hub Initiative:

Name of the Skill Area	Number of Batches	Number of candidates Registered	Status of functionality	Observation of Panel Inspection Team

29. Issue of Text book/Stationeries:

Sl. No.	Class	Strength	Number of Students whom Text books are		Number of Students whom stationary items are		Observation of the Panel Inspection Team
			Issued	Not issued	Issued	Not issued	
1	VI						
2	VII						
3	VIII						
4	IX						
5	X						
6	XI						
7	XII						

30. Counseling Interventions by JNV

30.1 Interventions by JNV for taking care of mental and physical health and well-being of the children

Sl. No.	Name of Counselors	Male/Female	Students/ Parents counseled since the beginning of the current academic session of for ensuring mental health and well being			Frequency of counseling per week		Observation of the panel inspection team
			class	No. of students counseled	No. of Parents contacted	Group Counseling	Individual counseling	
1								
2								

(Note: Records maintained by JNV to be verified by Inspection Team)

30.2. Counseling to vulnerable students by counselors

S.No.	Name of the students identified as vulnerable students	Class	Psychological issues faced by the students	Frequency per week of contacting the student	Line of psychological support being provided	Present condition of the student	Observation of the panel inspection team

30.3 Career Counseling & Preparation for Competitive Exams:

S.No.	Actionable Points	Action taken by the JNV	Observation of the panel inspection team
1	Availability of quality reference books on various competitive Exams (Viz NTSE/ KVPY/ Olympiads/ CLAT/ JEE/ NEET/ NDA etc)		
2	Teaching/ Practice of questions based on competitive exams at least once in fortnight by concerned subject teachers		
3	Maintaining & updation of career corner		
4	Conduct of Career counselling sessions per month for the students of class XI & XII		
5	Conduct of career fair involving District Employment Officer / Experts from various fields		
6	Connecting with NVS alumni for career awareness session/ mentoring		
7	Assistance to students regarding forthcoming competitive examinations		

31. Details of Teachers Training in the previous session:

Sl. No	Name of Teacher	Designation	No. of training courses attended	Total number of days of training	Total number of hours of training	Mode of training(offline/on line)

(Detailed records of each training attended by each teacher should be maintained at JNV level)

32. Digital Infrastructure

32.1 Availability of Computers

	Computer status as on date_____			
Total	Functional		Non-Functional	
	Number of computer available for office use	Number of computers for academic use	Number of computers Serviceable	Number of computers beyond economical serviceable

32.1.1 Observation of Panel Inspection team

_____

_____

32.2 Smart Class Room

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

32.2.1. Observation of Panel Inspection team

:_____

_____

32.3 Internet Connectivity

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

33. Significant Achievements of Student (Since last Panel Inspection)

Session	Area (Board Exams/Science/ Art/ Music/ Games & Sports/ Quiz / Debate/ Olympiads/ NTSE/ KVPY/ INSPIRE MANAK/Kala Utsav/ Youth Parliament, etc	Name of the Student with class	Position/Prizes/ Awards etc	Level (District/ State/ National)	Organizing agency/ Department

33.1 Observation of the panel inspection team:

_____

_____

34. Residential Components

34.1 Status of Accommodation for students

Accommodation for	Total Strength	Number of single tier beds available	Number of double tier beds available	Shortage of beds (if any)	Observation of the panel inspection team
Boys (VI to VIII)					
Boys (IX to XII)					
Girls (VI to VIII)					
Girls (IX to XII)					
Total					

34.2 Status of Administration and Management

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
1	HOUSEMANAGEMENT:		
a)	Formation of houses (Whether formed as per the guidelines of NVS or not)		
	Organization of Inter House Activities i) CCA		

b)	ii) Sports &Games		
	iii) Other competitions		
c)	House Meetings(periodicity) i) Principal with HMs		
	ii)Principal with House Perfects		
	iii) Visit to dormitories by Principal and record of observations made		
d)	Potable drinking water availability in the dormitory especially during night		
2	Dormitories		
i)	Cleanliness of dorms and its surroundings		
ii)	Upkeep of toilets &Bathrooms		
iii)	Availability of Electricity & water		
3	Uniforms/ bedding and daily use items (Whether provided as per norms)		

35. Mess Management

Sl.No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
a)	Quality and preparation of food.		
b)	Dining system and discipline inside dining hall.		
c)	Health and Hygiene (maintenance & cleanliness of toilets, bathrooms and surrounding area of mess).		
d)	Mess Store Management. Arrangement of food items, cleanliness etc		
e)	Maintenance of mess stock Registers.		
f)	Monthly expenditure, preparation of DCR, whether average expenditure is within budget limit or not.		

g)	Formation of Mess Committee and Regular conduct of meetings and record of committee minutes.		
h)	Mess menu and its display		
i)	Availability of drinking water in Mess.		
j)	Availability of SS plate rack in Dining Hall for boys and girls made separately or not		

36. Safety & Security

S.No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
i)	ATR & follow up actionon14 point programme for safety and security of students		
ii)	Whether security threats in & around the campus have been identified or not, if yes, mention the same with appropriate to avoid any untoward incident		
iv)	Whether attendance/ Roll call System is in place as per NVS guidelines		
v)	**CCTV surveillance system**		
	a) No. of CCTV Cameras installed		
	b) No. of CCTV Cameras functional		
	c) No. of CCTV Cameras non-functional		
	d) Scanning of CCTV footage on daily basis to identify suspicious movement in- side the JNV campus and taking corrective measures, by deputing teachers and maintaining of record (Yes/ No)		
	e) Status of enabling of remote monitoring feature in the CCTV camera systems. (Enabled/ Not enabled)		
vi)	**NDMA Guidelines School safety Policy 2016:**		
	a) School Level Safety advisory committee constituted or not		

	b) Resource inventory prepared or not		
	c) School evacuation plan prepared and displayed or not		
	d) Functional status of firefighting systems installed at designated places		

37. Health Care

S.No.	Area	Status report by Principal	Observation of the panel inspection team
a)	Availability of part time doctor and alternative arrangement, incase, part time doctor not available, record of visits.		
b)	Visit record of Nurse to dormitories/Mess/Toilets and bathrooms		
c)	Maintenance of MI room & availability of essential equipments, Common Medicines etc. & stock register.		
d)	Maintenance of Health records and quarterly check up of students.		
e)	Whether comprehensive health checkup of all students including newly admitted students have been done? (Yes/No)		
f)	Number of students having serious illness based on comprehensive health checkup		
g)	Maintenance of daily record of sick students.		
h)	Maintenance of record of sick students referred to hospital/ parents etc.		
i)	No. of incinerators installed(Mention the Place of Installation		
	a) Functional		
	b) Non-Functional		
j)	Are sanitary pads provided to girls free of cost? (Yes/No)		

	COVID Specific steps taken: Availability of		
k)	a) Thermal scanner (Yes/ No)		
	b) Pulse Oxymeter (Yes/ No)		
	c) Oxygen Cylinder (Yes/ No)		
	d) Mask (Yes/ No)		
	e) Gloves (Yes/ No)		
	f) Sanitizers (Yes/ No)		
	g) Essential Medicines (Yes/ No)		
	h) Stretcher (Yes/ No)		
	i) No. of staff received 1st dose of vaccine		
	j) No. of staff received 2nd dose of vaccine		

38. General aspects of functioning of Vidyalaya

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
i.	a)Status of updating SIS/PIS in Shala Darpan Portal/VJ Portal		
	b) Date of last updating of the JNV website		
	c)Status of updating SARAS,OASIS, portal		
	d)Status of mandatory disclosure as per CBSE on JNV website		
ii.	Status of updating U-DISE PLUS Portals		
iii.	Status of Reporting/reviewing of APAR in respect all the employees of JNV		
iv.	Status of interpersonal relations in the JNV		
v.	Functioning of the migration scheme		
vi.	Pending disciplinary cases of staff if any		
vii.	Pending court cases if any		
viii.	VMC/VAC meetings Dates of meetings and follow up action (Since previous Panel inspection)		

ix.	Dates of PTC meetings conducted in the current session		
x.	Disposal of Grievances of students		
xi.	Availability of Vidyalaya vehicle (Hired/Own/ not available)		
xii.	Maintenance and Repairs of vehicle and action taken for condemnation / auction, if required.		
xiii.	Maintenance of service books & records		
xiv.	Status of condemnation of Articles		
xv.	Maintenance of other records like asset register/TA/Medical reimbursement/ advances etc.		

39. Pending issues related with staff

S.No.	Issues	Reason of pendency	Observation of the panel inspection team
i.	Cases of TA/Medical settlement/Advances etc.		
ii.	Cases of release of retirement benefits		
iii.	Cases of release of terminal benefits		
iv.	Cases of MACP / Senior Scale/ selection scale		

40. Financial Management

Sl.No	Aspects	Status report/comments of Principal with documentary	Observation of the panel inspection team
a)	Maintenance of cashbook/ledger		
b)	Adherence to purchase procedures.		
c)	Position of utilization of funds as per budgetary provision & submission of monthly expenditure statement to Regional Office.		
d)	Settlement of internal / AG Audit objections. Dates of latest conduct of the audit(both)		
e)	No. of outstanding paras as on date Internal Audit(IA).		

f)	No. of outstanding paras of AG Audit(AG) as on date		
g)	Maintenance of other records like Asset Registers/T.A., /medical reimbursement/ Advances etc.		
h)	Pending cases of T.A., medical settlement of advances etc.		

41. Construction

Sl.No	Aspects	Status report/comments of Principal with documentary evidence	Observation of the panel inspection team
a)	Land. • Number of acres available		
	• Whether transferred to Samiti or not?		
	• Whether JNV is having any land dispute ?		
b)	Status of pending construction work (Phase-wise)		
c)	Development works being taken up		
d)	Water supply, availability of OHT, UGS,PHE facilities etc.		
e)	Electricity/ availability of transformer(Rural/Urban feeder etc. capacity of transformer).		
f)	Progress of M&R works, whether undertakes as per latest instructions of NVS(Hqrs.).		
g)	Position of expenditure on M&R till date &total budget allocation, submission to R.O. quarterly expenditure statement.		
h)	M &R Committee and frequency of meetings.		
i)	Maintenance of M & R, complaint registers etc. as per NVS Head Quarter instructions.		
j)	Issues related with Seepage, leakage, Water logging etc		
k)	Issues related to electrical wiring		
l)	Structural safety of building		

42. Constraints in smooth functioning of the VIDYALYA

(To be filled by the principal)

S.No.	Area	Constraints (with justification)	Remarks of the Inspection Team
1	Construction		
2	Academics		
3	Staff		
4	Boarding & Lodging		
5	Safety & Security		

43. Action taken report on recommendations of Previous Panel Inspection

Dates of previous panel inspection conducted
(From____/_____/_____To____/_____/_____)

1. Members of Panel Inspection Team:

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

2. **Status of action recommended by previous Panel Inspection Team:** (Column no. 1 to 3 will be filled by Principal of JNV in advance. After verification of Records/ other evidences, current Panel Inspection team may write its observation either "Action not yet initiated/ not completed/ completed" in column 4.)

A. **At Vidyalaya Level**:

Sl. No. (1)	Action recommended by previous Panel Inspection Team (2)	Action taken by JNV (3)	Observation of the panel inspection team (4)

B. **At Regional Office (RO) Level**:

Sl. No. (1)	Action recommended by previous Panel Inspection Team (2)	Action taken by RO (3)	Observation of the panel inspection team (4)

C. **At Headquarters (Hqrs.) Level**:

Sl. No. (1)	Action recommended by previous Panel Inspection Team (2)	Action taken by Hqrs. (3)	Observation of the panel inspection team (4)

Name & Signature of Principal, JNV

Name, Designation & Signature of Panel Inspection team

1.

2.

3.

4.

ANNEXURE-XV

PANEL INSPECTION REPORT

JAWAHAR NOAVODAYA VIDYALAYA: …….

NAME OF THE PRINCIPAL:_____

Cluster: _____Region_____

Name of Cluster In charge AC:

1. **Details of Panel Inspection Team:**

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

2. **Dates of Panel Inspection:**

From____/_____/_____To ____/_____/_____

3. **Mode of Panel Inspection (Online/Offline/Blended) _____**

4. **Status of Previous Panel Inspection**

(i) Dates of previous panel inspection conducted:
(From____/_____/_____To____/_____/_____)

(ii) Members of Panel Inspection Team :

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

(iii) **Status of actions on previous Panel Inspection recommendations:**

(a). At Vidyalaya Level :

(i) No. of action(s) recommended:

(ii) No. of action completed :

Detail of Pending actions:

Sl. No.	Pending actions at JNV Level	Remarks

(b). At Regional Office (RO) Level :

(i) No. of action(s) recommended:

(ii) No. of action completed :

(iii) Detail of Pending actions:

Sl. No.	Pending actions	Remarks

(c). At Headquarters (Hqrs.) Level:

(i) No. of action(s) recommended:

(ii) No. of action completed :

(iii) Detail of Pending actions:

Sl. No.	Pending actions	Remarks

Note: All pending actions of previous reports, if still not completed, are to be taken as a fresh in current report at relevant level.

5. Current Panel Inspection Report :

5 (A) Special achievement of JNV at State/National/International level with respect to students/staff (Scholastic and Co-scholastic area) :(Attach documentary evidences/photographs/videos etc.)

5(B) General best practices adopted by JNV:

(Attach documentary evidences/photographs/videos)

5(C) Best practices in experiential learning as per NEP 2020 adopted by JNV:

(Attach documentary evidences/photographs/videos)

5(D) Major shortcomings observed in the functioning of JNV by Panel Inspection Team (in bullet points only) :

S. No.	Major shortcomings

5(E) Action to be taken at JNV level:

Sl. No.	Areas	Action to be taken	Timeline
1.	Academics - Scholastic		
2.	Academics – Co-scholastic (Art, Music, Sports etc.)		
3.	Implementation of NEP 2020		
4.	General upkeep of JNV		
5.	Status of Safety &Security		
6.	Residential Components (House system/Mess system)		
7.	Administration (Court cases/ disciplinary cases/grievances of students, staff and parents etc.)		

8.	Audit & Finance		
9.	M&R and Construction		
10.	Any other		

5(F). Action to be taken at Regional Office (RO) level:

Sl. No.	Section	Action to be taken	Timeline
1.	Academics		
2.	School Administration		
3.	Administration		
4.	Personnel & Establishment		
5.	Construction		
6.	Audit & Finance		
7.	JNVST		

5(G). Action to be taken at Headquarters (Hqrs.) level:

Sl. No.	Section	Action to be taken	Timeline
1.	Academics		
2.	School Administration		
3.	Administration		
4.	Personnel & Establishment		
5.	Construction		
6.	Audit & Finance		
7.	Admission (JNVST/Lateral entry).		

5(H) Overall observation of the JNV :

Enclosures:

Annexure 'A' : Pre-inspection details of JNV submitted by Principal with observations of Panel Inspection Team.

Annexure 'B' : Class observation by Panel Inspection Team based on suggestive activities (ENGAGE) to be performed in classroom by the teacher as per CBSE Circular No.34/2020, dated 14th May 2020.

Annexure 'C' : Checklist

Name & Signature of Panel Inspection Team
1.
2.
3.
4.

ANNEXURE- B

JAWAHAR NAVODAYA VIDYALAYA:_____

CLASS OBSERVATION BY PANEL INSPECTION TEAM

Sl. No.	Subject	Name of Teacher	Class	Competency based Lesson plan submitted (Yes/No)	Important Observations (In light of ENGAGE model)	Suggestions given

Name & Signature of Academic Panel Inspection Team

1.
2.
3.
4.

Annexure-C

CHECK LIST FOR PANEL INSPRCTION OF JNV

S. No.	Activity/Area	Response (Yes/No)
1.	Observed the conduct of Morning PT	
2.	Observed the conduct of Morning Assembly	
3.	Observed Evening Games Activities	
4.	Inspected all Laboratories	
5.	Inspected Development of open Spaces for Maths Park/ Science Park/ Social Science Park	
6.	Inspected all classrooms including Smart classes	
7.	Inspected Medical room	
8.	Inspected Vidyalaya Library	
9.	Inspected Vidyalaya Office	
10.	Inspected students' Mess(Dining Hall, Kitchen & Store)	
11.	Visited Boys' Dormitories	
12.	Visited Girls' Dormitories	
13.	Visited Staff Room	
14.	Inspected Kitchen Garden	
15.	Interacted with Migrated Children	
16.	Interacted with CWSN students	
17.	Interacted with newly admitted students	
18.	Interacted both Board Class Students	
19.	Interacted with Staff Members	

Signature of
Assistant Commissioner / Cluster Incharge

Annexure 'D':

Comments of Deputy Commissioner, RO_____ on Panel Inspection Report of JNV _____.

Note: DC RO will write his / her comments on quality of panel inspection report submitted by AC, Cluster In charge. The DC RO will also insure that only actionable points at relevant level (JNV / RO / Hqrs) are recommended in the report and not merely observations / comments. He / She may modify the actions recommended at different level before submitting the report to Hqrs within specific timeline.

Date:

(Name & Signature of Deputy Commissioner, RO)

JAWAHAR NAVODAYA VIDYALAYA_____ **ANNEXURE-XVI**

ACADEMIC SESSION: 2022 - 23
REPORT CARD FOR CLASS XI

Photograph

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

Part A: Scholastic Area

Scholastic Areas:	Term-1								Term-2												
Subject Name	Marks in UT-1 (MM40)	Marks in UT-2 (MM40)	Marks in best UT	Marks in Half Yearly Examination (MM 80/ 70/ 60)	Practical / Internal assessment (MM 20/ 30 / 40)	Total marks (theory) Half yearly examination + best UT	Total of theory marks + best UT converted to 100 marks	Weightage (Theory) Term-1 (40% of H)	Marks in UT-3 (MM40)	Marks in UT-4 (MM40)	Marks in best UT	Marks in Annual Examination (MM 80/ 70/ 60)	Practical / Internal assessment (MM 20/ 30 / 40)	Total marks (theory) Annual examination + best UT	Total of theory marks + best UT converted to 100 marks	Weightage (Theory) Term- 2 (60 % of P)	Total of weightage of Theory MM 100 (I + Q)	Over all Theory marks converted to MM 80 / 70 / 60	Average marks of Practical/ Internal Assessment MM 20 /30/40) (Average of F & N)	Total of Theory & Practical / Internal Assessment MM 100 (S +T)	Grades
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Subject-1																					
Subject-2																					
Subject-3																					
Subject-4																					
Subject-5																					
Additional Subject																					
Total Marks																					

Part B: Co-Scholastic Area(on a 09-point (A to E) grading

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
SEWA(Community service/Pace setting Activity)		
Health & Physical Education		

Part C: Discipline (On a 03-point grading)

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
Discipline		

Part D: General studies (on 8 point grading Scale A1, A2, B1, B2, C1, C2, D1, D2)

Co-Scholastic Areas	Over all
General Studies	

Part E: Any Outstanding Achievement during the session_____

Part F: Attendance

Term	Total Number of working days	Number of days attended the school	% attendance
Term-1			
Term-2			

Result: _____

Date:_____

Signature of Class Teacher **Signature of Principal**

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

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

Grading Scale for Discipline: Grades are awarded on a 03-point grading scale as follows

GRADE	CONNOTATION
A	OUTSTANDING
B	VERY GOOD
C	FAIR

JAWAHAR NAVODAYA VIDYALAYA_____ **ANNEXURE-XVII**

ACADEMIC SESSION: 2022 - 23
REPORT CARD FOR CLASS IX

Roll No.:
Student's Name:
Name of Mother
Name of Father:
Date of Birth:

Photograph

Part A: Scholastic Area

Scholastic Areas:	Term-1									Term-2										
Subject Name	Marks in PWT-1 (MM40)	Marks in PWT-2 (MM40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05 M)	Marks in Half Yearly Examination (MM 80 M)	Total Marks (MM 100)	Weightage of Term -1 (40% of i)	Marks in PWT-3 (MM40)	Marks in PWT-4 (MM40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05 M)	Marks in Annual Examination (MM 80 M)	Total Marks (MM 100)	Weightage of Term -2 (60% of R)	Over All Marks MM 100 (J + S)	Over All Grade on the basis of T)
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
English																				
Hindi																				
Language 3																				
Mathematics																				
Science																				
Social Science																				
Skill Subject/ Additional																				
Total Marks																				

Part B: Co-Scholastic Area (on a 05-point (A-E) grading)

Co-Scholastic Areas	Term – 1 Grade	Term – 2 Grade
SEWA(Community service/Pace setting Activity)		
Art Education		
Health & Physical Education		

Part C: Discipline (03-point, A-C grading scale)

Co-Scholastic Areas	Term – 1 Grade	Term – 2 Grade
Discipline		

Part D: Any Outstanding Achievement during the session_____

Part E: Attendance

Term	Total Number of working days	Number of days attended the school	% attendance
Term-1			
Term-2			

Result: _____

Date:……

Signature of Class Teacher **Signature of Principal**

Grading Scale

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

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

Grading Scale for Discipline: Grades are awarded on a 03-point grading scale as follows

GRADE	CONNOTATION
A	OUTSTANDING
B	VERY GOOD
C	FAIR

JAWAHAR NAVODAYA VIDYALAYA_____ **Annexure- XVIII**

ACADEMIC SESSION: 2022 - 23
REPORT CARD FOR CLASS VI - VIII

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

Photograph

Part A: Scholastic Area

Scholastic Areas:	Term-1									Term-2												
Subject Name	Marks in PWT-1 (MM40)	Marks in PWT-2 (MM40)	Weightage of Best PWT (Converted to 20 marks)	Weightage of Multiple Assessment (10 M)	Weightage of Portfolio (10 M)	Weightage of Subject Enrichment Activities (10 M)	Marks in Half Yearly Examination (MM 80 M)	Half yearly marks converted to 50 marks	Total Marks (MM 100) (d+ e+f+ g+ I)	Marks in PWT-3 (MM40)	Marks in PWT-4 (MM40)	Weightage of Best PWT (Converted to 20 marks)	Weightage of Multiple Assessment (10 M)	Weightage of Portfolio (10 M)	Weightage of Subject Enrichment Activities (10 M)	Examination (MM 80 M) converted to 50	Annual marks converted to 50 marks	Total Marks (MM 100) (m + n +o + p + r)	40% of Term – 1 (40 % of j)	60% of Term – 2 (60 % of s)	Over All marks (40 % of Term-1 & 60 % of Term-2)	Over all Grade
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w
English																						
Hindi																						
Regional Language																						
Mathematics																						
Science																						
Social Science																						
Total Marks																						

A 1:* Name of the Skill Course opted : (Name)_____(Qualified / Not Qualified)_____

Part B: Co-Scholastic Area(on a 03 -point (A-C) grading

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
Community service/Pace setting Activity		
Art Education		
Health & Physical Education		

Part C:(on a 03 -point (A-C) grading

Co-Scholastic Areas	Term – 1 (Grade)	Term – 2 (Grade)
Discipline		

Part D: Any Outstanding Achievement during the session_____

Part E: Attendance

Term	Total Number of working days	Number of days attended the school	% attendance
1			
2			

Result: _____

Date:……

Signature of Class Teacher **Signature of Principal**

Instructions: A) Grading Scale for Scholastic Areas: Grades are awarded

on a 08-point grading scale as follows:

Marks Range	Grades
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & Below	Needs Improvement

B) Grading Scale for Co-Scholastic Area& Discipline

Grade	Connotation
A	OUTSTANDING
B	VERY GOOD
C	FAIR

***A student attending 12 hours of modules is treated as qualified.**

ANNEXURE-XIX

VISHVA SANGAM Activities & Associated Countries

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

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

SR.NO	NAME OF JNV	ASSOCIATED COUNTRY	SR. NO.	NAME OF JNVS	ASSOCIATED COUNTRY
BHOPAL REGION			**LUCKNOW REGION (CONTINUED)**		
1.	AGAR MALWA	TURKEY	**325.**	BULANDSHAHAR	NORTH KOREA
2.	ALIRAJPUR	POLAND	**326.**	CHANDAULI	CHAD
3.	ANUPPUR	JAPAN	**327.**	CHITRAKOOT	SOUTH AFRICA
4.	ASHOKNAGAR	ETHIOPIA	**328.**	DEORIA	U. S. A.
5.	BALAGHAT	PHILIPPINES	**329.**	ETAH	PAKISTAN
6.	BARWANI	EGYPT	**330.**	ETAWAH	MCCO
7.	BETUL	VIETNAM	**331.**	FAIZABAD	JAPAN

8.	BHIND	CONGO	**332.**	FARRUKHABAD	SAUDI ARABIA
9.	BHOPAL	FINLAND	**333.**	FATEHPUR	ZAMBIA
10.	BURHANPUR	IRAN	**334.**	FIROZABAD	HONGKONG
11.	CHHATARPUR	TURKEY	**335.**	G B NAGAR	GERMANY
12.	CHHINDWARA	THAILAND	**336.**	GHAZIABAD	GERMANY
13.	DAMOH	UNITED KINGDOM	**337.**	GHAZIPUR	SOMALIA
14.	DATIA	FRANCE	**338.**	GONDA	SPAIN
15.	DEWAS	ITALY	**339.**	GORAKHPUR	UKRAINE
16.	DHAR	U. S. A.	**340.**	HAMMIRPUR	CÔTE D'IVOIRE
17.	DINDORI	INDONESIA	**341.**	HAPUR	CAMEROON
18.	GUNA	BRAZIL	**342.**	HARDOI	MALAYSIA
19.	GWALIOR	PAKISTAN	**343.**	HATHRAS	NIGERIA
20.	HARDA	NIGERIA	**344.**	J P NAGAR	MALAWI
21.	HOSHANGABAD	EAST TIMORE	**345.**	JALAUN	IRAQ
22.	INDORE	GERMANY	**346.**	JAUNPUR	GUINEA
23.	JABALPUR	RUSSIA	**347.**	JHANSI	POLAND
24.	JHABUA - I	TANZANIA	**348.**	KANNAUJ	PERU
25.	JHABUA - II	BANGLADESH	**349.**	KANPUR DEHAT	VENEZUELA
26.	KATNI	SOUTH AFRICA	**350.**	KANPUR NAGAR	UZBEKISTAN
27.	KHANDWA	MYANMAR	**351.**	KASHGANJ	BANGLADESH

28.	KHARGONE	SOUTH KOREA	**352.**	KAUSHAMBI	GUATEMALA
29.	MANDLA	KENYA	**353.**	KUSHINAGAR	ALGERIA
30.	MANDSAUR	COLOMBIA	**354.**	LAKHIMPURI KHIRI	ANGOLA
31.	MORENA	SPAIN	**355.**	LALITPUR	CANADA
32.	NARSINGHPUR	UGANDA	**356.**	LUCKNOW	GERMANY
33.	NEEMUCH	UKRAINE	**357.**	MAHARAJGANJ	SURINAME
34.	PANNA	ALGERIA	**358.**	MAHOBA	SOUTH KOREA
35.	RAISEN	SUDAN	**359.**	MAINPURI	U. S. A.
36.	RAJGARH	IRAQ	**360.**	MATHURA	INDONESIA
37.	RATLAM - I	NEW ZEALAND	**361.**	MAU	CONGO
38.	RATLAM - II	VENEZUELA	**362.**	MEERUT	NIGER
39.	REWA	CANADA	**363.**	MIRZAPUR	SRI LANKA
40.	SAGAR	AFGHANISTAN	**364.**	MORADABAD	KAZAKHSTAN
41.	SATNA	MOROCCO	**365.**	MUZAFFARNAGAR	ECUADOR
42.	SEHORE	SAUDI ARABIA	**366.**	PILIBHIT	TURKEY
43.	SEONI	PERU	**367.**	PRATAPGARH	JORDAN
44.	SHAHDOL	VENEZUELA	**368.**	RAEBARELI	NEPAL
45.	SHAJAPUR	UZBEKISTAN	**369.**	RAMPUR	CHINA
46.	SHEOPUR	MALAYSIA	**370.**	SAHARANPUR	SENEGAL
47.	SHIVPURI	ANGOLA	**371.**	SAMBHAL	CHILE

48.	SIDHI	MOZAMBIQUE	**372.**	SANT KABIR NAGAR	FRANCE
49.	SINGRAULI	IRAN	**373.**	SHAHJAHANPUR	THAILAND
50.	TIKAMGARH	NEPAL	**374.**	SHAMLI	CAMBODIA
51.	UJJAIN - I	GHANA	**375.**	SHRAWASTI	ARGENTINA
52.	UJJAIN - II	YEMEN	**376.**	SIDTHARTHNAGAR	ITALY
53.	UMARIA	MADAGASCAR	**377.**	SITAPUR	GHANA
54.	VIDISHA	NORTH KOREA	**378.**	SITAPUR-II	KIRIBATI
55.	BALOD	AUSTRALIA	**379.**	SONEBHADRA	ROMANIA
56.	BALODA BAZAR	MOLDOVA	**380.**	SULTANPUR	PHILIPPINES
57.	BALRAMPUR	JAPAN	**381.**	UNNAO	YEMEN
58.	BASTAR	CÔTE D'IVOIRE	**382.**	VARANASI	U. S. A.
59.	BEMETARA	CAMEROON	**383.**	ALMORA	ANTIGUA AND BARBUDA
60.	BIJAPUR	SOUTH KOREA	**384.**	BAGESHWAR	SEYCHELLES
61.	BILASPUR	AUSTRALIA	**385.**	CHAMOLI	CÔTE D'IVOIRE
62.	DANTEWADA	GERMANY	**386.**	CHAMPAWAT	DOMINICA
63.	DHAMTARI	NIGER	**387.**	DEHRADUN	GERMANY
64.	DURG	SRI LANKA	**388.**	HARIDWAR	MARSHALL ISLANDS
65.	GARIYABAND	MAURITIUS	**389.**	NAINITAL	MONACO
66.	JANJGIR CHAMPA	BURKINA FASO	**390.**	PAURI GARHWAL	LIECHTENSTEIN
67.	JASHPUR	ROMANIA	**391.**	PITHORAGARH	SAN MARINO

68.	KABIRDHAM	MALAWI	**392.**	RUDRAPRAYAG	PALAU
69.	KANKER	MALI	**393.**	TEHRI GARHWAL	NAURU
70.	KONDAGAON	BANGLADESH	**394.**	U.S. NAGAR	TUVALU
71.	KORBA	KAZAKHSTAN	**395.**	UTTARKASHI	HOLY SEE
72.	KOREA	SYRIA	**PATNA REGION**		
73.	MAHASAMUND	CHILE	**396.**	ARARIA	ARGENTINA
74.	MUNGELI	SINGAPORE	**397.**	ARWAL	U. S. A.
75.	NARAYANPUR	UNITED KINGDOM	**398.**	AURANGABAD	UKRAINE
76.	RAIGARH	ZAMBIA	**399.**	BANKA	ALGERIA
77.	RAIPUR	GUATEMALA	**400.**	BEGUSARAI	SUDAN
78.	RAJNANDGAON	NETHERLANDS	**401.**	BHAGALPUR	IRAQ
79.	SARGUJA	SWEDEN	**402.**	BHOJPUR	POLAND
80.	SUKMA - I	ZIMBABWE	**403.**	BUXAR	CANADA
81.	SUKMA - II	DENMARK	**404.**	DARBHANGA	AFGHANISTAN
82.	SURAJPUR	ECUADOR	**405.**	E. CHAMPARAN	MOROCCO
83.	ANGUL	SENEGAL	**406.**	GAYA - I	SAUDI ARABIA
84.	BALASORE	CAMBODIA	**407.**	GAYA - II	PERU
85.	BARGARH	CHAD	**408.**	GOPALGANJ	VENEZUELA
86.	BHADRAK	SOMALIA	**409.**	JAMUI	UZBEKISTAN
87.	BOLANGIR	GUINEA	**410.**	JEHANABAD	MALAYSIA

88.	BOUDH	SOUTH SUDAN	**411.**	KAIMUR	ANGOLA
89.	CUTTACK	RWANDA	**412.**	KATIHAR	MOZAMBIQUE
90.	DEOGARH	TUNISIA	**413.**	KHAGARIA	NEPAL
91.	DHENKANAL	BELGIUM	**414.**	KISHANGANJ	GHANA
92.	GAJAPATI	CUBA	**415.**	LAKHISARAI	YEMEN
93.	GANJAM	BENIN	**416.**	MADHEPURA	MADAGASCAR
94.	JAGATSINGHPUR	BURUNDI	**417.**	MADHUBANI	NORTH KOREA
95.	JAJPUR	BOLIVIA	**418.**	MUNGER	CÔTE D'IVOIRE
96.	JHARSUGUDA	GREECE	**419.**	MUZAFFARPUR	AUSTRALIA
97.	KALAHANDI	HAITI	**420.**	NALANDA	GERMANY
98.	KENDRAPADA	DOMINICAN REPUBLIC	**421.**	NAWADA	NIGER
99.	KEONJHAR	CZECH REPUBLIC	**422.**	PATNA	GERMANY
100.	KHURDA	PORTUGAL	**423.**	PURNEA	BURKINA FASO
101.	KORAPUT	SWEDEN	**424.**	ROHTAS	ROMANIA
102.	MALKANGIRI - I	AZERBAIJAN	**425.**	SAHARSA	MALAWI
103.	MALKANGIRI - II	JORDAN	**426.**	SAMASTIPUR	MALI
104.	MAYURBHANJ	HUNGARY	**427.**	SARAN	KAZAKHSTAN
105.	NABRANGPUR	U. A. E.	**428.**	SHEIKHPURA	SYRIA
106.	NAYAGARH	BELARUS	**429.**	SHEOHAR	CHILE
107.	NUAPADA	HONDURAS	**430.**	SITAMARHI	ZAMBIA

108.	PHULBANI	TAJIKISTAN	**431.**	SIWAN	GUATEMALA
109.	PURI	SERBIA	**432.**	SUPAUL	NETHERLANDS
110.	RAYAGADA	AUSTRIA	**433.**	VAISHALI	ZIMBABWE
111.	SAMBALPUR	SWITZERLAND	**434.**	W. CHAMPARAN	ECUADOR
112.	SONEPUR	ISRAEL	**435.**	BOKARO	SENEGAL
113.	SUNDERGARH	PAPUA NEW GUINEA	**436.**	CHATRA	CAMBODIA
CHANDIGARH REGION			**437.**		
114.	CHANDIGARH	GERMANY	**438.**	DHANBAD	SOMALIA
115.	BILASPUR	ITALY	**439.**	DUMKA	GUINEA
116.	CHAMBA	ISRAEL	**440.**	E. SINGHBHUM	U. S. A.
117.	HAMIRPUR	MYANMAR	**441.**	GARHWA	RWANDA
118.	KANGRA	BRAZIL	**442.**	GIRIDIH	TUNISIA
119.	KINNAUR	SOUTH AFRICA	**443.**	GODDA	BELGIUM
120.	KULLU	NIGERIA	**444.**	GUMLA	CUBA
121.	LAHAUL SPITI	AFGHANISTAN	**445.**	HAZARIBAGH	BENIN
122.	MANDI	UKRAINE	**446.**	JAMTARA	BURUNDI
123.	SHIMLA	GERMANY	**447.**	KHUNTI	CAMEROON
124.	SIRMOUR	CANADA	**448.**	KODERMA	BOLIVIA
125.	SOLAN	GHANA	**449.**	LATEHAR	GREECE
126.	UNA	NEW ZEALAND	**450.**	LOHARDAGA	HAITI

127.	ANANTNAG	ARGENTINA	**451.**	PAKUR - I	DOMINICAN REPUBLIC
128.	BANDIPORA	SPAIN	**452.**	PAKUR - II	CZECH REPUBLIC
129.	BARAMULLA	BULGARIA	**453.**	PALAMU - I	PORTUGAL
130.	BUDGAM	NETHERLANDS	**454.**	PALAMU - II	SWITZERLAND
131.	DODA	MEXICO	**455.**	RAMGARH	SOUTH KOREA
132.	GANDERBAL	HONGKONG	**456.**	RANCHI	GERMANY
133.	JAMMU-I	INDONESIA	**457.**	SAHEBGANJ	JORDAN
134.	JAMMU-II	PHILIPPINES	**458.**	SERAIKELA	HUNGARY
135.	KATHUA	HAITI	**459.**	SIMDEGA	U. A. E.
136.	KISHTWAR	EAST TIMORE	**460.**	W. SINGHBHUM	BELARUS
137.	KULGAM	SUDAN	**461.**	ALIPURDWAR	AUSTRALIA
138.	KUPWARA	EGYPT	**462.**	BANKURA	HONDURAS
139.	POONCH	MOROCCO	**463.**	BIRBHUM	SERBIA
140.	PULWAMA	BELARUS	**464.**	BURDWAN	TAJIKISTAN
141.	RAJOURI	KAZAKHSTAN	**465.**	COOCHBEHAR	AUSTRIA
142.	RAMBAN	KYRGYZSTAN	**466.**	DAKSHIN DINAJPUR	NICARAGUA
143.	REASI	UZBEKISTAN	**467.**	DARJEELING	SWITZERLAND
144.	SAMBA	SLOVENIA	**468.**	E. MEDINIPUR	ISRAEL
145.	SHOPIAN	AZERBAIJAN	**469.**	HOOGHLY	PAPUA NEW GUINEA
146.	UDHAMPUR	CZECH REPUBLIC	**470.**	HOWRAH	TOGO

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

167.	PATIALA	GEORGIA	**490.**	BHARUCH	CHINA
168.	ROPAR	IRAN	**491.**	BHAVNAGAR	SWEDEN
169.	S.B.S. NAGAR	THAILAND	**492.**	BOTAD	U. S. A.
170.	SANGRUR	UNITED KINGDOM	**493.**	CHOTA UDAIPUR	NIGER
171.	TRAN-TARAN	FRANCE	**494.**	DAHOD-I	INDONESIA
HYDERABAD REGION			**495.**	DAHOD-II	BRAZIL
172.	ANANTAPUR	RWANDA	**496.**	DANGS	PAKISTAN
173.	CHITOOOR	TUNISIA	**497.**	DEVBHUMI DWARKA	NIGERIA
174.	EAST GODAVARI - I	CUBA	**498.**	GANDHINAGAR	BANGLADESH
175.	EAST GODAVARI - II	SWEDEN	**499.**	GIR SOMNATH	JAPAN
176.	GUNTUR	BENIN	**500.**	JAMNAGAR	RUSSIA
177.	KADAPA	BELGIUM	**501.**	JUNAGADH	POLAND
178.	KRISHNA	BURUNDI	**502.**	KHEDA	ETHIOPIA
179.	KURNOOL	BOLIVIA	**503.**	KUTCH	PHILIPPINES
180.	NELLORE	GREECE	**504.**	MAHISAGAR	EGYPT
181.	PRAKASHAM	HAITI	**505.**	MEHSANA	VIETNAM
182.	PRAKASHAM - II	JORDAN	**506.**	MORBI	SRI LANKA
183.	SRIKAKULAM	DOMINICAN REPUBLIC	**507.**	NARMADA	CONGO
184.	VISHAKAPATNAM	GERMANY	**508.**	NAVSARI	AZERBAIJAN
185.	VIZAYANAGARAM	PORTUGAL	**509.**	PANCHMAHAL	IRAN

186.	WEST GODAVARI	ITALY	**510.**	PATAN	TURKEY
187.	BANGALORE RURAL	U. A. E.	**511.**	PORBANDAR	THAILAND
188.	BANGALORE URBAN	GERMANY	**512.**	RAJKOT	UNITED KINGDOM
189.	BELGAUM	HONDURAS	**513.**	SABARKANTHA	MAURITIUS
190.	BELLARY	TAJIKISTAN	**514.**	SURAT	BURKINA FASO
191.	BHAGALKOT	HUNGARY	**515.**	SURENDRANAGAR	ITALY
192.	BIDAR	U. S. A.	**516.**	TAPI	FRANCE
193.	BIJAPUR	INDONESIA	**517.**	VADODARA	GERMANY
194.	CHAMARAJNAGAR	BRAZIL	**518.**	VALSAD	SOUTH AFRICA
195.	CHIKKABALLAPURA	PAKISTAN	**519.**	AHMEDNAGAR	DJIBOUTI
196.	CHIKMANGALORE	NIGERIA	**520.**	AKOLA	FIJI
197.	CHITRADURGA	HONGKONG	**521.**	AMRAVATI	COMOROS
198.	DAVANGERE	HUNGARY	**522.**	AURANGABAD	GERMANY
199.	DHARWAD	RUSSIA	**523.**	BEED	GUYANA
200.	GADAG	TANZANIA	**524.**	BHANDARA	MONTENEGRO
201.	HASSAN	BANGLADESH	**525.**	BULDHANA	SOLOMON ISLANDS
202.	HAVERI	SOUTH AFRICA	**526.**	CHANDRAPUR	LUXEMBOURG
203.	KALABURGI - I	MYANMAR	**527.**	DHULE	SURINAME
204.	KALABURGI - II	SOUTH KOREA	**528.**	GADCHIROLI	CABO VERDE
205.	KODAGU	KENYA	**529.**	GONDIA	MALDIVES

206.	KOLAR	COLOMBIA	**530.**	HINGOLI	BRUNEI
207.	KOPPAL	SPAIN	**531.**	JALGAON	MALTA
208.	MANDYA	U. S. A.	**532.**	JALNA	BAHAMAS
209.	MYSORE	UKRAINE	**533.**	KOLHAPUR	BELIZE
210.	NORTH CANARA	ALGERIA	**534.**	LATUR	ICELAND
211.	RAICHUR	SUDAN	**535.**	NAGPUR	BARBADOS
212.	RAMANAGARA	IRAQ	**536.**	NANDED	VANUATU
213.	SHIMOGA	POLAND	**537.**	NANDURBAR-I	SAO TOME AND PRINCIPE
214.	SOUTH CANARA	VENEZUELA	**538.**	NANDURBAR-II	SAMOA
215.	TUMKUR	CANADA	**539.**	NASIK	GERMANY
216.	UDUPI	AFGHANISTAN	**540.**	OSMANABAD	KIRIBATI
217.	YADAGERE	MAURITIUS	**541.**	PALGHAR	ST. VINCENT & GRENADINES
218.	ALLEPPEY	GERMANY	**542.**	PARBHANI	TONGA
219.	CALICUT	AUSTRIA	**543.**	PUNE	GRENADA
220.	CANNANORE	SAUDI ARABIA	**544.**	RAIGAD	MICRONESIA
221.	ERNAKULAM	GERMANY	**545.**	RATNAGIRI	ANTIGUA AND BARBUDA
222.	IDUKKI	PAPUA NEW GUINEA	**546.**	SANGLI	SEYCHELLES
223.	KASARGOD	PERU	**547.**	SATARA	GERMANY
224.	KOLLAM	VENEZUELA	**548.**	SINDHUDURG	DOMINICA

225.	KOTTAYAM	UZBEKISTAN	**549.**	SOLAPUR	SAINT KITTS & NEVIS
226.	MALLAPURAM	MALAYSIA	**550.**	WARDHA	MARSHALL ISLANDS
227.	PALGHAT	ANGOLA	**551.**	WASHIM	MONACO
228.	PATANAMTHITTA	MOZAMBIQUE	**552.**	YAVATMAL	LIECHTENSTEIN
229.	TRICHUR	IRAN	**SHILLONG REGION**		
230.	TRIVENDRAM	GERMANY	**553.**	LOWER DIBANG VALLEY	CONGO
231.	WYNAD	NEPAL	**554.**	EAST KAMENG	DENMARK
232.	ADILABAD	TOGO	**555.**	LOHIT (NAMSAI)	ERITREA
233.	KARIMNAGAR	SIERRA LEONE	**556.**	LONGDING (OLD TIRAP)	LIBERIA
234.	KHAMMAM	BULGARIA	**557.**	UPPER SUBANSIRI	OMAN
235.	MAHABOOB NAGAR	LAOS	**558.**	TAWANG	COSTA RICA
236.	MEDAK	PARAGUAY	**559.**	TIRAP (NEW)	ROMANIA
237.	NALGONDA	LIBYA	**560.**	LOWER SUBANSIRI	NORWAY
238.	NIZAMABAD	EL SALVADOR	**561.**	CHANGLANG	TURKMENISTAN
239.	RANGA REDDY	GERMANY	**562.**	WEST SIANG	CENTRAL AFRICAN REPUBLIC
240.	WARANGAL	KYRGYZSTAN	**563.**	PAPUMPARE	STATE OF PALESTINE
241.	CAR NICOBAR	GHANA	**564.**	UPPER SIANG	IRELAND
242.	MIDDLE ANDAMAN	YEMEN	**565.**	EAST SIANG	FINLAND
243.	SOUTH ANDAMAN	MADAGASCAR	**566.**	ANJAW	LEBANON
244.	KARAIKAL	NORTH KOREA	**567.**	WEST KAMENG	NEW ZEALAND

245.	MAHE	AUSTRALIA	**568.**	DIBANG VALLEY	SINGAPORE
246.	PONDYCHERRY	GERMANY	**569.**	KURUNG KUMEY	SLOVAKIA
247.	YANAM	MOLDOVA	**570.**	BAKSA	MAURITANIA
248.	MINICOY	JAPAN	**571.**	BARPETA	KUWAIT
JAIPUR REGION			**572.**	BONGAIGAON	CROATIA
249.	AJMER	TOGO	**573.**	CACHAR	PANAMA
250.	ALWAR	SIERRA LEONE	**574.**	CHIRANG	MALAWI
251.	BANSWARA-I	BULGARIA	**575.**	DARRANG	SYRIA
252.	BANSWARA-II	LAOS	**576.**	DHEMAJI	BOSNIA & HERZEGOVINA
253.	BARAN	PARAGUAY	**577.**	DHUBRI	CHILE
254.	BARMER	LIBYA	**578.**	DIBRUGARH	SINGAPORE
255.	BHARATPUR	EL SALVADOR	**579.**	GOALPARA	ALBANIA
256.	BHILWARA	NICARAGUA	**580.**	GOLAGHAT	ARMENIA
257.	BIKANER	KYRGYZSTAN	**581.**	HAILAKANDI	JAMAICA
258.	BUNDI	LEBANON	**582.**	JORHAT	LITHUANIA
259.	CHITTORGARH	TURKMENISTAN	**583.**	KAMRUP	QATAR
260.	CHURU	SINGAPORE	**584.**	KARBI ANGLONG	NAMIBIA
261.	DAUSA	DENMARK	**585.**	BAITHALANGSO (KARBI ANGLONG - II)	UNITED KINGDOM
262.	DHOLPUR	FINLAND	**586.**	KARIMGANJ	BOTSWANA
263.	DUNGARPUR	SLOVAKIA	**587.**	KOKRAJHAR	LESOTHO

264.	HANUMANGARH	CONGO	**588.**	LAKHIMPUR	GAMBIA
265.	JAIPUR	NORWAY	**589.**	MORIGAON	U. S. A.
266.	JAISALMER	ERITREA	**590.**	N.C. HILLS	SLOVENIA
267.	JALORE	STATE OF PALESTINE	**591.**	NAGAON	GABON
268.	JHALAWAR	COSTA RICA	**592.**	NALBARI	LATVIA
269.	JHUNJHUNU	LIBERIA	**593.**	SIVASAGAR	GUINEA-BISSAU
270.	JODHPUR	OMAN	**594.**	SONITPUR	BAHRAIN
271.	KARAULI	IRELAND	**595.**	TINSUKIA	SWAZILAND
272.	KOTA	NEW ZEALAND	**596.**	UDALGURI	TRINIDAD AND TOBAGO
273.	NAGAUR	CENTRAL AFRICAN REPUBLIC	**597.**	BISHNUPUR	EQUATORIAL GUINEA
274.	PALI	MAURITANIA	**598.**	CHANDEL	MAURITIUS
275.	PRATAPGARH	NETHERLANDS	**599.**	CHURACHANDPUR	ESTONIA
276.	RAJSAMAND	SWITZERLAND	**600.**	IMPHAL EAST	SOMALIA
277.	SAWAI MADHOPUR	CROATIA	**601.**	IMPHAL WEST	BHUTAN
278.	SIKAR	PANAMA	**602.**	SENAPATI - I	CYPRUS
279.	SIROHI	MOLDOVA	**603.**	SENAPATI - II	CHAD
280.	SRI GANGANAGAR-I	GEORGIA	**604.**	TAMENGLONG	DJIBOUTI
281.	SRI GANGANAGAR-II	AZERBAIJAN	**605.**	THOUBAL	FIJI
282.	TONK	GERMANY	**606.**	UKHRUL - I	COMOROS
283.	UDAIPUR	KUWAIT	**607.**	UKHRUL - II	BELGIUM

284.	AMBALA	JAMAICA	**608.**	EAST GARO HILLS	GUYANA
285.	BHIWANI	LITHUANIA	**609.**	EAST JAINTIA HILLS	JORDAN
286.	FARIDABAD	GERMANY	**610.**	EAST KHASI HILLS - I	GERMANY
287.	FATEHABAD	NAMIBIA	**611.**	EAST KHASI HILLS - II	SOLOMON ISLANDS
288.	GURUGRAM	GERMANY	**612.**	NORTH GARO HILLS	CZECH REPUBLIC
289.	HISSAR	LESOTHO	**613.**	RIBHOI	SURINAME
290.	JHAJJAR	GAMBIA	**614.**	SOUTH GARO HILLS	CABO VERDE
291.	JIND	NORTH MACEDONIA	**615.**	SOUTH WEST KHASI HILLS	HAITI
292.	KAITHAL	SLOVENIA	**616.**	WEST GARO HILLS	DOMINICAN REPUBLIC
293.	KARNAL	GABON	**617.**	WEST JAINTIA HILLS	LUXEMBOURG
294.	KURUKSHETRA	LATVIA	**618.**	WEST KHASI HILLS	BRUNEI
295.	MOHINDERGARH	BAHRAIN	**619.**	SOUTH WEST GARO HILLS	ITALY
296.	NUH	GUINEA-BISSAU	**620.**	AIZAWL	ISRAEL
297.	PALWAL	BANGLADESH	**621.**	CHAMPHAI	MALTA
298.	PANCHKULA	SWAZILAND	**622.**	KOLASIB	BAHAMAS
299.	PANIPAT	TRINIDAD AND TOBAGO	**623.**	LAWNGTLAI	BELIZE
300.	REWARI	TIMOR-LESTE	**624.**	LUNGLEI	VANUATU
301.	ROHTAK	EQUATORIAL GUINEA	**625.**	MAMIT	ICELAND
302.	SIRSA	ESTONIA	**626.**	SAIHA	BRAZIL
303.	SONEPAT	MAURITIUS	**627.**	SERCHHIP	BARBADOS

304.	YAMUNANAGAR	CYPRUS	**628.**	DIMAPUR	SAO TOME AND PRINCIPE
305.	JAFFARPUR KALAN	GERMANY	**629.**	KIPHIRE	SAMOA
306.	MUNGESHPUR	MALI	**630.**	KOHIMA	SAINT LUCIA
LUCKNOW REGION			**631.**	LONGLENG	KIRIBATI
307.	AGRA	CHINA	**632.**	MOKOKCHUNG	ST. VINCENT & GRENADINES
308.	ALIGARH	BRAZIL	**633.**	MON	TONGA
309.	ALLABAHAD	ZIMBABWE	**634.**	PEREN	ARGENTINA
310.	AMBEDKAR NAGAR	RUSSIA	**635.**	PHEK	GRENADA
311.	AMETHI	MONGOLIA	**636.**	TUENSANG	HONGKONG
312.	AURIYA	AFGHANISTAN	**637.**	WOKHA	ANTIGUA AND BARBUDA
313.	AZAMGARH	EGYPT	**638.**	ZUNHEBOTO	SEYCHELLES
314.	BADAUN	PORTUGAL	**639.**	EAST SIKKIM	ANDORRA
315.	BAGPAT	MADAGASCAR	**640.**	NORTH SIKKIM	DOMINICA
316.	BAHRAICH	KENYA	**641.**	SOUTH SIKKIM	SAINT KITTS & NEVIS
317.	BALLIA	VIETNAM	**642.**	WEST SIKKIM	MARSHALL ISLANDS
318.	BALRAMPUR	COLOMBIA	**643.**	DHALAI	MONACO
319.	BANDA	TANZANIA	**644.**	GOMATI	SAN MARINO
320.	BARABANKI	ETHIOPIA	**645.**	KHOWAI	PALAU
321.	BAREILLY	IRAN	**646.**	NORTH TRIPURA	LIECHTENSTEIN

322.	BASTI	UNITED KINGDOM	**647.**	SEPAHIJALA	SURINAME
323.	BHADOHI	BURKINA FASO	**648.**	SOUTH TRIPURA	EGYPT
324.	BIJNOR	MALI	**649.**	UNAKOTI	MAURITIUS

*****

ANNEXURE XX

जवाहर नवोदय विद्यालय, ...
JAWAHAR NAVODAYA VIDYALAYA, ...
स्वास्थ्य और गतिविधि कार्ड / HEALTH AND ACTIVITY CAR
सामान्य जानकारी / GENERAL INFORMATION

छात्र के आधार कार्ड नंबर /Adhar Card No. of Student (Optional)							
नाम / Name							
प्रवेश संख्या Admission No.				जन्म तिथि /Date of Birth			
एम् ऍफ़ टी / M F T				रक्त वर्ग /Blood Group			
मां का नाम / Mother's Name							
YOB*		वजन /Weight*		ऊंचाई/Height*		रक्त वर्ग /Blood Group	
आधार कार्ड नंबर /Aadhaar Card Number*							
पिता का नाम / Father's Name							
YOB*		वजन /Weight*		ऊंचाई/Height*		रक्त वर्ग /Blood Group	
आधार कार्ड नंबर / Aadhaar Card Number*							
पारिवारिक मासिक आय/Family monthly income*							
पता / Address							
फोन नंबर /Phone No			मोबाईल नं. / Mobile No				
CWSN, Specify							

अभिभावक का हस्ताक्षर/Signature of Parent/Guardian

Date:_____

*वैकल्पिक जानकारीजिसे सीबीएसई के साथ साझा नहीं किया जाना चाहिए। डेटा गोपनीयता और सुरक्षा संबंधित स्कूल की ज़िम्मेदारी होगी :

*Optional information: that need not be shared with CBSE. Data privacy and protection shall be the responsibility of the concerned school

HEALTH AND ACTIVITY CARD

Components	Parameters	Class 9th	Class 10th	Class 11th	Class 12th
Vision	RE /LE				
Ears	Lest / Right				
Teeth Occlusion	Caries/Tonsils/Gums				
General Body Measurements	Height				
	Weight				
Circumferences	Hip				
	Waist				
Health Status	Pulse				
	Blood Pressure				
Posture Evaluation	If any: Head Forward/Sunken Chest/ Round Shoulders/ Kyphisis/ Lordosis/ Adominal Plosis/Body Lean/ Tilted Head/ Shoulders Uneven/ Scholiosis/Flat Feet/ Knock knees/ Bow legs.				
Sporting Activities (HPE) (For details, see HPE manual available on CBSE website www.cbseacademic.in)	**Strand 1:** Any one of the Following: 1. Athletics/Swimming 2. Team Game 3. Individual Game 4. Adventure Sports				
	Strand 2: **Health and Fitness** (Mass PT, Yoga, Dance, Calisthenics, Jogging, Cross Country Run, Working out using weights/ gym equipment, Taichi etc)				
	Strand 3: **SEWA**				

HEALTH AND ACTIVITY RECORD

Fitness Components	Fitness Parameters		Test Name	What does it Measures	Class 9th	Class 10th	Class 11th	Class12th
Health Components	Body Composition		BMI	Body Mass Index for specific age and Gender				
	Muscular Strength	Core	Partial Curl up	Abdominal Muscular Endurance				
		Upper Body	Flexed/Bent Arm Hang	Muscular Endurance/ Functional Strength				
	Flexibility		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles.				
	Endurance		600 Mtrs Run	Cardiovascular fitness / Cardiovascular endurance				
	Balance	Static Balance	Flamingo Balance Test	Ability to Balance successfully on a single leg				
Skill Components	Agility		Shuttle Run	Test of speed and agility				
	Speed		Sprint / Dash	Determines acceleration and speed				
	Power		Standing vertical jump	Measures the Leg Muscle Power.				
	Coordination		Plate Taping	Test speed and coordination of limb movement				
			Alternative Hand Wall Toss Test	Measures Hand – eye coordination				

Details regarding how to conduct tests are mentioned in HPE manual available on CBSE Website

BATTERY TEST FOR UNDER 14 GIRLS & BOYS

BATTERY 'B'
GIRLS
BELOW 14 YEARS

S. No.	EVENT	ONE STAR	TWO STAR	THREE STAR
1	100 M RUN	18.5 Sec	17.0 Sec	16.0 Sec
2	LONG JUMP	2.50 M	3.10 M	3.70 M
3	SHOT PUT [4KG]	3.75 M	5.00 M	6.00 M
4	HIGH JUMP	0.90 M	1.00 M	1.15 M
5	200 M RUN	40.0 Sec	37.0 Sec	34.0 Sec

BATTERY 'B'
BOYS
BELOW 14 YEARS

S. No.	EVENT	ONE STAR	TWO STAR	THREE STAR
1	100 M RUN	16.5 Sec	15.0 Sec	13.5 Sec
2	LONG JUMP	3.30 M	3.90 M	4.50 M
3	SHOT PUT [5.45KG]	4.50 M	6.0 M	7.50 M
4	HIGH JUMP	1.00 M	1.20 M	1.35 M
5	800 M RUN	3.30 Sec	3.00 Sec	2.40 Sec

SCORING TABLES [NORMS FOR GIRLS]

POINTS	100 M [Sec.]	LONG JUMP [Mts.]	SHOT PUT [Mts.]	HIGH JUMP [Mts.]	200 M [Min.]
10	14.2	4.45	7.10	1.27	2.90
9	15.0	4.10	6.50	1.20	3.10
8	15.8	3.75	5.90	1.13	3.30
7	16.6	3.40	5.30	1.06	3.50
6	17.4	3.05	4.70	0.99	3.70
5	18.2	2.70	4.10	0.92	3.90
4	19.0	2.35	3.50	0.85	4.10
3	19.8	2.00	2.90	0.78	4.30
2	20.6	1.65	2.30	0.71	4.50
1	21.4	1.30	1.70	0.64	4.70
0	22.2	0.95	1.10	0.57	4.90

SCORING TABLES [NORMS FOR BOYS]

POINTS	100 M [Sec.]	LONG JUMP [Mts.]	SHOT PUT [Mts.]	HIGH JUMP [Mts.]	200 M [Min.]
10	12.0	5.00	8.40	1.55	2.24
9	12.8	4.70	7.70	1.45	2.36
8	13.6	4.40	7.00	1.35	2.48
7	14.4	4.10	6.30	1.25	3.00
6	15.2	3.80	5.60	1.11	3.12
5	16.0	3.50	4.90	1.05	3.24
4	16.8	3.20	4.20	0.95	3.36
3	17.6	2.90	3.50	0.85	3.48
2	18.4	2.60	2.80	0.75	4.00
1	19.2	2.30	2.10	0.65	4.12
0	20.0	2.00	1.40	0.55	4.24

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BATTERY TEST FOR UNDER 17 & 19 GIRLS
NORMS AND PERFORMANCE TABLES FOR PHYSICAL FITNESS TEST

POINTS	A		B			C		D		E
	60 M [In Sec]	100 M [In Sec]	Long Jump [In M]	Standing Board Jump [In M]	Vertical Jump [In M]	Modified Bent Knee Push-Ups [In No.]	Bent Knee Sit-Ups [In No]	Overhead Backward Basket ball Throw With Both The Hands [In M]	Short Put 04.00 Kg [In M]	Shuttle Run 4x10 M [In Sec]
10	09.0	14.0	4.0	2.00	28	25	30	12.00	7.50	10.50
9	09.2	14.3	3.7	1.85	26	23	27	11.50	7.00	10.70
8	09.5	14.7	3.4	1.65	23	20	24	10.50	6.50	11.00
7	09.8	15.1	3.1	1.45	20	18	21	09.50	6.00	11.30
6	10.2	15.6	2.8	1.25	17	16	19	08.50	5.50	11.60
5	10.6	16.2	2.5	1.00	15	14	15	07.00	5.00	12.00
4	11.0	17.0	2.2	0.80	13	12	12	06.00	4.50	12.40
3	11.5	17.5	1.9	0.60	10	10	10	05.00	4.00	12.80
2	12.0	18.5	1.6	0.50	08	07	07	04.00	3.50	13.50
1	12.5	19.2	1.3	0.40	06	04	04	03.50	3.00	14.50

BATTERY TEST FOR UNDER 17 & 19 BOYS
NORMS AND PERFORMANCE TABLES FOR PHYSICAL FITNESS TEST

POINTS	A		B			C		D		E
	60 M [In Sec]	100 M [In Sec]	Long Jump [In M]	Standing Board Jump [In M]	Vertical Jump [In M]	Modified Bent Knee Push-Ups [In No.]	Bent Knee Sit-Ups [In No]	Overhead Backward Basket ball Throw With Both The Hands [In M]	Short Put 04.00 Kg [In M]	Shuttle Run 4x10 M [In Sec]
10	07.5	12.0	5.5	2.50	40	40	45	16.00	7.50	09.00
9	07.7	12.3	5.5	2.35	38	38	42	15.50	7.00	09.20
8	08.0	12.7	4.9	2.15	35	35	38	14.50	6.50	09.50
7	08.3	13.1	4.6	1.95	32	32	34	13.50	6.00	09.80
6	08.6	13.6	4.3	1.75	28	29	30	12.50	5.50	10.10
5	08.9	14.2	4.0	1.50	25	25	25	11.50	5.00	10.50
4	09.3	15.0	3.8	1.25	23	21	22	10.50	4.50	11.00
3	09.7	15.5	3.6	1.00	20	17	19	09.50	4.00	11.50
2	10.1	16.5	3.3	0.80	18	14	15	08.50	3.50	12.20
1	10.5	17.5	3.3	0.60	16	10	10	07.50	3.00	13.00

Note: *1. Each student will have to choose five items for test of choice.*
2. One item for test must be chosen from 'A', one from 'B', One from 'C', One from 'D'
3. Test item 'E' is Compulsory for all.
4. The Compiled Battery Test data of each student from class VI to XII should be made available on Shaladarpan for ready reference.

SCHEDULE OF THE BATTERY TEST FOR ALL CATEGORIES OF BOYS AND GIRLS

For Term-I in JUNE/JULY and for Term-II in December/January during evening Games Hours

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ANNEXURE XXII

REPORT OF MASTER ON DUTY

JAWAHARNAVODAYAVIDYALAYA_____

Date:_____**Day:**_____

(To be filled by MOD himself / herself & handed over to Principal before Morning Assembly on next day)

Name of the MOD_____; **Designation**._____

PART–I

Reporting

[A] (i) **Morning P.T.** Started at_____AM

(ii) Teachers Present on ground were

1.....; 2.....;

3.....; 4.....;

[B] (I)**Morning Assembly** started at_____AM .**House on Duty**.....

(ii) Names of teacher not present

1.....; 2.....;

3.....; 4.....;

(iii) The attendance & other details in "Consolidate Class Attendance Register" were verified & Signed:-

Yes / No

[C] (i)**Breakfast** started at_____AM.

(ii) Items served as per menu for the day **Yes/No**

(iii) Name of Students (With their House) who were present in the Vidyalaya but did not take breakfast

1.....; 2.....;

3.....; 4.....;

(iv) Name of the teachers present on duty

1.....; 2.....;

3.....; 4.....;

[D] (i)**Lunch** started at_____P.M..

(ii) Item served as per menu for the day **Yes/No**

(iii) Name of the teachers present on duty

1.....; 2.....;

3.....; 4.....;

(iv) Name of the students who were present in the Vidyalaya but did not take lunch

1.....;2.....3 .....;

4.....;5.....;6.....

[E] Remedial / Supervised Classes (Pre-Lunch))

(i) Remedial / Supervised classes were conducted in Academic Block from_____PM to_____PM

(ii) The attendance of students was recorded in concerned register which was verified by me. Yes/No

(iii) Name of the teachers present on duty

1.....; 2.....;

3.....; 4.....;

[F] **Evening Games &Sports** started at_____PM.

(i) Teachers playing with students were:

1.....; 2.....;
3.....; 4.....;
(ii) Total_____students were present on the ground. Games was over by_____PM.

(G)(i)Distribution of snacks was made at_____PM under the guidance of
Mr./Ms 1._____ 2._____& every student received the snacks.

(ii)The attendance of students was recorded in concerned register which was verified by me. **Yes / No**

[H] **Evening Supervised Classes**(After Games)
(i) Supervised Classes were conducted from_____PM to_____PM, at_____(Place)
(ii) The Teachers present on duty
1.....; 2.....;
3.....; 4.....;
(iii) The Attendance of students was recorded in concerned register which was verified by me. **Yes/No.**

[I] **Dinner** started at_____PM.

(i) Items served as per menu for the day **Yes/No**
(ii) Teachers present on duty
1.....; 2.....;
3.....; 4.....;
(iii) Name of the students who were present in the Vidyalaya but did not take dinner
1.....; 2 .....;
3.....; 4.....;

Part-II

(J)Attendance during various activities

Activity	Strength	Present	Leave	Sick	Onduty	NR	Absent	Total
Morning PT								
Morning Assembly								
Remedial/supervised study (afternoon)								
Evening games								
Evening supervised study (After games)								

Note:-OD: On duty; **NR**: Not Reported in the school after leave/vacation.

[K] **House Masters to submit the Night Roll Call details to MOD**

Strength	Arawali		Neelgiri		Shivalik		Udaigiri		Girls Sr.		Girls Jr.	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	A	B	A	B
Strength												
Present												
Leave												
Sick												
On duty												
NR												
Absent												
Total												

NOTE: Details of absentees should be intimated to Principal/Vice-Principal immediately

PART-III

(L) Details of Sick students (List is to be handed over by staff nurse and HM to MOD)

a. Details of students referred to hospital for medical treatment.

Sl.No.	Name of sick student	Class	House	Nature of illness	Signature of staff nurse	Signature Of HM

b. Details of students who were permitted by the staff nurse to take rest in MI room/Dormitory.

Sl. No.	Name of sick student	Class	House	Nature of illness	Signature of staff nurse	Signature Of HM

(M) Report on functioning of CCTV Cameras

Number of CCTV Cameras installed	Number of CCTV cameras functional	Locations at which the CCTV cameras not functioning	Suggestions

(N) Any celebration/Special event of the day

.....

(O) Safety concerns noticed, if any,

....

(P) Brief report on any untoward incident happened:

.....

.....

(Sign. Of MOD)

Action initiated by Principal on MOD report:-

.....

Sign. Of Principal

Note:-

1. Any untoward incident or any other matter requiring immediate attention of the Principal should be brought to his notice without any delay.
2. If this report is not received by Principal before Morning Assembly, he should immediately call the MOD.
3. Attendance taken during different activities/timings by the concerned teacher in-charge is to be submitted to MOD.

DUTIES AND RESPONSIBILITIES OF MASTER ON DUTY (MOD)

1. The Master on Duty will submit the report to the Principal in the prescribed format before Morning Assembly on the next day.

2. He/ She (MOD) will start with arouser and end duties with light off at night.

3. He/ She will supervise the arrangements of all Vidyalaya functions.

4. He/ She will ensure that all students behave properly during school functions.

5. He/ She will supervise all the meals & refreshments.

6. He/ She will supervise all roll calls. If any student is missing, will immediately report to the concerned house master & Principal.

7. He/ She will be present on the ground during morning PT& Evening Games.

8. He/ She will enquire about sick students from the staff nurse of the Vidyalaya.

9. He/ She will verify attendance of the students during afternoon remedial & evening supervised classes.

10. He/ She will ensure punctuality of all school activities.

11. He/ She will report any damage to the school property to Principal, If noticed on the day of duty.

12. He/ She will report about indiscipline or serious incidents to the Principal, if any, noticed on the day of duty.

13. He/ She will ensure that drinking water arrangements in the academic block & hostels are available.

14. He/ She will make suggestions in all school activities based on his/her observations.

15. He/ She will be easily available all the time & should not leave the campus without permission.

Note:-

1. Any untoward incident or any other matter requiring immediate attention of the Principal should be brought to his notice without any delay.
2. If duty officer is not able to perform duties on the prescribed day, he/she will inform the Principal well in time.
3. MOD will receive the attendance details from the respective in-charges and report to Principal.

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ANNEXURE-XXIII

JAWAHAR NAVODAYA VIDYALAYA _____

DAILY MORNING REPORT DIARY
(BY HOUSEMASTER/MISTRESS)

DATE _____

Sl.No.	Name of House	Strength	No. of Students Present	No. of students on Leave	No. of students on duty	Name of sick students	Name of Absent (Missing) Student	Brief about welfare of the students of the House	Signature of House Master/Mistress

Signature of MOD **Signature of Staff Nurse**

Signature of Vice-Principal **Signature of Principal**

Note:

This diary should be available with Staff Attendance Register in Principal chamber. The House Masters will report the status of students of this house before morning Assembly. Staff Nurse will record the name of sick students & will follow up for medical care.

ANNEXURE-XXIV

EXAMPLES OF LEARNING OUTCOMES FROM DIFFERENT SUBJECTS

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

ACTION VERB	OBJECT	CONDITION
MATHEMATICS		
Students will be able to correctly solve	Geometry problems using the Pythagorean Theorem	at least 8 out of 10 problems.
Students will be able to interpret	5-words problems by expressing them in Equation form	Based on their knowledge Of linear equations in two variables.
SCIENCE		
Students will be able to draw a diagram of	Life cycle of butterfly	after going through the topic metamorphosis in butterfly.
Students will be able to	Accurately describe the cause and nature a fine green layer on copper utensils	On completing a lesson on chemical change.
LANGUAGE		
Students will be able to identify	the exposition, climax and resolution points in the plot of a reading text	At the end of the reading text.
Students will be able to draw	Connections between different ideas	using background knowledge from area adding text.
Students will be able to form predictions	About the next course of events in a story from Malgudi Days	By working collaboratively with other members of reading club of school and by using at least three pieces of textual evidence from the story.
SOCIALSCIENCE		
Students will be able to defend	the action of Mahatma Gandhi in a formal class debate	After the history lesson on Chauri Chaura event.
Students will be able to justify	Why they would make a good Minister	After studying the roles and responsibilities of central/state government in India.
Students will be able to differentiate	between climate and weather	By illustrating the case of their local city.

The context or condition can come before Action verb if semantic accuracy demands so.

Annexure- XXV

NAVODAYA VIDYALAYA SAMITI VACATION SCHEDULE FOR 2022-23

S. No.	Region	Vacation/ Break	Period of Vacation		Duration
			From	To	
1.	**Bhopal**	Summer	21.05.2022	19.07.2022	60 days
		Autumn	03.10.2022	26.10.2022	24 days
		Winter	26.12.2022	31.12.2022	06 days
2.	**Chandigarh**				
	Punjab (All JNVs) **Jammu**(Kathua, Samba, Udhampur, Jammu-I, Jammu-II &Reasi) **HP** all JNVs (Except Kinnaur, Kaza, Shimla, Kullu)	Summer	21.05.2022	19.07.2022	60 days
		Autumn	17.10.2022	31.10.2022	15 days
		Winter	31.12.2022	14.01.2023	15 days
	J&K (Baramulla, Kupwara, Anantnag, Ganderbal, Budgam, Shopian, Doda, Poonch, Kulgam, Rajouri, Leh, Kargil) **HP** (Shimla, Kaza, Kinnaur, Kullu)	Summer	21.05.2022	09.06.2022	20 days
		Autumn	20.10.2022	31.10.2022	12 days
		Winter	19.12.2022	14.02.2023	58 days
3.	**Hyderabad** **For All JNVs of All States/UTs**	Summer	21.05.2022	19.07.2022	60 days
	Andman& Nicobar Islands and Lakshadweep (Four JNVs)	Autumn	03.10.2022	01.11.2022	30 days
	JNVs of Andhra Pradesh, Telangana, Karnataka, Puducherry (Except Mahe)	Autumn	03.10.2022	26.10.2022	24 days
		Winter	12.01.2023	17.01.2023	06 days
	All JNVs of Kerala &Mahe (UT of Pudducherry)	Autumn	07.09.2022	10.09.2022	04 days
			04.10.2022	25.10.2022	22 days
		Winter	24.12.2022	27.12.2023	04 days
4.	**Jaipur**	Summer	21.05.2022	19.07.2022	60 days
		Autumn	20.10.2022	29.10.2022	10 days
		Winter	26.12.2022	14.01.2023	20 days
5.	**Lucknow**	Summer	21.05.2022	19.07.2022	60 days
		Autumn	20.10.2022	31.10.2022	12 days
		Winter	28.12.2022	14.01.2023	18 days
6.	**Patna**				
	Bihar, Jharkhand & West Bengal (except JNV Darjeeling)	Summer	21.05.2022	19.07.2022	60 days
		Autumn	03.10.2022	01.11.2022	30 days
	JNV Darjeeling	Summer	21.05.2022	19.06.2022	30 days
		Autumn	03.10.2022	26.10.2022	24 days
		Winter	20.12.2022	24.01.2023	36 days
7.	**Pune**				
	Gujarat & Maharashtra	Summer	21.05.2022	19.07.2022	60 days
		Autumn	03.10.2022	26.10.2022	24 days
		Winter	12.01.2023	17.01.2023	06 days
	Goa	Summer	21.05.2022	19.07.2022	60 days
		Autumn	29.08.2022	03.09.2022	06 days
			17.10.2022	31.10.2022	15 days
		Winter	26.12.2022	03.01.2023	09 days
	Daman & Diu	Summer	21.05.2022	19.07.2022	60 days
		Autumn	03.10.2022	01.11.2022	30 days
8.	**Shillong**				
	Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Sikkim & Nagaland	Summer	21.05.2022	19.07.2022	60 days
		Autumn	20.10.2022	29.10.2022	10 days
		Winter	19.12.2022	07.01.2023	20 days
	Assam & Tripura	Summer	21.05.2022	19.07.2022	60 days
		Autumn	03.10.2022	26.10.2022	24 days
		Winter	26.12.2022	31.12.2022	06 days

ANNEXURE-XXVI

JAWAHAR NAVODAYA VIDYALAYA _____

VISIT OF PRINCIPAL / VICE PRINCIPAL TO DORMITORIES

Date	Name of House visited	Observations	Instructions to HM	Instructions to other staff if any	Sign. of HM	Sign. of related staff

SIGNATURE OF PRINCIPAL / VICE PRINCIPAL

F.No.12/5/2021-JCA-2
Government of India
Ministry of Personnel, Public Grievances and Pensions
(Department of Personnel and Training)
Establishment (JCA-2) Section

North Block, New Delhi
Dated the 8th June, 2021

OFFICE MEMORANDUM

Subject: Holidays to be observed in Central Government Offices during the year 2022- reg.

It has been decided that the holidays, as specified in the **Annexure –I** to this O.M., will be observed in all the Administrative Offices of the Central Government located at Delhi/New Delhi during the year 2022. In addition, each employee will also be allowed to avail himself/herself of any two holidays to be chosen by him/her out of the list of Restricted Holidays specified at **Annexure – II**.

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

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

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

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

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

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

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

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

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

6. During 2022, Diwali (Deepavali) falls on Monday, October24, 2022(Kartika2). In certain States, the practice is to celebrate the occasion a day in advance, i.e., on "Naraka Chaturdasi Day". In view of this, there is no objection if holiday on account of Deepavali is observed on "Naraka Chaturdasi Day (in place of Deepavali Day) in the Central Government Offices in a State if in that State that day alone is declared as a compulsory holiday for Diwali for the offices of the State Government.

7. Central Government Organisations which include industrial, commercial and trading establishments would observe upto 16 holidays in a year including three national holidays viz. Republic Day, Independence Day and Mahatma Gandhi's birthday, as compulsory holidays. The remaining holidays / occasions may be determined by such establishments/organisations themselves for the year 2022, subject to para 3.2 above.

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

9. In respect of Indian Missions abroad, the number of holidays may be notified in accordance with the instructions contained in this Department's O.M. No.12/5/2002-JCA dated 17th December, 2002. In other words, they will have the option to select 13 (Thirteen) holidays of their own only after including in the list, three National Holidays and Id-ul-Zuha, Mahatma Gandhi's birthday, Milad –un-Nabi or Id-e-Milad and Christmas Day included in the list of compulsory holidays and falling on days of weekly off.

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

11. Hindi version will follow.

(S.P. Pant)
Deputy Secretary to the Govt. of India
☎23094678

To

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

ANNEXURE-I

LIST OF HOLIDAYS DURING THE YEAR 2022 FOR ADMINISTRATIVE OFFICES OF CENTRAL GOVERNMENT LOCATED AT DELHI / NEW DELHI

S.No.	Holiday	Date	Saka Date	Day
			1943 SAKA ERA	
1.	Republic Day	January 26	Magha 06	Wednesday
2.	Maha Shivratri	March 01	Phalguna 10	Tuesday
3.	Holi	March 18	Phalguna 27	Friday
		1944 Saka Era		
4.	Mahavir Jayanti	April 14	Chaitra 24	Thursday
5.	Good Friday	April 15	Chaitra 25	Friday
6.	Id-ul-Fitr	May 03	Vaisakha 13	Tuesday
7.	Budha Purnima	May 16	Vaisakha 26	Monday
8.	Id-ul-Zuha (Bakrid)	July 10	Ashadha 19	Sunday
9.	Muharram	August 09	Sarvana 18	Tuesday
10.	Independence Day	August 15	Sarvana 24	Monday
11.	Janmashtami	August 19	Sarvana 28	Friday
12.	Mahatma Gandhi's Birthday	October 02	Asvina 10	Sunday
13.	Dussehra	October 05	Asvina 13	Wednesday
14.	Milad-un-Nabi or Id-e-Milad (Birthday of Prophet Mohammad)	October 09	Asvina 17	Sunday
15.	Diwali (Deepavali)	October 24	Kartika 02	Monday
16.	Guru Nanak's Birthday	November 08	Kartika 17	Tuesday
17	Christmas Day	December 25	Pausha 04	Sunday

ANNEXURE-II

LIST OF RESTRICTED HOLIDAYS DURING THE YEAR 2022 FOR ADMINISTRATIVE OFFICES OF CENTRAL GOVERNMENT LOCATED AT DELHI / NEW DELHI

S.No	Holiday	Date		Saka Date		Day
		SAKA ERA 1943				
1.	New Year's Day	January	01	Pausha	11	Saturday
2.	Guru Gobind Singh's Birthday	January	09	Pausha	19	Sunday
3.	Lohri	January	13	Pausha	23	Thursday
4	Makar Sankranti/Magha Bihu/ Pongal	January	14	Pausha	24	Friday
5.	Basant Panchami /Sri Panchami	February	05	Magha	16	Saturday
6.	Hazarat Ali's Birthday	February	15	Magha	26	Tuesday
7.	Guru Ravi Das's Birthday	February	16	Magha	27	Wednesday
8	Shiva ji Jayanti	February	19	Magha	30	Saturday
9.	Swami Dayananda Saraswati Jayanti	February	26	Phalguna	07	Saturday
10.	Holika Dahan	March	17	Phalguna	26	Thursday
11.	Dolyatra	March	18	Phalguna	27	Friday
		Saka Era 1944				
12.	Chaitra Sukladi /Gudi Padava/Ugadi/ Cheti Chand	April	02	Chaitra	12	Saturday
13.	Ram Navami	April	10	Chaitra	20	Sunday
14.	Vaisakhi /Vishu/ Meshadi	April	14	Chaitra	24	Thursday
15.	Vaisakhadi (Bengal) / Bahag Bihu (Assam)	April	15	Chaitra	25	Friday
16.	Easter Sunday	April	17	Chaitra	27	Sunday
17.	Jamat-Ul-Vida	April	29	Vaisakha	09	Friday
18.	Guru Rabindranath's birthday	May	09	Vaisakha	19	Monday
19.	Rath Yatra	July	01	Ashadha	10	Friday
20.	Raksha Bandhan	August	11	Sarvana	20	Thursday
21.	Parsi New Year's day/Nauraj	August	16	Sravana	25	Tuesday
22.	Janmashtami (Smarta)	August	18	Sravana	27	Thursday
23.	Vinayaka Chaturthi/ Ganesh Chaturthi	August	31	Bhadra	09	Wednesday

24.	Onam or Thiru Onam Day	September	08	Bhadra	17	Thursday
25.	Dussehra (Saptami)	October	02	Asvina	10	Sunday
26.	Dussehra (Mahashtami)	October	03	Asvina	11	Monday
27.	Dussehra (Mahanavmi)	October	04	Asvina	12	Tuesday
28.	Maharishi Valmiki's Birthday	October	09	Asvina	17	Sunday
29.	Karaka Chaturthi (KarwaChouth)	October	13	Asvina	21	Thursday
30.	Naraka Chaturdasi	October	24	Kartika	02	Monday
31.	Govardhan Puja	October	25	Kartika	03	Tuesday
32.	Bhai Duj	October	26	Kartika	04	Wednesday
33.	PratiharShashthi or Surya Shashthi (Chhat Puja)	October	30	Kartika	08	Sunday
34.	Guru Teg Bahadur's Martyrdom Day	November	24	Agrahayana	03	Thursday
35.	Christmas Eve	December	24	Pausha	03	Saturday
36.	Guru Gobind Singh's Birthday	December	29	Pausha	08	Thursday

Annexure - XXVIII

नवोदय विद्यालय समिति
शिक्षा मंत्रालय, भारत सरकार
(स्कूल शिक्षा और साक्षरता विभाग)
बी-18, इंस्टीट्यूशनल एरिया, सैक्टर-62, नोएडा, गौतम बुद्ध नगर (उ.प्र.)-201309
दू. 0120-2408969,70,71,72,73, फैक्स : 0120-2408182

आज़ादी का अमृत महोत्सव

Navodaya Vidyalaya Samiti
Ministry of Education, Govt. of India
(Deptt. of School Education & Literacy)
B-18, Institutional Area, Sector-62, NOIDA, Gautam Budh Nagar (U.P.)-201309
Tel. 0120-2408969,70,71,72,73, Fax : 0120-2408182
वेबसाईट/Website : www.navodaya.gov.in

F.No.. 7-2/2016/NVS (Acad.)/ Dated:29/04/2022

To,

The Deputy Commissioner,
Navodaya Vidyalaya Samiti,
All Regional Offices.

Sub: Perspective Academic Plan (PAP) for the session 2022-23 - reg.

Sir/Madam,

As you are aware due to Covid-19 surge in the country, JNVs were opened for physical classes after a long gap during the session 2020-21 and consequently academic session was extended for one month for providing academic support to the students. Therefore new academic session 2022-23 will commence from 2nd May, 2022.

Perspective Academic Plan for the year 2022-23 is attached for execution and monitoring scholastic and co-scholastic activities to be conducted for the session 2022-23 at JNVs.

You are requested to ensure following points in this regard:-

1. Ensure availability of PAP for the session 2022-23 in all JNVs.
2. All Principals, Teachers, ACs & DCs must read all chapter of PAP. Accordingly institution plan for JNVs as well as plan of activities at RO level should be prepared at the earliest.
3. Newly added features in PAP are in light of NEP 2020 as given in **Annexure 'A'** must be studied and implemented in its letter & spirit.
4. As classes are scheduled up-to 20th May, 2022, hence all efforts must be done by the teachers for explaining those concepts of previous class also which are linked with the concepts of the new class before start of syllabus. This exercise is essentially required to reduce the learning gap. Remedial time for selected students may also be used for this purpose.
5. If JNV is CBSE Examination centre, the teaching of non-board classes should be scheduled as suggested vide NVS letter No F.N. 127/2021-22/NVS(Acad)/170 dated 27.04.2022. However, first 20 days of new academic session must be utilized for regular classroom teaching.
6. Principal of JNV must ensure students' comfortable stay in JNV during Summer as suggested vide NVS letter No. 10-76/2022-NVS(SA)/5804 dated 25.04.2022.
7. All students of JNVs must get textbooks, stationery before starting of new academic session and process for availability of uniform should be initiated.
8. As CBSE has recently released curriculum for classes IX to XII as well as NCERT yet to release reduced syllabus for class VI & VII, hence detailed split up syllabus will be issued shortly. However, syllabus to cover for first 20 days of May, 2022 is attached for implementation.
9. The links of all handbooks, documents, CBSE curriculum for the session 2022-23, NEP 2020 are given as **Annexure - I** of PAP 2022-23 are very useful for conduct of scholastic and co-scholastic activities. All teaching staff including Principal and Vice-Principal must read all such handbooks, documents of CBSE and NCERT. These documents must be downloaded and at least two print version of each of the document should be kept in library to refer by the teachers. However, soft copy of the same must be circulated to all staff.

10. Before starting of Summer Vacation, each student in every subject must be assigned project work, survey, data collection etc. and same should be assessed under internal assessment of First Term after vacation.
11. Suggestive readings, e-content, sufficient practice paper for competitive exams, Olympiads etc. should be provided to the students to utilise vacation period.
12. As per NEP 2020, all students will participate 10 days bagless period where they can intern with local vocation experts. Students will participate for 05 day bagless duration in vacation for this activity and 05 days when they will be in schools. Hence suitable guidance as given at page no. 14* of PAP may be provided to all students for 05 day bagless days activites to be conducted during vacation before departure of the students.
13. All procurement process, M&R work, selection of students for migration, admission process of students etc. must be planned and executed during vacation to ensure smooth functioning of JNVs after vacation.

The cluster I/c ACs will closely monitor the academic activities as per Perspective Academic Plan. RO must provide status of class wise students' attendance and availability of textbook & stationery to all students as on 02.05.2022 in format given in **Annexure 'X'** latest by 04.05.2022.

Encl: As above

Yours faithfully,

(Gyanendra Kumar)
Joint Commissioner (Acad)

Copy to: **The Deputy Commissioner**, all Navodaya Leadership Institutes – for utilising the content of PAP 2022-23 during training programmes.

* Read page no. 14 as page no. 12

Annexure- XXIX

Newly added features in PAP 2022-23

S. No.	PARTICULARS	Page No.
1.	Annual Pedagogical Plan	9
2.	National Education Policy- 2020: Main Features	10
3.	Bagless Days	12
4.	Competency Based Education, Pedagogy & Lesson Plan	13
5.	Effective use of Classrooms, Laboratories and Open Space for Learning	14
6.	Academic Monitoring and Supervision by Principal and Vice-Principal	20
7.	Panel Inspection	21
8.	Assessment Structure for the Academic Session 2022-23 for Classes VI to XII	23
9.	Co-Curricular Activities(CCA) in JNVs	40
10.	Club Activities	41
11.	Kitchen Garden	43
12.	Provision of Skill Courses in JNVs	46
13	Integrating Cultural Component with Teaching of 3rd Language	61
14.	Ek Bharat Shreshtha Bharat	68
15.	Azadi Ka Amrit Mahotsav	71
16.	Preparation of Students for Competitive Examinations and Career Support	94
17.	Activities for Environment Education	142

Annexure XXX

Modification in Revised PAP (2022-23)

S.No.	Feedback from RO/JNVs	Modification in revised PAP	Page No.
1	Periods should be allotted for additional language for class x students who do not opt skill course	Periods are allotted for additional language for class x students who do not opt skill course.	17
2	Number of mandatory visits to dormitories by Principal / Vice Principal to be increased.	Mandatory visit to dormitories is increased from at least twice in a week to "at least thrice in a week" for Vice Principal and at least once in a week to "at least twice in a week" for Principal.	21
3	Bench mark in skill subjects was not mentioned.	Bench Mark for skill subjects of Class X included	23
4	Pre board 2 exams may be rescheduled as the board practical exams start from 1st week of February 2023	The schedule is modified from 27Jan 2023 -7th February 2023 to 20th Jan 2023 -31st Jan 2023.	32
5	Some of the JNVs are not associated with any of the country under Vishva Sangam Programme.	All JNVs have been associated with a country.	213
6	Provision of skill courses was not aligned with the latest circular of NVS	Provision of skill courses is aligned with the latest circular of NVS.	46
7	Topic FIT INDIA Movement not included.	New topic on "FIT INDIA Movement" included.	79
8	Duties and responsibilities of counselors in JNVs were not in line with the latest circular of NVS .	Duties and responsibilities of counselors in JNVs included as per latest circular of NVS.	127
9	Report format for visit of dormitories by Principal / Vice Principal needs to be simplified.	Simplified report format for visit of dormitories by Principal / Vice Principal is included.	243
10	Corrections in total number of houses as well as number of house masters as per latest circular of NVS, to be done.	Total number of houses and house masters are corrected to 12.	131
11	Day of PTC was not mentioned.	Day of conduct of PTC as "every second Saturday of the month would be the day of visit of parents and conduct of PTC meeting" included .	138
12	FIT INDIA QUIZ (2021-22) achievements not included.	Achievement of NVS in FIT INDIA QUIZ (2021-22) included.	6
13	Point on regular health checkup to be included	Point on regular health checkup is included.	7

14	On every Wednesday, morning assembly should be conducted in the third language instead of Tuesday.	Day of Morning Assembly in third language modified as Wednesday.	16
15	Directions for Swachhata Pakhwada 2022 should also be included.	Swachhta Pakhwada (1st September to 15th September) 2022: latest directions included.	141
16	Swachh Vidyalaya Puraskar guidelines are not in line with the latest circular.	Swachh Vidyalaya Puraskar guidelines are included in line with the latest circular.	142
17	National Awards to Teachers–President Award, instructions were not in line with the latest circular.	National Awards to Teachers–President Award, instructions were included in line with the latest circular.	111
18	Name of the associated country under Vishwa Sangam Programme to be added in the JNV details of panel inspection format.	Name of the associated country under Vishwa Sangam Programme is included in the JNV details of panel inspection format	168
19	Direction to Cluster AC for submission of Panel Inspection report on the last day of panel inspection before leaving the JNV inspected.	Direction i.e., after conducting the panel inspection, the cluster I/C AC will submit the report to the Deputy Commissioner of the Regional Office before leaving the inspected JNV by mail, as well as also interact with DC RO/ designated Officer of NVS Hqrs., included.	22
20	Additional areas included in Panel Inspection format (Annexure XIV & XV).	• Indiscipline cases since last panel inspection	170
		• Effective use of Classroom, laboratories and open space for learning	178
		• Career counseling and preparation for competitive exams	185
		• Status of accommodation for students	187
		• Mandatory health checkup of newly admitted students	190
		• Number of students diagnosed having serious illness on the basis of medical health checkup.	190
		• Issues related with seepage, leakage, water logging etc	193
		• Checklist for Panel Inspection of JNVs	205
		• Format for class observation by panel inspection team	204