

PERSPECTIVE ACADEMIC PLANNING

On

Gyan Shakti Residential Schools of Excellence

Gyan Shakti Tribal Residential Schools of Excellence



Gujarat Council of School Education (GCSE) - Samagra Shiksha

Education Department

Gandhinagar, Gujarat

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1. INSTITUTIONAL PLANNING

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

MAJOR AREAS

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:

IMPROVEMENT OF LIVING & LEARNING CONDITIONS

- Construction, maintenance, and repair of School buildings.
- Provision of facilities to the pupils like supply of drinking water, sanitary facilities, nutritious food, medical facilities, assistive devices for CWSN etc.
- Collection of Library books, Magazines, Journals, Instructional Materials and Audiovisual aids for the school.

IMPROVEMENT OF ACADEMIC FACILITIES

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

IMPROVEMENT OF CO-CURRICULAR ACTIVITIES

- Organization of physical education and sports activities in the school.
- Organization of Art, Culture and literary activities

- Organization of social service projects.
- Organization of pace setting activities

SCHOOL IMPROVEMENT PROJECTS

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

INVESTIGATION AND RESEARCH

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

SCHOOL SAFETY PROGRAMME

- Implementation of School Safety Policy 2016
- Conducting safety audits (Structural as well as nonstructural)
- Conducting disaster management mock drills
- School Safety Pledge
- Health check-up of students

INCLUSIVE EDUCATION

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

2. ANNUAL PEDAGOGICAL PLAN

Role of Principal as pedagogical leaders of their Schools, 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 School.

To assist Principals in preparing Annual Pedagogical Plan, National Institute of Educational Planning and Administration (NIEPA) has released a Booklet i.e., “Pedagogical Leadership: Handbook for leading learning in Schools”. The link of this document is also given in the Annexure - 1

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 schools will prepare Annual Pedagogical Plan (APP) for the session in the format given in the Annexure – 2.

3. NATIONAL EDUCATION POLICY 2020: MAIN FEATURES

Individuals' creative potential is emphasized in the National Education Policy. 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. to eliminate harmful hierarchies among, and silos between different areas of learning.
- **Multidisciplinary and holistic** education across the science, Social Science, 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, the 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 CwSN students, and educational planning and management.
- **Respect for diversity** and respect for the **local context** in all curriculums, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
- **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 holistic education across the Science, Social Science, 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, and 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 all 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-clubs, activity clubs, 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, 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, art 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 is to learn at least one vocation and be exposed to several more.
- Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by State and local communities during Grades 6-8.
- A 10-day bag-less period during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists and other similar internship opportunities to learn vocational subjects to students throughout Grades 6-12 Including the holiday period.
- Vocational education will be integrated into 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 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 instill 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 schools 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 develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including Science, Social Science, Arts, Humanities, Languages, as well as Professional, Technical and Vocational Subjects.
- A holistic and multidisciplinary education would aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Constitutional values (such as seva, ahimsa, swachhata, satya, nishkam karma, shanti,

sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.

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, including 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.

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 instill 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

4. SCHOOL ASSEMBLY

School assembly is the time when the entire School community (teachers and students) assembles at and vindicate the school's identity and aspirations. The school assembly is the best platform for the students to inspire and to motivate. It works as a platform to develop self-confidence creativity and aesthetic sense among students and helps in acquiring knowledge and information. The school will ensure that school assembly has a proper sitting arrangement. It is mandatory that principal - vice principal, all teachers and students attend school assembly regularly and on time. The Balvrund teams would manage and conduct the day-to-day morning assemblies throughout the year.

Sr No	ACTIVITIES
1	Seating Arrangements
2	Meditation (Omkar, Yoga, Asana, Mudras, Pranayama etc.)
3	Shlokas and Prayers
4	Bhajans and Melody
5	To recite tables
6	Panchang, Newspaper reading, ideal reading (Tri language should be included) Worth knowing, Current Affairs
7	Children's songs, Action songs, Poem recitation, Storytelling, Mono acting, Mime act
8	Speech by principal/teacher/day special speech/book review/questioning/quiz competition
9	'Aaj no Deepak' (Birthday girl/boy) 'Aaj nu Gulab' (Tidy students)
10	National anthem
Total Duration: 25 to 30 minutes	

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/teachers should invariably address the morning assembly. It is to be conducted in different 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.

Note: All the staff concerned have to ensure that there is effectiveness in planning, preparation and presentation of assembly activities to achieve its intended and specified goals.

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5. SCHOOL CALENDAR

A 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, Ek Bharat Shrestha Bharat activities, Art in education activities, flagship program (youth parliament, FIT India, etc.). Such a schedule enables the school to conduct all curricular and co-curricular activities in a more productive and defined structure so that all the activities may be guided towards attainment of educational goals. The year long activities in an effective manner with advanced preparations. Hence each school has to prepare an effective working calendar for the year, well before the beginning of the academic session by incorporating areas such as Scholastic, Co-Scholastic, along with important days / functions / activities etc.

- All academic and co academic activities in the academic session can be included in the school calendar.
- Monthly working days, vacations, birth anniversary celebrations of dignitaries, national religious and social festivals celebration, Celebration of important days, celebration of school foundation day, main program like youth parliament, fit India, BAL VRUND, BAL sabha, bal mela etc. can be included in school calendar.
- School will conduct all the curricular and co-curricular activities of the school so that all activities can guide towards the achievement of academic goals. For this the School has to plan in advance to get effective result.
- Text, videos, ppts, literature etc. For celebrating social days in the calendar can be displayed and the form of QR code in which the history importance and usefulness of the special days can be learned in the school through various activities and methods.
- Summer camp can be organized during summer vacation in Schools in which students can be taught vocational courses mentioned in NEP 2020, besides skill-based activities craft base activities sports activities in which (horse riding chess Kabaddi, kho-kho, swimming skating karate boxing archery etc.) music painting etc can be organized.
- In NEP 2020 (10 bag less days) under which visits to various places over pre-vocational activities can be organized for example knowing and learning the skills of carpenter Potter and other craftsman.
- Emergency numbers like police, fire, ambulance, helpline etc. can be included in the school calendar.

6. SCHOOL TIMETABLE AND ALLOTMENT OF PERIODS

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

- Preferably the services of Art Teacher, Music Teacher, and Librarian are to be taken for running supervised study periods in the afternoon.
- Concerned subject teachers are to be put on duty for remedial teaching.
- All staff members including PETs will be put on duty during supervised study as per the requirement on rotation basis. The daily routine details of total no. of periods to be given to the teachers & no. of periods to be allotted to each subject/ class wise is given as under:
- **SUBJECT WISE CLASS WISE ALLOTMENT OF PERIODS: (40 MTS DURATION)**

Class VI TO VIII	Periods	Class IX	Periods	Class X	Periods
Gujarati	7	Gujarati	5	Gujarati	6
English	6	English	5	English	7
Hindi	5	Hindi	4	Hindi/ Sanskrit	6
Sanskrit	2	Sanskrit	4		
Mathematics	6+1*	Mathematics	6+1*	Mathematics	5+1*
Science	6+1*	Science	5+1*	Science	5+1*
Social Science	6	Social Science	5	Social Science	6
Library	2	Library	2	Library	3
Computer	2	Computer	4	Computer	5
Ph. Education	1	Ph. Education	2	Ph. Education	1
Art /Drawing	1	Art /Drawing	2	Art /Drawing	0
Music	1	Music	1	Music	0
Work Exp. / Skill Course	1	Skill Course / Vocational	1	Skill Course / Vocational	0

***This period should be allotted for laboratory activities only**

Period Allotment in General Stream		
Group-1	Language – Eng. Med /Guj Med	06
Group-2	Any one Language	06
Group-3	Two Subjects	12
Group-4	3 Subjects	18
	Any one subject Ph. Education/Drawing/Computer	03
	Library	03

Period Allotment in Science Stream		
Subject	A - Group	B - Group
First Language	6	6
Maths	11	0
Biology	0	11
Chemistry	11	11
Physics	11	11
Second Language	04	04
Physical Education	01	01
Library	04	04

Note: Skill subjects in Class IX and X will be an additional subject.

Reference: Madhyamik Shikshan and Parikshan July 2018

- 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 class XI & XII, two periods per week are earmarked for practical in the concerned subjects like Physics, Chemistry, Biology, Computer Science/Informative Practices/Skill subjects etc.

- For music and arts, students of a class should be divided in two batches. Each batch should include half of the students of the class in order of their roll numbers in the class attendance register. The periods for music and arts for a class should be held simultaneously, one batch of a section will attend music and other batch of the same section will attend arts class.
- For class IX and X, the practical / other laboratory activities are to be conducted on regular basis as per curriculum.
- For class 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' timetable.
- Class-wise & teacher wise timetable should be displayed in each classroom/ lab/ smart classroom.

7. DAILY ROUTINE

- Every school shall have a daily routine for children which shall be prominently displayed at various places within the hostel premises
- The daily routine may provide, inter alia, for a regulated and disciplined life, personal hygiene and cleanliness, physical exercise, yoga, educational classes, vocational training, organized recreation and games, moral education, group activities, prayer and community singing and special programme for Sundays and holidays and national holidays, festive days, birthdays

Summer Season Timetable (Morning School) Monday to Saturday (School time 7:15 am to 1:40 pm)		
Sr. No.	Name of Activity	Time
1	Rouse	5.00 a.m.
2	Morning Roll Call/PT/Yoga	5.30 to 6.15 a.m.
3	Bath & Change	6.15 to 7.00 a.m.
4	Milk/Alternative item	7.00 to 7.15 a.m.
5	Assembly	7.15 to 7.35 a.m.
6	School Time	7.35 to 8.55 a.m.
7	*Breakfast	8.55 to 9.30 a.m.
8	School Time	9.30 to 11.30 a.m.
9	Recess	11.30 to 11.40 a.m.
10	School Time	11.40 to 1.40 pm
11	Lunch & Rest	1.40 to 3.00 p.m.
12	Remedial/Supervised Study& Club/ CCA activities	3.00 to 4.30 p.m.
13	Reporting on Ground	4.30 to 4.40 p.m.
14	Games & Sports	4.40 to 5.40 p.m.
15	Roll Call & Tea/Snacks	5.40 to 6.00 p.m.
16	Games & Roll Call	4.45 to 5.50 p.m.
17	Bath & Change	6.00 to 6.30 p.m.
18	Evening Supervised Study in Academic block /Dining	6.30 to 8.00 p.m.
19	Dinner	8.00 to 8.45 p.m.
20	Counseling by H.M./A.H.M. Roll Call and Conduct of Happy Hours	8.45 to 9.15 p.m.
21	Self-Study	9.15 to 10.15 p.m.
22	Light Off	10.15 p.m.

Winter season Timetable (Morning School) Monday to Saturday (School time 8:00 am to 1:40 pm)		
Sr. No.	Name of Activity	Time
1	Rouse	5.45 a.m.
2	Morning Roll Call/PT/Yoga	6.15 to 7.00 a.m.
3	Bath & Change	7.00 to 7.45 a.m.
4	Milk/Alternative item	7.45 to 8.00 a.m.
5	Assembly	8.00 to 8.20 a.m.
6	School Time	8.20 to 9.30
7	*Breakfast	9.30 to 10.00 a.m.
8	School Time	10.00 to 11.45
9	Recess	11.45 to 11.55 a.m.
10	School Time	11.55 to 1.40
11	Lunch & Rest	1.40 to 3.00 p.m.
12	Remedial/Supervised Study& Club/ CCA activities	3.00 to 4.15 p.m.
13	Reporting on Ground	4.15 to 4.30 p.m.
14	Games & Sports	4.30 to 5.30 p.m.
15	Roll Call & Tea/Snacks	5.30 to 5.50 p.m.
16	Bath & Change	5.50 to 6.15 p.m.
17	Evening Supervised Study in Academic block /Dining	6.15 to 7.45p.m.
18	Dinner	7.45 to 8.30 p.m.
19	Counseling by H.M./A.H.M. Roll Call and Conduct of Happy Hours	8.30 to 9.00 p.m.
20	Self-Study	9.00 to 10.00p.m.
21	Light Off	10.00 p.m.

*Breakfast may be shifted as per suitability of School.

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

8. SUNDAY & HOLIDAY ROUTINE

Summer Season Timetable		
Sr. No.	Name of Activity	Time
1	Rouse	5:30 a.m.
2	Milk/Alternative item	6.00 to 6.30 a.m.
3	Roll Call, Cleaning of House surrounding /Dormitories/Beautification of Campus& Kitchen Garden activities on rotation basis. HMs /AHMs on rotation	06:30 to 08:00 a.m.
4	Cleaning of Clothes, Bath & Change	08.00 to 09.00 a.m.
5	Breakfast	09:00 to 09:30 a.m.
6	Own time	09.30 to 10.00 a.m.
7	Organized Study / Special Class-for Olympiads /preparation for professional competition/ career counseling/ Special Assembly or function on the Holiday (School will arrange staff duties for supervision on rotation basis)	10:00 to 12:00 Noon
8	Library hrs.	12.00 to 01.00 p.m. (Batch -I) 02.30 to 3.30 p.m. (Batch -II) 03.30 to 4.30 p.m. (Batch -III)
9	Own time	12.00 to 01.00 p.m. (Batch -I) 02.30 to 3.30 p.m. (Batch -II) 03.30 to 4.30 p.m. (Batch -III)
10	Lunch & Rest	01:15 to 02:30 p.m.
11	Roll Call, Tea & Snacks	04:30 to 5.00 p.m.
12	TV/Optional Games	5.00 to 8.00 p.m.
13	Dinner	8.00 to 8.45 p.m.
14	Counseling by H.M./A.H.M. Roll Call and Conduct of Happy Hours	8.45 to 9.15 p.m.
15	Self-Study	9.15 to 10.15 p.m.
16	Light Off	10.15 p.m.

Winter Season Timetable		
Sr. No.	Name of Activity	Time
1	Rouse	6:00 a.m.
2	Milk/Alternative item	6.15 to 6.30 a.m.
3	Roll Call, Cleaning of House surrounding/Dormitories/Beautification of Campus& Kitchen Garden activities on rotation basis. HMs /AHMs on rotation	06:30 to 08:00 a.m.
4	Cleaning of Clothes, Bath & Change	08.00 to 09.00 a.m.
5	Breakfast	09:00 to 09:30 a.m.
6	Own time	09.30 to 10.00 a.m.
7	Organized Study / Special Class-for Olympiads / preparation for professional competition/ career counseling/ Special Assembly or function on the Holiday (School will arrange staff duties for supervision on rotation basis)	10:00 to 12:00 Noon
8	Library hrs.	12.00 to 01.00 p.m. (Batch - I) 02.30 to 3.30 p.m. (Batch - II) 03.30 to 4.30 p.m. (Batch - III)
9	Own time	12.00 to 01.00 p.m. (Batch – II & III) 02.30 to 3.30 p.m. (Batch –I & III) 03.30 to 4.30 p.m. (Batch –I & II)
10	Lunch & Rest	01:15 to 02:30 p.m.

11	Roll Call, Tea & Snacks	04:30 to 5.00 p.m.
12	TV/Optional Games	5.00 to 8.00 p.m.
13	Dinner	8.00 to 8.45 p.m.
14	Counseling by H.M./A.H.M. Roll Call and Conduct of Happy Hours	8.45 to 9.15 p.m.
15	Self-Study	9.15 to 10.00p.m.
16	Light Off	10.00 p.m.

Note:

1. Sunday will be the working day of Librarian. Weekly off may be provided to Librarian on Saturday. Library will be opened on Sunday from 12.00 to 04.30 p.m.
2. Flexibility is given in scheduling the activities to the schools for any change, however, duration of activities should remain the same.

Since Librarian will be engaged every Sunday in the afternoon, she/he may be given off in the Saturday afternoon

9. 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 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 pupil 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 adopt 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 school for the academic year. 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 school. 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 in the supervision, both for non-remedial supervision and evening supervision as well. It should be ensured that every teacher gets almost the same workload by combining both duties.

10.ASSESSMENT STRUCTURE FOR CLASSES IX to XII

- **Scholastic Area:**

The Assessment scheme will have theory, internal assessment/practical components as per syllabus given for each subject by GSEB. Annual Examination for class XII is conducted by GSEB Board whereas Internal Examinations are conducted by School as per GSEB guidelines. School conducts all examinations/tests for Class IX and XI. Syllabus of half-yearly examination will be as per split-up syllabus of school whereas annual examination will be based on full syllabus for the academic session.

- **Assessment Scheme for class IX and XI**

TEST	MARKS	MONTH
Unit Test 1:	25 Marks	JULY
Unit Test 2:	25 Marks	AUGUST
First Test:	50 Marks	SEPTEMBER/OCTOBER
Unit Test 3:	25 Marks	NOVEMBER
Unit Test 4:	25 Marks	DECEMBER
Second Test:	50 Marks	JANUARY/FEBRUARY
Annual Exam:	80 Marks	APRIL
Internal Marks:	20 Marks <ul style="list-style-type: none">○ 5 Marks based on Unit Tests conducted before first term exam○ 5 Marks based on Unit Tests conducted before second term exam○ 5 Marks based on Notebook submission○ 5 Marks based on Subject enrichment activities (Listening, Speaking, Assignment/Project)	

- **Assessment Scheme for class X**

TEST	MARKS	MONTH
Unit Test 1:	25 Marks	JULY
Unit Test 2:	25 Marks	AUGUST
First Test:	80 Marks	SEPTEMBER/OCTOBER
Unit Test 3:	25 Marks	NOVEMBER
Unit Test 4:	25 Marks	DECEMBER
Preliminary Test:	80 Marks	JANUARY
Board Exam:	80 Marks	MARCH
Internal Marks:	20 Marks	

	<ul style="list-style-type: none"> ○ 5 Marks based on Unit Tests conducted before first term Exam ○ 5 Marks based on Unit Tests conducted before second term Exam ○ 5 Marks based on Notebook Submission ○ 5 Marks based on Subject enrichment activities (Listening, Speaking, Assignment/Project)
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• **Assessment Scheme for class XII**

TEST	MARKS	MONTH
Unit Test 1:	25 Marks	JULY
Unit Test 2:	25 Marks	AUGUST
First Test:	100 Marks	SEPTEMBER/OCTOBER
Unit Test 3:	25 Marks	NOVEMBER
Unit Test 4:	25 Marks	DECEMBER
Preliminary Test:	100 Marks	JANUARY
Board Exam:	100 Marks	MARCH

Note: Assessment and Promotion rules will be as per the latest guidelines given by GSEB.

• **Assessment of compulsory Areas:**

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

• **Grading for Assessment of General Studies:**

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

- **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 the details given below:
- **Languages:** Aims to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of languages.
- **Mathematics:** For the activities in mathematics, refer to the activity books of NCERT and Handbook on Teacher Energized Resource material released for different classes.
- **Science:** Practical work and activities in Science may be undertaken as suggested by the NCERT as well as Handbook on Teacher Energized Resource material released for different classes.
- **Social Science:** Map or the Project work may be undertaken as suggested by NCERT.

• **GRADES FOR INTERNAL ASSESSMENT IN HEALTH, SEWA AND PHYSICAL EDUCATION**

(With work experience subsumed unit)

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 GSEB for Class XII if desired by the Board)

- **Grading Scale for Scholastic Areas Class IX & XI**

(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

Note:

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

- **Assessment structures for classes VI to XII**

- Current Assessment system of Gujarat will be followed in the schools for std 6 to 8.
- School based Comprehensive Evaluation (SCE) will be followed to prepare report card like format A, B, C, E and F for std 6 to 8.
- Link to relevant Government Resolution provided in Annexure - 1

11.ASSESSMENT OF SPEAKING AND LISTENING SKILLS

Out of the four stages of language learning, listening, speaking, reading and writing, the first two stages, Shravan and Katha, are the foundational stages and hence their importance is expected to be formally assessed according to which the student's speaking and listening skills can be assessed as follows:

- **Listening and Speaking are assessed on the following parameters**

The listening and speaking skills are to be assessed on the following parameters

1. Interactive Competence (Initiation and turn to take relevance to the topic)
2. Fluency (Cohesion, coherence and speed of delivery)
3. Pronunciation
4. Language (Accuracy and Vocabulary)

- **Assessment of Listening skills**

Assessment of listening skill mainly assesses the ability of the student to listen and understand the instructions. Among the various factors for the interpersonal development of the student, listening and interpreting the instruction material is the main factor on which the assessment of listening skill is focused.

Following are some of the sub-skills for the assessment of listening skills

- (a) Listening for Specific Information
- (b) Listening for general understanding
- (c) Predictive Listening
- (d) Listening for pleasure
- (e) Insensitive Listening
- (f) Evaluative Listening

The above skill-based assessment can be done through activities mentioned below:

I. Draw this

For this active listening activity, either teacher or a student lead will list step by step instruction for an image and teacher will assess the students according to the picture drawn by students.

II. Audio Stories:

Once the story is finished playing aloud, assess the students by summarize what the heard in as much details as possible if time allows, replay the story so students also can see if they were correct.

III. Simon says:

This classic childhood game is perfect for practicing listening skill in small groups. To make this

game into a centre. Teacher or student lead will say a command than wait to see if the student responded correctly like these activities.

- **Speaking Skill**

How many skills are developed in children through speaking skills. The first skill is to speak or express what has been heard. The assessment of the first skill is paramount importance, so it is the main component of the overall education assessment.

Areas for assessment for speaking skills:

- Vocabulary
- Sentence Construction
- Expression
- Fluency
- Pronunciation
- Precision
- Interaction

Activity for assessment of speaking skill:

- **Oral language** is one of the most important skills of students can master – both for social and academic success. Learners use this skill throughout the day to process and deliver instruction, make requests, ask questions, receive new information and interact with peers.
- **Picture cued story telling:** students narrate a story based on a set of pictures they have already seen.
- **News Event:** Asking students to narrate a news event.
- **Group Discussion:** Asking students to discuss on particular topics and teacher evaluate as per active participation of each student.

Besides, describing events and happenings, telling stories, presenting real and imaginary, presenting oral reports or short summaries of activities and trips, excursions, etc

- Organization of competitions like elocution, speedy elocution.
- Active participation in group discussion.
- Personal Expression responding giving opinions.
- Proper ascension and presentation with confidence.
- Can present himself with proper arguments.
- 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.

- 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 schools, speaking and listening should be fostered in children to equip them with better communication skills. So, it is important to formal testing of speaking and listening skills at the school level.
- Some of the sub skills that are developed through speaking skills are speaking intelligible using appropriated word stress, sentence stress and intonation patterns, narrating incidents and event, real and 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.
- It is necessary to master in listening and speaking skills for the clear understanding of subject content of all subjects through that students can participate in discussion. They can express the ability to agreement or disagreement and can provide a summary of thoughts. The evolution of listening and speaking skills are essential for all round development of students.
- During the evaluation process of students with language deficits in listening and speaking, additional time is given to them and the evaluation process and methods are necessary adjusted accordingly.

12.DEVELOPING COMMUNICATION SKILLS

Developing English communication skills in the students 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. 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 School may take up the following measures:

- 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.

- 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.
- 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.
- 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 classroom. The teacher should not insist on correctness but should encourage uninhibited, stress-free oral communication.
- Basic reading and writing skills are also to be introduced and practiced at this stage. Words in isolation and short sentences should be read out by the teacher and the students should be asked to repeat the model reading. 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 notebooks. They should practice cursive writing with proper use of capital letters and punctuation marks.
- The learners should also be made to listen to recorded model speech in way of news reading, storytelling, or other recorded material in the language laboratory; although live models (teachers) are always better, provided the teacher herself/himself regularly practices model reading/ speech.
- The 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.
- The course material, i.e. the textbooks and workbooks should be used as a pretext for practicing oral communication, and the teaching method has to be interactive.
- Communication skills of the learners, who had an English medium background before joining the School, 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.

Language teaching strategy at the higher level:

- Classroom teaching has to be interactive (the point is deliberately repeated) with a view to providing the learners the opportunity to participate in discussion and communicate ideas effectively.
- The language laboratory may be used to further exercise listening skill with the help of recorded speech in Indian and British variations. Teachers may diagnose and rectify mother tongue influence in the speech of the students.
- Maximum possible opportunity is to be provided to the learners to speak 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.
- 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.
- Students should be encouraged to read simplified, abridged story books/ classics and comics

graded for each class. Such reading materials are available in the market, published by various publishers. The language teachers, the librarian and the Principal have to ensure that such reading materials are available in the library and the learners are guided to read books of the grade suitable for him/her.

- Vocabulary is the building block of a language. But vocabulary should not be taught indiscriminately by rote learning. The teacher should identify words which will be in the active vocabulary (know and use the word actively), passive vocabulary (know the meaning of the word when it is used, but may not be actively used by the learner himself) and ad-hoc vocabulary (know the meaning of the word for one-time passive use only) of the student and need not insist on the student's mugging up the meaning of all words. Besides, vocabulary should not be taught in isolation; it must be taught in context.
- While teaching the Reader (for detailed study), it is expected that all important components like vocabulary, structures, idioms etc. are explained and drilled and the content is analyzed threadbare. The learner has to master local, global and inferential comprehension. While reading the supplementary reader, the students are to be assisted to read by themselves, fast and silently. The aim is not mastering the language components but to comprehend the passage globally and enjoy independent reading.
- Writing is the highest of all the four language skills. While training/developing communication skill of students, writing skill has to be integrated with all the other four skills. 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 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 and rewarding experience.

- **HINDI / ENGLISH LANGUAGE LAB:**

Hindi and English Language Labs must be established with an aim to improve Language teaching- learning by making it more experiential and to focus on the ability to converse and

interact in the language and not just on the literature and grammar. The four skills of reading, writing, listening and speaking have to be practiced. In Language lab solution thrust has been put on tech driven and experiential language learning. The teacher can follow the progress of each student, which makes it possible to deliver timely feedback and individualized instruction.

Components of Language Lab:

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

13.COMMON EXAMINATION

Question papers for all Unit Tests for classes IX to XII will be prepared at Board level for the Academic Year as per composition of question papers issued by GSEB.

GSEB 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 by DEO from time to time.

- School has to analyse the results and result analysis is to be submitted to DEO within a week of the last paper. 10% of the evaluated answer books in all subjects should be verified by Principal and Vice Principal.
- Identification of supportive learners (low achievers) will be done on the basis of performance of students in tests.
- 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.

14.IMPROVEMENT OF INTERNAL EXAMINATION PROCESS

The analysis of performance of the children in various scholastic and co-scholastic activities has guided to work on the further supporting the internal examination system. Question papers for Terminal/Half Yearly and Yearly Examinations for IX and XI, Pre-Boards for Class X /XII Examinations are to be prepared by GSEB. GSEB will finalize the schedules and panel of experts. The question papers will be delivered to school 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 School to ensure that their printing system is kept intact throughout the year, so that during the examination period the systems function faultlessly. The school shall organize the testing under the strict supervision of the process. Improvised system of vigilance shall also be worked out in the process. School 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 feedback 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 GSEB based question paper of the highest class they teach.

15.SCHEDULE OF TESTS / EXAMINATIONS

SCHEDULE FOR UNIT-TEST (UT)/MID-TERM EXAM & YEARLY EXAMINATION:

Unit Test (for class IX & XI)

SN	Assessment	Schedule
1	UT-I	July
2	UT-II	August
3	First Test	September /October
4	UT-III	November
5	UT-IV	December
6	Second Test	January
7	Annual Exam	April

SCHEDULE FOR ASSESSMENT FOR CLASS-X & XII

SN	Assessment	Schedule
1	UT-I	July
2	UT-II	August
3	First Test	September/October
4	UT-III	November
5	UT-IV	December
6	Preliminary Exam	January (as per GSEB schedule)
7	Board Exam	March

16. COVERAGE OF SYLLABUS & CONDUCT OF VARIOUS EXAMINATIONS

For board as well as non-board classes X and XII, IX and XI respectively, 100% syllabus has to be completed as per below table.

SCHEDULE OF TESTS / EXAMINATIONS		
Particulars	Board	Non-Board
Completion of Syllabus for the 1 st exam.	September	September
REVISION		
1 st Exam	October	October
Completion of Syllabus for the 2 nd exam/ Preliminary Exam	January	January
REVISION		
2 nd Exam/Preliminary Exam	January-February	January-February
Completion of Syllabus for final exam (IX and XI)	Revision	March
REVISION		
Board exam / Annual Exam	March	April

17.BENCHMARK FOR PASS PERCENTAGE AND SUBJECT AVERAGE FOR THE ACADEMICS

Class-X: For class-X, the students have to score 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.

Pass percentage: **100%**

SUBJECT-WISE AVERAGE FOR CLASS-XII

SUBJECT	TARGET FIXED (in%)
English Core	80
Hindi Core/Elective	85
Mathematics	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: For classes VI to IX, apart from ensuring 100% pass, the subject average is fixed as under:

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

FOR CLASS-XI: Pass Percentage- 100%

SUBJECT-WISE AVERAGE FOR CLASS-XI

Subject	Target Fixed (in%)
English Core	70
Other Language Core / Elective	70

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18.ALLOTMENT OF STREAMS

No entrance test shall be conducted for admission to class XI. The candidates are selected based on marks/ CGPA obtained by them in class X in State Board.

The students declared Passed in Class X by the State Board shall be automatically granted admission to class XI in the same. However, offer of stream viz. Science, Commerce; Humanities will be strictly on merit.

The Merit List may be prepared on the following criteria:

- Science Stream with Mathematics: Aggregate marks scored in class X + marks scored in science + marks scored in Mathematics.
- Science Stream without Mathematics: Aggregate marks scored in class X + marks scored in science.
- Commerce Stream with Mathematics: Aggregate marks scored in class X + marks scored in Social Science + marks scored in Mathematics.
- Commerce Stream without Mathematics: Aggregate marks scored in class X + marks scored in Social Science.
- Humanities Stream: All students declared passed in Class X by CBSE/ State Board.

A student who was earlier not found eligible for admission to a particular stream may be allowed fresh admission to a particular stream in class XI in the next academic session. If he/she improves his/her performance within one year from the same board.

Subject Combinations to be made available in various streams

- **Science Stream with Mathematics:** English, Physics, Chemistry, Mathematics & Computer Science/ Biology/ Hindi/ Regional Language/ Any other subject.
- **Science Stream without Mathematics:** English, Physics, Chemistry, Biology & Computer Science/ Hindi/ Regional Language/ Any other subject.
- **Commerce Stream with Mathematics:** English, Accountancy, Business Studies, Economics & Mathematics.
- **Commerce Stream without Mathematics:** English, Accountancy, Business Studies, Economics & Informatics Practices/ Hindi/ Regional Language/ Any other subject.
- **Humanities Stream:** English, History, Geography, and 2 subjects out of Economics, Political Science, Hindi, Regional Language or any other subject.

19.ROLE OF TEACHERS IN SCHOOL

A meaningful profile of teachers can be carved out of enlisting duties of a professional school teacher. Since Schools 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.

The teachers have to be not only competent but also periodically updating their knowledge and skills. The teachers have to make learning an easy task for students. Teacher is a systematic planner of curriculum transaction with annual plan and unit plan as well.

Consistent value-oriented teaching inculcates in the learner an urge to lead a healthy and meaningful life. Life skills such as empathy, sympathy, helping each other, problem solving, decision-making, and collaborative pursuits are acquired by the learner. Students acquire entrepreneurial attitude during their stay and study in school. Their classrooms, CCA and ECA provide ample opportunities.

Students spend a lion's share of their time in school. 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.

The 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.

The 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 School 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. School teacher is to be a responsible professional, accountable to the students, society and nation at large.

Profile of an Effective Teacher:

- He communicates warmth, understanding and empathy to his students
- He generates enthusiasm for learning in his classroom.

- He creates positive classroom learning environment through climate of acceptance, caring, feeling of being safe and secure, etc.
- He makes effective use of his available time.
- His positive attitude and beliefs have a powerful impact on student learning.
- He has effective communication skill.
- He values his pupils and accepts their opinions.
- He is democratic in his orientation and does not ridicule his learners.
- He is the master of his subject and is capable of giving explanations at different levels so that he can reach all his students.
- He possesses conceptual clarity
- He has healthy attitude towards his profession.
- He constantly updates himself by gathering students' feedback and self-analysis.
- He is more like a friend, philosopher, and guide to his learners.
- He grows professionally by participating in special lectures, in-service workshop etc., so that he is in touch with the latest happenings in his field.

An effective teacher is thus, a multifaceted professional playing the different roles of a facilitator, curriculum creator, counselor and a role model for his learners. He knows how to manage his stress effectively and takes pride in being 'teacher'.

Qualities of an Ideal School's Teacher:

- He/ She should identify himself/herself with the institution.
- He/ She must have the commitment towards his/her profession.
- He/ She must have positive attitude towards the system.
- He/ She must be sincere and punctual.
- He/ She should possess profound knowledge in the subject & lang. competence
- He/ She must have the clear concept of the objective of School's scheme.
- Possess Effective Communication Skill.
- He/ She must use the latest teaching technique.
- Democratic in approach.
- Good rapport with Principal, fellow-workers, students, and Parents.
- Good moral character.

- Adopt need-based remediation for the slow learners.
- He/ She should know the role of a principal, vice principal and teachers in the School system.
- He/ She should be a life-long learner
- He/ She must have lot of patience.
- He/ She should not loose his/her temper for petty reasons.
- He/ She must be in a position to correlate his subject with other subjects.
- Must know the psychology of the students.
- Readiness to admit the mistake.
- Impartial towards his students.
- Physically fit and mentally alert.
- Must possess the organizing ability.
- Should prepare his/her lesson well before entering into the class.
- Should not adopt corporal punishment.
- Friend, philosopher, and guide.
- He/ She should assist the administration in all possible ways.
- Good sense of humor.

20. COMPETENCY BASED EDUCATION, PEDAGOGY & LESSON PLAN

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

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

- 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.
- 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.
- 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.
- Although learning Outcomes are given class-wise in each subject however the same are to be mapped with the content of each chapter/ unit.
- NCERT has developed minimum level of LOs in each subject, but 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, storytelling/ 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.

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.
- 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 - 1**

- 21st century learning, these include critical thinking, communication, collaboration, and creativity. Life Skills: Flexibility, initiative, social skills, productivity, leadership. Literacy Skills: Information literacy, media literacy, technology literacy.

Sr No	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. First Week of July, Last Week of September, First Week of January, and First Week of March covering all teachers in each phase)	Classes VI, VIII & IX Observations & suggestions are to be reported as per Annexure - 3	VII, X-XII Observations & suggestions are to be reported as per Annexure - 3
4	Monthly monitoring of correction by teachers of Home Work, Classwork, Assignments and Project Works	VI to X (Format for supervision of checking of Note Book Assignments as per Annexure - 4	XI and XII (Format for supervision of checking of NoteBook Assignments as per Annexure- 4
5	Preparation of various activities	Academic Calendar, Time- Table, Institutional plan, and Exam timetable as per GSEB instructions	Preparation of annual Pedagogical Plan
6	Maintenance of records	Academic Records	Monitoring and guidance
7	Monitoring	All academic and CCA (Co-curricular-activities) of all classes	
8	Monthly meetings to be conducted in the first week of every month after class hours	Subject Committee meetings, Academic Performance Review	1. House Prefects Meeting in presence

		committee meetings, tests and exams	<p>of House Masters Annexure- 5</p> <p>2. Class Prefects Meeting in presence of Class teachers Annexure- 6</p> <p>3. Staff meeting Annexure- 7</p> <p>4. Maintenance & Repair (M&R) meeting Annexure- 8</p> <p>5. Mess Committee meeting Annexure - 9</p>
9	Visit to Dormitories	At least thrice a week	<ul style="list-style-type: none"> At least twice a week
10	Verification of records	Timely submission of Academic Records, Question papers and Results	<ul style="list-style-type: none"> Monitoring and guidance & follow-up
11	Coverage of Syllabus	Monitoring of monthly coverage of syllabus in all classes as per Annexure - 10	<ul style="list-style-type: none"> Guidance & Compliance
12	Timetable and arrangements	In charge	<ul style="list-style-type: none"> Monitoring and compliance
13	Ensuring Attendance	Students' attendance including supervision/ remedial/ class attendance. Annexure - 11	<ul style="list-style-type: none"> Staff attendance

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 - 12** 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 - 1**)

21.EFFECTIVE CLASSROOM MANAGEMENT

In School, teachers have to promote discipline in their respective classes through effective classroom 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 teachers to achieve effective classroom management:

- Setting clear learning goals and designing lessons in order to meet the needs of as many different learning styles as possible, will help the teacher to engage all students of the class, not just the auditory or visual learners. Having lesson plans that are strategically designed in order to teach effectively does take more time to prepare, but the benefits experienced in the classroom is well worth the effort.
- The entire duration of a period may be split into three parts respectively for introducing the topic / concept, presentation & interaction, recapitulation & feedback. Lecturing for the entire duration of the period will make students to get bored and boredom produces distraction. Incorporating various activities in the classroom will help to keep students engaged, interested and it will also help to sustain the motivation levels. Emphasis should be on child centric learning.
- Even the best teachers need to discipline their students. If a disruption arises involving disrespectful or noisy students, the teacher should not let their temper rise as it will serve to encourage the negative behavior. Just reaching and standing by the side of the problematic student, instantly serves to stop the misbehavior. If it needs more drastic attention, the students may be called separately, and discussion held with them about the reasons behind their action. This helps to prevent the involvement of the administration in most instances.
- The most effective classroom management tool comes simply through being a caring teacher. If students know that the teacher cares about them, they not only complete the assigned work in time but will be more likely to give their best behavior. Interaction with the students about their area of interest and motivation & guidance towards strengthening

them will improve the Teacher-Student relationship. Recognizing that they have a life outside the class, i.e., at School Campus, and exhibiting teacher's care about that life will bring positive results into the classroom also. Students behave well with teachers whom they like and perform better in their subjects.

- Provide a safe and comfortable environment that is conducive to learning.
- Help each child in growing to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Demonstrate professional behaviour and a positive attitude.
- Use special activities and ICT in the classroom to make learning enjoyable and stress free.
- Use equitable and positive classroom behaviours such as establishing eye contact, moving around the class and increasing proximity to restless students, sending a silent signal, giving a quiet reminder, re-directing student's attention, beginning a new activity, offering a choice, using humour, waiting quietly until everyone completes the task, asking a directed question, providing appropriate time for all students to respond to questions, recognizing and appreciating the students for their responses, avoiding discouragement, creating an atmosphere wherein the students are motivated to pose questions, attributing the ownership of ideas to the students who initiated them, allowing and encouraging all students to participate in class discussions and interactions, making sure to call on students who do not commonly participate, not just those who respond most frequently, providing positive reinforcement and feedback, etc.
- Use an appropriate tone of voice; speak clearly and deliberately in an adequate pitch.
- Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using appropriate strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.
- During the teaching -learning process a teacher must focus to develop 21st century skills i.e., 12 skills under the 3 categories: Learning skills, Literacy skills and Life skills.

22.ACADEMIC MONITORING & SUPERVISION BY PRINCIPAL & VICE-PRINCIPAL

Sr No	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. First Week of July, Last Week of September, First Week of January, and First Week of March covering all teachers in each phase)	Classes VI, VIII & IX Observations & suggestions are to be reported as per Annexure - 3	VII, X-XII Observations & suggestions are to be reported as per Annexure - 3
4	Monthly monitoring of correction by teachers of Home Work, Classwork, Assignments and Project Works	VI to X (Format for supervision of checking of Note Book Assignments as per Annexure - 4	XI and XII (Format for supervision of checking of NoteBook Assignments as per Annexure- 4
5	Preparation of various activities	Academic Calendar, Time- Table, Institutional plan, and Exam timetable as per GSEB instructions	Preparation of annual Pedagogical Plan
6	Maintenance of records	Academic Records	Monitoring and guidance
7	Monitoring	All academic and CCA (Co-curricular-activities) of all classes	
8	Monthly meetings to be conducted in the first week of every month after class hours	Subject Committee meetings, Academic Performance Review committee meetings, tests and exams	6. House Prefects Meeting in presence of House Masters Annexure- 5 7. Class Prefects Meeting in presence

			of Class teachers Annexure- 6 8. Staff meeting Annexure- 7 9. Maintenance & Repair (M&R) meeting Annexure- 8 10. Mess Committee meeting Annexure - 9
9	Visit to Dormitories	At least thrice a week	<ul style="list-style-type: none"> At least twice a week
10	Verification of records	Timely submission of Academic Records, Question papers and Results	<ul style="list-style-type: none"> Monitoring and guidance & follow-up
11	Coverage of Syllabus	Monitoring of monthly coverage of syllabus in all classes as per Annexure - 10	<ul style="list-style-type: none"> Guidance & Compliance
12	Timetable and arrangements	In charge	<ul style="list-style-type: none"> Monitoring and compliance
13	Ensuring Attendance	Students' attendance including supervision/ remedial/ class attendance. Annexure - 11	<ul style="list-style-type: none"> Staff attendance

Note:

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

2. The above-mentioned duties are to be performed by the Vice-Principals in addition to the duties mentioned in the circulars and guidelines given by the Commissioner of Schools and GSEB and other letters issued from time to time by the authorities. Also, refer to Annexure-13 pertaining the formats for the visit to dormitories by the Principal and Vice-Principal.

3. Area of work,

- Classroom Observation
- Report of students Notebook/Homework and Activities.
- Preparation of various Activities.
- Conservation of Academic Records.
- Planning of Monthly Meetings.
- Visit of Hostel/Dormitory
- Monitoring of monthly coverage of syllabus in all classes
- Observation of timetable
- Assure the attendance of students and Academic and Administrative class
- Record of Experimental Work
- Activities of prayer assembly

23.PANEL INSPECTION

The supervision and monitoring of the Gyanshakti Residential Schools of Excellence /Gyanshakti Tribal Residential Schools of Excellence' activities are of utmost importance for the assessment, consolidation and further improvement of the School. The system of the panel inspection of every School is aimed to achieve the same.

The panel inspection team shall consist of following officers:

Sr No	Penal Member
1.	District Education Officer
2.	District Primary Education Officer
3.	DIET Principal/Senior Lecturer
4.	Taluka Primary Education Officer
5.	Education Inspector
6.	Assistant Education Inspector
7.	District Project Engineer
8.	District Gender Coordinator
9.	Any other officer as may be nominated by the DEO/DPEO

Note: The penal shall be headed by the senior officer among the DEO or DPEO

One-to-one meeting with the teachers by the panel members is to be ensured and to be taken in a positive spirit. The principal and staff must complete all the preparations and update the records of various academic and administrative activities for inspection. The inspection team, besides suggesting 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 (Children with Special Needs) students.

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

- Use of creative pedagogy (Art/sports/storytelling/toy-based pedagogy) by the teachers in the classroom.
- Learning environment in the classroom and outside the classroom in the campus.
- Effectiveness of residential components.
- Effectiveness of co-curricular activities including art, music, skill and games & sports.
- Effectiveness of migration scheme including learning of the third language.

- Up-keeping of the school campus.
- Community service & pace setting activities.
- Record keeping.
- Interpersonal relations.
- Best practices adopted by School.
- Conduct Flagship Programmes in Gyanshakti Residential/Tribal Residential School of Excellence.
- The extent and the manner in which the school protects and supports the children.
- The schedule of the panel inspection will be informed by the DEO, well in advance.

For the conducting an effective panel inspection of the schools, following action points are to be implemented:

- Respective DEO will plan panel inspections of each school to be circulated well in advance.
- Panel inspection of all Schools must be completed by December.
- School principal should send duly filled pre-inspection details of the Schools as per Annexure - 14, well in advance to each member of the panel inspection team at least 10 days before the scheduled inspection in the pre scribed pro-forma.
- The panel inspection should be completed in 03 days (including the day of arrival & departure) with mandatory stay on the campus for at least two days to observe the various aspects of Schools including its residential components.
- During the inspection, the panel inspection team will observe and verify the details submitted by the principal and action taken on suggestions given by the previous panel inspection team.
- After conducting a panel inspection, the team will suggest actions to be taken Schools Level, the DEO and the concerned authority's level in different areas as given in the report format (Annexure - 15)
- After conducting the panel inspection, the panel inspection team will submit the report office of the Concerned Authority before leaving the inspected Schools by mail.
- The concerned authority will analyze the actions suggested by the panel inspection team and the actions suggested may be modified keeping in view of different levels with his/her comments in the Panel Inspection Report.
- After finalization of the report at the respective DEO level the copy of the same should be forwarded to the concerned Schools for implementation of the action suggested Schools level as well as the internal note should be issued to the concerned section of the DEO for implementation of action suggested at the DEO level.
- The reports of panel inspections conducted in a month must be submitted to the Samagra

Shiksha State Project Office Gandhinagar on or before the 10th day of following month by the DEO in the specified format.

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24.ACADEMIC STAFF

Teaching Staff Academic (Class VI to VIII)

Subject	Class VI to VIII					
	No of Period of Week Class VI to VIII (Each Class)	Total Period of Week Class VI to VIII (3*8* No of Period)	As per Govt GR (26 Teacher for 900 Students) 35:1	No of Teacher Suggestive	Work Load Per Week Per Teacher (Period)	Work Load Per Per Week (hr)
Gujarati	7	168	3	4	42	28
English	6	144	3	4	36	24
Hindi	5	120	3	3	40	26.7
Sanskrit	2	48	3	2	24	16
Mathematics	7	168	8	4	42	28
Science	7	168		4	42	28
Social Science	6	144	6	4	36	24
Computer	2	48		1	48	32
Ph. Education	1	24		-		
Art /Drawing	1	24		-		
Music	1	24		-		
Work Exp. / Skill Course	1	24		-		
	46	1008	26	26	310	207
PTR			34.6	34.6		

Teaching Staff Academic (Class IX & X)

Subject	Class IX & X								
	No of Period of Week Class IX	Total Period of Week Class IX	No of Period of Week Class X	Total Period of Week Class X	Total Period per Week (IX & X)	As per Govt GR (1.5 * 16=24)	No of Teacher Suggestive	Work Load Per Week Per Teacher (Period)	Work Load Per Per Week (hr) (21 Hr)
Gujarati	5	40	7	56	96	3	3	32.00	21.33
English	5	40	7	56	96	3	3	32	21.33
Hindi	4	32	6	48	80	3	3	26.67	17.78
Sanskrit	4	32		0	32	1	1	32	21.33
Mathematics	7	56	7	56	112	6	6	36.00	24.00
Science	6	48	7	56	104				

Social Science	5	40	6	48	88	3	3	29.33	19.56
Computer	4	32	5	40	72	2	2	36	24.00
Ph. Education	2	16	1	8	48	1	1	48	32.00
Art /Drawing	2	16	0	0	40	1	1	40	26.67
Music	1	8	0	0	32				
Work Exp. / Skill Course	1	8	0	0	32	1	1	32	21.33
	46	368	46	368	832	24	24	34.67	23.11
PTR						25	25		

- Workload of Ph. Education, Art /Drawing, Music and Work Exp. / Skill Course of Class- IV to VIII is counted in Secondary section.

Other Academic Post

Name of Post	No
Head Teacher / Principal	1
Vice Principal	1
Lab Assistant	1
Librarian	2
Office Superintendent	1
Accountant	1
Head Clerk	1
Senior Clerk	5
Junior Clerk	3

Eligibility for teachers for Gyan Shakti Residential Schools

For the teachers to apply to Gyan Shakti Residential Schools, Gyan Shakti Tribal Residential Schools, Raksha Shakti Schools and Sanskrit Shakti Schools, following will be a required eligibility:

- For application to teach in Grades 6-8: Shikshak Abhiruchi Kasauti- Secondary (Teacher Aptitude Test- TAT- Secondary)- Teachers with a Graduation degree and a B. Ed degree will be eligible to undertake this Test
- For application to teach in Grades 11-12: Shikshak Abhiruchi Kasauti- Higher Secondary (Teacher Aptitude Test- TAT- Higher Secondary) for Senior Secondary Schools Grades Teachers with a Post-Graduation degree and a B. Ed degree will be eligible to undertake this Test.

(Please refer to GR No. ED/MSM//e-file/3/2022/5921/G dated April 29, 2023.)

25.HOSTEL STAFF

1. A hostel shall maintain an adequate number of staff to manage the hostel. The strength of hostel personnel shall be directly related to the number of students residing in the hostel to effectively manage the day to day running of the hostel complex.
2. A hostel shall engage the number of wardens engaged shall be on a ratio of one (1) warden for a unit. (Separate unit of 1000 Boys and 1000 girls)
3. The recruitment or engagement of wardens shall be executed by the management of the hostel, and -
 - The wardens must be competent to exercise overall control in respect of the execution & maintenance of general discipline and spirit in the hostel, including the welfare, study and recreation activities of hostel students.
 - The post of wardens shall be full time in nature.
4. It shall be required for management of hostels to provide wardens to care for the girl and boy hostellers separately, who shall be engaged full time.
5. The hostel shall engage the following staff in adequate number as prescribed by the competent authority viz;
 - Assistant Warden/ householder
 - Counsellor
 - Nurse
 - Head Cook,
 - Assistant Cook
6. warden's Assistant Warden/ householder shall be any person possessing such minimum qualifications/skills/ training /certification by any institution of the Central Government/appropriate Government or Recognized University/Board. As prescribed by the appropriate government.
7. The management of the hostel should ensure that at the time of joining the employee has to furnish an affidavit that they have never been convicted under Juvenile Justice Act, 20 i5; and Child Labor (Prohibition and Regulation) Act,1986, Child Labor (Prohibition and Regulation) Amendment Act, 2016, and Protection of Children against Sexual Offences (POCSO) Act, 2012.
8. The salary/wages and allowances payable to, and the terms and conditions of service of, the staff will be such as prescribed by the appropriate Government.

Student-Staff Ratio: for 1000 Boys/girls

Sr. No.	Designation	Ratio	Total No. of Staff	Qualification
1	Warden	1000:1	1	Any graduate + Residential experience minimum 3 years
2	Assistant Warden	150:1	7	Any graduate + Residential experience minimum 1 years
3	Counselor	500:1	2	Graduate with psychology subject
4	Nurse	500:1	2	Passed. Secondary Examination (Class XII) or equivalent. Grade "A" (Three years) Diploma/Certificate in Nursing from a recognized institution or B.Sc. (Nursing) from a recognized University/Institution
5	Head Cook	1000:1	1	Not Applicable
6	Assistant Cook	50:1	20	Not Applicable

Duties and Responsibilities:**1) Warden:**

- Warden shall be the overall in-charge of the hostel.
- Warden of the hostel shall maintain regularity and punctuality in attending the residential educational institutions.
- Check and keep updated records of all children at all times.
- Ensure the safety, security and psychological well-being of children residing in hostel.
- Immediately report the matter to concerned officials of district administration, in connection to any violations of rights of children, especially serious offences pertaining to child abuse and child sexual abuse as per Section 22 of the POCSO Act, 2012. It shall be the duty and responsibility of the wardens to spread awareness regarding POCSO E-Box of NCPCR amongst all the children residing in the hostel.
- Warden should ensure regular health check-up of children at least once per quarter by a registered medical practitioner.
- Warden shall ensure overall improvement of the condition of the institution from time to time.

- Warden shall ensure reviewing the standards of care are being followed.
- Warden shall facilitate the setting up of children's committees for different age groups of children, that is in the age group of 6 to 10 years, 11 to 15 years and 16 to 18 years and these children's committees shall be constituted solely by children.
- The Warden shall ensure that the children's committees meet every month and maintain a register for recording their activities and proceedings and place it before the Management Committee in their monthly meetings.
- The Warden shall ensure that the children's committees are provided with essential support and materials including stationery, space and guidance for effective functioning.
- The Warden of hostel shall support child participation of the children's committees in the following:
 - a. Electing their leaders and in devising the procedure to be followed for conducting the elections.
 - b. Conducting the elections and monthly meetings
 - c. Framing rules for the functioning of children's committees and following it.
 - d. Maintaining records and Children's suggestion book and other relevant documents.
 - e. Any other innovative activity.
- The Warden shall ensure that the residential educational institution must at all times be equipped with basic First Aid & Medicine Kit containing band-aids/bandages, cotton wool and disinfectants for minor injuries. ORS packets, scissors, thermometer and antiseptic ointment should also be part of the medicine kit.
- And such other activities defined in guidelines or as deemed fit.
- Maintain and certified all Registers.
- The Attendance Register of Hostel to be verified and countersigned by Warden at 9.30 p.m. daily.
- The Warden has to ensure that the child is being provided medical treatment properly.
- Necessary arrangements should be made special diet for sick child if necessary and instructions issued to Catering Asset/ Mess staff accordingly.
- The Warden has to ensure availability of medical room, staff nurse/common medicines/ consultant doctor/vehicle for hospitalization of children in emergencies.
- The cleanliness of mess surroundings, utensils and food preparations should be checked regularly by Catering Assistant, Staff Nurse and Principal. Regular arrangements for disposal of waste food stuffs should be made.
- Full medical check-up of all newly admitted students to be conducted within 15 days of admission.

- A Warden will exercise a benevolent fatherly/ motherly influence on the students.

2) Assistant Warden:

- Assistant Warden shall take regular attendance of children twice a day.
- Inspect the dormitories and other premises of hostel on daily basis.
- Take necessary action deemed fit and report any matter pertaining to sickness, injury, abuse of children in hostel to the Warden.
- Ensure safety and security of children at all times.
- Assistant Warden may also check the quality of food on day-to-day basis.
- Maintain and update asset and stock register of dormitories and other rooms designated to the Assistant Warden.
- Preparing daily routine and diet scale of children.
- The Assistant Warden to submit daily report to the Warden on the format to be prescribed by the hostel indicating the welfare and presence of children.
- The records about the sick children are to be maintained and informed to the Warden daily in the evening in a prescribed format.
- Carries- out all other duties assigned by warden.
- 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.
- Ensure that maximum number of children take part in various co-curricular, sports/ games, pace setting and other activities.
- He/she must create such a confidence in his/ her students that they confide in him/ her in all matters and treat him/her as a local parent.
- He/ she will interact with the students as frequently as possible and ensure that students speak to him/her without any fear in case of any problem.
- He/ she should be very affectionate and polite with the children and should avoid any physical punishment or scolding.
- He/ she will be very courteous to the parents and create a confidence in them that their child is living in a very safe and secure environment.
- He/ she must ensure and educate all the students in respect of their moral values, correct behaviour, self-discipline, turn out and punctuality.

3) Counselor

- 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 student's psychological needs based on students' profile.

- 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.

4) Nurse

- He / She will enquire about sick students from the staff nurse of the school.
- Fulltime nurse in Hostel
- The 7 working hours can be adjusted in a day as per the local requirement of school. However, in emergency situation, the staff nurse will be available. The decision regarding emergency situation will be decided by the principal/Warden of the concerned school.
- Staff Nurse may be given one day weekly off preferably on a working day of the school, as per the local requirement. Since the number of sanctioned post of Staff Nurse in a school is only one and also in view of the services of dispensaries being generally limited on Sunday it is advisable to have the services on Sunday and give an off during weekdays.
- The school shall decide weekly off day in advance in consultation with staff and implement after due notification. It shall be ensured that Staff Nurse shall be available during Parents meeting day to have effective discussion with parents about the respective wards. Hence the weekly off may be worked out accordingly in the absence of staff nurse on duty, Principal will take the sick students/staff to by Hospital using school vehicle or any local arrangement.
- A Staff Nurse will carry out all the duties and responsibilities assigned from time to time by school.

5) Personal Hygiene of the Head Cook/Assistant Cook:

1. To prepare Morning breakfast, Lunch, evening breakfast and dinner as per menu
The Head Cook/Assistant Cooks must wash the hands properly, frequently and at the appropriate **times** before, during and after cooking.
2. Cook has to work according to the time schedule given by School.
3. Soap for hand washing should be provided to the Head Cook/Assi. Cooks.
4. Head Cook/Assi. Cooks shall keep the fingernails regularly trimmed and avoid fingernail polish
5. The hair of the Head Cook/Assi. Cooks should be combed and properly tied while cooking and serving food.
6. The Head Cook/Assi. Cook having contagious/ infectious disease/ open wound shall be barred from cooking food till he/ she recovers and alternate arrangement for that period should be made by the HM
7. Head Cook/Assi. Cook must not chew tobacco/ betel/khaini etc. during preparatory work, cooking and while serving food
8. Before starting cooking, check that all utensils used are washed and that rations and vegetables and milk or milk products are not spoiled/unusable.
9. The HMs and Hostel wardens shall educate & sensitize the Head Cook/Assi. Cook in this regard and ensure adherence of the same by the Head Cook/Assi. Cook
10. Though Head Cook/Assi. Cooks are primary accountable to maintain personal hygiene standards as mentioned in the guideline, regular supervision and compliance to the guidelines is to be ensured by the Hostel wardens
11. In case of noncompliance to these guidelines by the Head Cook/Assi. Cooks, this shall be brought to the notice of the HM for suitable disciplinary action including disengagement of the concerned Head Cook/Assi. Cooks

26.MINIMUM STANDARDS FOR TOILETRIES AND OTHER ARTICLES

Following items/material shall be provided by school to all students every year.

No.	List of Items	Quantity to be issued per child
1	Uniform	Items 2 Pair 1. Shirt- White (full sleeves) 2. Trouser/Tunic-Mixture Grey. 3. Cycling shorts – black (for girls). 4. Vest -White. 5. Black Rubber band 6. Turban – Maroon (class VIII and above, for Sikh boys) with light blue under turban. 7. Sweater – As Per School Specification. 8. Blazer- Navy Blue (with insignia) (Compulsory from Class VI onwards). 9. Handkerchief – White. 10. Shoes – Black (Plain with laces). 11. Socks/Belt/Tie – As per School Specifications. 12. School has to provide laundry service. Unless a laundry service is provided, the necessary equipment for washing clothes must be provided by the school.
2	Sports Uniform	2 Pair
3	Textbooks	All Subject
4	Notebooks, Workbooks, Drawing book, Test Book, Student Dairy	As per syllabus and Grade Appropriate requirement
5	School Bag & Stationery	1 School Bag & Grade Appropriate Stationery

Toiletry: Every resident of the hostel shall be issued oil, soap and other material as per the following scale:

No.	List of Items	Quantity to be issued per child
1	Hair Oil for grooming the hair	100 ml per month

2	Toilet soap/hand-wash.	2 bars of 100gm per month.
3	Toothbrush	1 in every 3 months.
4	Toothpaste	100gm (a tube) per month.
5	Comb	1 in every 3 month.
6	Shampoo sachets	8 in a month (10ml per sachet).
7	Bathing soap	2 bars of 125gm per month.
8	Hair clip/ band	2 bands in 3 month.
9	Moisturizer or cold cream	(During 250 ml in a month. winters)

27.MESS MANAGEMENT AND INCLUSION OF MILLET

MESS MANAGEMENT

- A.** Mess and its effective functioning play a vital role in the success story of the schools and paves the path in promoting discipline among the students.

In this regard, the following points to be implemented: Students should be in proper uniform during breakfast and lunch on all working days and in decent dress during dinner and on holidays.

1. Permanent house-wise seating arrangement has to be made for all students to ensure the regular attendance.
2. A prayer may be conducted before every meal.
3. Warden/ Assi. warden and Mess Duty Officer 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.
4. Sick students to be provided with special diet as per the instructions of Doctor / Staff Nurse
5. Tasting of food before serving to the students has to be done by Staff Nurse/Mess Committee regularly and a report in this regard is to be maintained by her in Mess on day-to-day basis which can be inspected by the principal.
6. Lighting arrangement in case of power failure, drinking water facility and washing facility are to be ensured
7. Safety and Security aspects in the mess as mentioned in detailed Guideline regarding Mess Management are to be strictly implemented
8. Mess Duty officer/Committee members/ Staff Nurse are to ensure that health and hygienic conditions are maintained in and around the dining hall.
9. Mess staff should be neatly dressed while on duty.
10. Periodical medical check-ups and personal hygiene of the mess staff are to be ensured by the warden; warden should give guidance to the Cook in preparation of food so as to add taste and nutrients.
11. Mess meetings, as defined by school are to be conducted every month to discuss about the issues related to Mess and to suggest changes in the menu, if necessary, with in the existing financial provisions to provide balanced and nutritious diet to children.
(Reporting format attached)
12. Vice Principal / Mess In charge should ensure the supervision of procurement of provisions and other items.

13. Purchase of cooked food items / snacks should not be entertained.
14. The verification committee should verify and certify the quality and quantity of every item that come to store.
15. District level mess committee meetings must be conducted quarterly

B. Enhancement of Provision for Mess:

Keeping in view the calorie requirement of 2420 calories to 2820 calories for growing children in the age group of 10 to 19 yrs., the following scale of ration is recommended.

Ration Scale

No	Name of the Item	Average Quantity (Per Day Calories 2400 – 2800)
1	Ata	250 gm
2	Rice	150 gm
3	Bread	6 pieces
4	Milk	300 ml
5	Butter	28 gm
6	Pulses	100 gm
7	Potato	150 gm
8	Fresh Vegetables	150 gm
9	Seasonal Fruit	1
10	Sugar/Jaggery	50 gm
11	Onion	25 gm
12	Salt	10 gm
13	Tea Leaf	03 gm
14	Masala	10 gm
15	Sweet dish (Like Suji Halwa/Kheer.)	25 gm
16	Paneer	100 gm for Vegetables (twice in a month)
17	Oil/Ghee	50 gm

- The above quantities are suggestive for average Consumption in School mess.
- The quantity of cereals consumed may be slightly less for younger boys/girls and little

more for older boys/girls.

- Quantity of cereals required for breakfast or for sweet dish should be managed from within wheat/rice quota. In addition to the above, the students should be given requisite quantities of tea, salt, condiments spices pickles, jams etc.

Suggestive Menu:

- The following suggestive menu is recommended for students of different age group with freedom to the principal with school Mess Committee.
- Keeping in view the availability of food stuff, climatic condition and food habits of the area all schools should prepare weekly mess menu while ensuring that as far as possible items are not repeated within same week.
- The weekly mess menu should also be displayed prominently in the Schools Mess.

Suggestive Daily Menu

Breakfast	Lunch	Tea & Snacks	Dinner
1. Milk 2. Select any one suitable out of a. Stuffed Paratha/Methi Thepala b. Dhokla/Muthiya/hand wo c. Sprouted beans d. Bread & Butter/Jam e. Poha/Pan cake/Sev usal/fried rice with ground nuts etc f. Poori Sabji g. Upma/Utpam/vada/Do sa/idli with chatni/sambhar h. Fada Khichadi 3. <u>Fruit (4 days a week)</u>	1. Chapati and rice 2. Curd/Raita/Salad 3. Green Vegetables 4. Dal/Sambhar/Ch hole/Rajmah/Spr out 5. <u>Sweet Dish (Once in week and during festival)</u>	1. Tea 2. One out of a. Pakoda b. Biscuit c. Sukhadi d. Suki Bhel/Sing Chana/Kha khra e. Methi Puri f. Veg Sandwich g. Samosa h. Any Other substitute	1. Chapati/Bhakh ari and/or rice /Khichadi - Kari 2. Seasonal vegetable 3. Dal/Sambhar/C hhole/Rajmah/ Sprout/ Dal Dhokli/Aloo Paratha/Dal Bati/Paneer (as per above paneer weekly) 4. <u>Sweet Dish (Once in week and during festival)</u>

Inclusion of Millets

General Assembly has adopted a resolution and declared 2023 as International Year of Millets (IYOM). The resolution is intended to increase public awareness on the health benefits of millets and their suitability for cultivation under tough conditions marked by climate change. In consonance with the Government of India's initiative for the IYOM, Schools across the Country can take active role in generating awareness and mobilizing students, teachers, other school officials and communities about beneficial effect of millets for farmers, consumers & environment and prompt a culture of consuming millets. Millets have multi benefits and are called nutritive-grains since they are rich in micronutrients like Minerals and B-complex Vitamins. Millets crops are environmentally beneficial as they have properties of drought tolerance, crop sturdiness, Minimal purchased inputs, resistance to pests and diseases.

Jowar (Great millet), Bajra (pearl millet), Ragi (finger millet), Arke (Kodo millets) are prominent millets that are easily available.

- Students should be provided information on cultivation, harvesting, storing, marketing etc. of Millets.
- Good quality IEC (Information, Education, and Communication) materials about locally available Millets may be prepared at school level and displayed in classrooms & mess. Experts/Farmers may be invited to share their knowledge.
- Activities related to millets in the form of competitions (Essay/ Poem/Quiz etc.) may be conducted
- Exhibitions showing different with the nutritional values recipes may be organized.
- During meetings with parents /guardians should be made aware about the benefits of millets cultivation and daily consumption. Experts may be invited to deliver talk on millets during meetings.
- Millet based recipe should be included in at least one meal (breakfast/lunch/snacks/dinner) on every day. The recipe included in the meal should be mentioned in the menu and displayed in the mess.
- Talks on millets should be organized in the morning assembly periodically.
- In the art and craft class students should be encouraged to create different articles of artistic value, showpiece, and toys etc. using parts of millet plants.
- Samples of various millets should be displayed on a display board in the dining hall (by pinning see through sachets containing millets) along with the recipes to familiarize the students about millets.
- Food supplements may also be provided to the students.
- De-Worming tablets may be given to students periodically.

- All Procurement to be done as per the defined financial norms.
- Guidelines related to Hostel Level Mess Committee is given at Annexure – 16.
- Detailed mess management guidelines is given at Annexure – 17.

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28. EARLY IDENTIFICATION AND INTERVENTION FOR MENTAL HEALTH PROBLEM OF SCHOOL GOING CHILDREN AND ADOLESCENTS

As there is a perceptible rise in challenges related to psychosocial wellbeing of students, it is crucial to foster emotional and behavioural safety climate in schools. Also, there is a strong growing need to equip teachers and allied caregivers with requisite information and skills to facilitate early identification and basic intervention (psychosocial first aid) for the flag signs of mental health conditions in children and adolescents.

Schools therefore need to ensure that learning and holistic development takes place in a safe, secure and a happy environment for every child. This comes in tandem with the overarching guidelines of The Ministry of Education has come out with a handbook on “Early identification and intervention for mental health problem of school going children and adolescents” – Modular handbook for teachers and allied stakeholders, The innovative landmark modular handbook has envisaged the following broad aspects: -

Section A

A Whole School Approach, Prevention, Promotion and Management of Mental Health and Wellbeing, Education for self-reliance. School Structure, Ethos, Roles and Responsibilities.

Section B

Early Identification and Management of Common Mental Health Concerns, Flag Signs and Risk Factors, What Teachers can do, Advice for Parents. Common Emotional and Behavioural Emergencies in Schools, Promoting Resilience.

Section C

Planning Sensitization & Collaboration with Stakeholders, Emerging Concerns for Children with Special Circumstances: Mental Health Perspectives, Annexures / Supplementary Reading Material-Handouts, photocopiable sheets, SOPs & Flow Charts).

In addition, the role of Peer Educators in schools has been highlighted as an evolving and dynamic support for awareness building of Life skills, Mental Health and Wellbeing paradigm. Involving students as Peer Educators/Mentors is an empowering step in building young leaders for life skills based positive mental health programs for better coping skills and healthy lifestyles. Good practices models for comprehensive school mental health initiatives are to be acknowledged and encouraged. This modular handbook on mental health shall generate support in forthcoming National and Regional dialogues on this aspect of child development wherein mental health paradigm takes on a crucial role for joyful and learning in 21st century schools across India.

All Principals must ensure to provide soft copy of the handbook to all teachers, counsellors and staff nurse to utilize the content of the handbook to ensure mental health and well-being of students.

COUNSELLORS IN SCHOOL:

One male and one female counsellor should be engaged on contract basis in school and for effective engagement of counsellors, the directions should be given by school from time to time. Orientation training for the newly engaged counsellors is conducted through NLI also the counsellors are given training through NIMHANS for their capacity building. Apart from exposing them to their duties and responsibilities as Counsellors they were also directed to maintain records in the formats provided during the different training Programmes.

DUTIES AND RESPONSIBILITIES OF COUNSELORS:

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 student's psychological needs based on students' profile.

Counselling

- To provide group counselling to the children facing developmental or inter-personal issues. (Group Counselling shall be carried out in each class by the counsellor, periodically, to establish rapport and to create confidence among the students to approach the counsellor, when facing any emotional disturbances). Group Counselling session may be conducted during arrangement periods /supervised study time.
- Arrange face to face interaction, at a time appropriate with the teachers to discuss the issues faced in the class and to understand the way forward or remedial measures to be carried on.
- To provide individual /personal counselling to children at regular intervals
- To assist children to recognize and build on strengths, and to deal with academic pressures felt if any, in consultation with the teachers concerned.
- To provide referral services to the needy children in consultation with Principal/ Vice Principal
- To provide consultation to school staff and parents regarding the developmental and adjustment needs of students
- The counsellor shall interact with the class teachers periodically to understand the class progress and general behaviour of each student in the class and appropriately maintain a separate file for each student.
- Assessment of each student should be carried out in the beginning of the academic year, half yearly and annually, in collaboration with the class teacher.

- To orient the newly admitted children / Migrated children and to assist to adapt to the school system
- To liaise with experts invited for interaction with the children with a view to support life skills and personality development.
- To administer appropriate and standard tools of testing as recommended by school 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 school and after leaving school 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 school in view of requirement of residential school

Contribution to Residential System of school:

- 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 warden 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 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 School activities. Nonparticipating 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

Specific activities of counselors:

(The activities appear to be duplicate sometimes, however, the content will be varied by the counsellor 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, Secondary & Senior Secondary school related guidance activities: Interactive sessions/brainstorming on

- **Nutrition /physical fitness** – to avoid aggression on the field, fitness, sports and games for mental and physical health.
- **Study habits** - time management, smart study skills, examination anxiety, and concentration, planning daily and weekly timetable, hard work and regularity.
- **Personal habits** – becoming responsible, understanding own strengths and challenges, developing confidence, dealing with anger, shyness, loneliness, self-doubts etc.
- **Social habits** – conflict with authorities, responsible behaviour towards diversity of gender, managing strong emotions and restrain, collaborating with others, importance of relationship and respect, attention to emotions in self and others.
- **Career** – knowledge of requirement for various occupations, educational qualification for various occupations, career opportunities and planning.
- **Small group** (having similar problems) work on: Low achieving students /Understanding own identity - in family and society / Resisting peer pressure / Developing inner resources to deal with pressures from outside / Awareness about gender and sexuality / Addictions of social media and gaming, substance use / and many others as per need
- **Work at school level:** To organize Career fair / To display career information on school bulletin boards / Organizing library for highlighting career information / Work for school support staff/community / Inviting alumni to share their career journey.

TEACHER COUNSELLORS:

- All school Teachers, HMs/AHMs need to equip themselves with skills to promote students' personal, social, educational, career development and adjustment throughout the school

years. This, however, requires professional orientation and training. The school has got quite a good number of teacher counsellors who have completed their Diploma in Guidance and Counselling, and also HMs/AHMs and teachers who have been regularly attending orientation programmes in guidance and counselling, to take up guidance and counselling for needy and deserving children.

- Each student in school should feel that there is someone in the school who knows and cares for them. Effective functioning of House system, School Mess, Academic excellence, and ways and means to productively engaging students in various activities are prerequisite for a healthy and peaceful school Campus.
- The Schools where expert Counsellors are available, they will take care of guidance and counselling with the active cooperation of teachers concerned. The school where the expert counsellors are not appointed, the Teacher Counsellor (HMs/AHMs/Teachers) who attended guidance and counselling training at NLI or at any other Institution or holding a diploma in Guidance and Counselling will extend their help to the needy students.

The schoolteacher counsellors are required to achieve the following goals by providing a variety of services to the students; these services include, but are not limited to the following:

- Academic guidance and support services, including monitoring of the academic performance, facilitating effective communication with stakeholders.
- School crisis and intervention referral services.
- Awareness about self-health and hygiene and adolescence problems and ways to overcome the same.
- Effective strategies for coping with stress, emotional disturbances and suicidal tendencies among children.
- Activity oriented/ students centered teaching-learning strategies to focus and avoid distortions.
- Selection and involvement of children in various activities including games and sports based on their aptitude and interest throughout the academic year.
- Individual Counselling or Small Group Counselling.
- Additionally, school should made arrangements for tele counselling for students through toll-free number to create a stress-free atmosphere.

29.GENDER SENSITIZATION PROGRAMME

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

School constitutes a unique and large network of co-educational institutions in the country and residential culture is common to all of them. All schools are expected 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 SCHOOL. In order to enable all persons to participate effectively in a free and more human environment and to build awareness on gender equality, it has been decided to conduct gender sensitization programme in all Induction Courses for teachers / Principals.

Conducting sensitization sessions in the School 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' timetable.
- The programme materials need to be adapted as per the local needs without making changes in the topics/ activities.
- The resource person/trained teacher should be well prepared and be fully aware of all trainingneeds/contents.
- The teacher/resource person is expected to be aware of the profile of target group/participants and willfacilitate better communication between the resource person and students.
- The participatory and interactive approaches are to be at the core of the entire session.
- Efforts will be required to ensure that every student gets necessary motivation and opportunities foractive participation and learning.
- Keeping the contents/resource material and transactions relevant to the concern of students and theirneeds must be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programmes.

Conduct of awareness programme in other activities:

In addition to the above the Principals of the School are required to prepare an action plan for the year 2023-24 for gender sensitization awareness in the School in the form of debates, demonstrations, discussions, chalks, handouts, 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

30.MENSTRUAL HYGIENE MANAGEMENT

What is Menstruation?

- Girls typically start to menstruate ('the time of menarche') during puberty or adolescence, typically between the ages of ten and 19.
- At this time, they experience physical changes (e.g., growing breasts, wider hips and body hair) and emotional changes due to hormones
- Menstruation continues until they reach menopause, when menstruation ends, usually between their late forties and mid fifties
- Menstruation is also sometimes known as 'menses' or described as a 'menstrual period'.

How to keep yourself clean during your period?

- Every day (morning and evening if possible) wash your genitals with soap and water.
- Keep unused cloths and pads clean (wrapped in tissue or plastic bag) for further use.
- Put the area dry with a cloth, and put a fresh cloth (such as a langa, sari or other local cloth), pad, cotton or tissue on your underwear.
- Always wipe from front to back after defecation.
- Regularly washing out the vagina with water.

Steps to manage menstruation hygienically

- Women and girls have access to water and sanitation.
- Private place to change sanitary cloths or pads.
- Clean water for washing their hands and used cloths.
- Facilities for safely disposing of used materials or a place to dry them if reusable.
- Both men and women to have a greater awareness of menstrual hygiene

Facilities to be provided in every School

- Sanitary Napkin Vending Machine (stores up to 100 pads at a time)
- Sanitary Napkin Incinerator which is environment friendly and generates low-ash, (burns up to 5 pads in one cycle) Sanitary napkins may be provided in the schools and hostels in every girl's washroom for adolescent girls as per MHS guidelines
- Awareness training about the use of the machines should be provided by the experts
- Sufficient number of well-lit and airy bathrooms with proper fittings and safe and secure access
- Provision of functional sanitary napkin vending machines and incinerator in girl's hostels

Incinerator:

1. Incinerators to be provided for safe disposal of used pads
2. The shaft should be high enough to release emissions outside the school premises.

3. To avoid the transport of menstrual waste, these incinerators may be installed within the toilet with chutes directly adjacent to the toilet building.
4. Should be accessible to girls with disabilities
5. Disposal bins with lids should be placed within the toilet.
6. Making full-length mirrors available for girls to look up and walk out with confidence
7. Inclusion of pain killers, sick bays, and hot water bags available in schools particularly residential ones.
8. Incinerator which is environment friendly and generates low-ash, Sanitary napkins may be provided in the schools and hostels in every girl's washroom for adolescent girls as per MHS guidelines

Hostel Toilet Block

1. Toilet units for girls at all schools are equipped with sanitary pad storage or vending machines for environmentally safe absorbents including reusable pads
2. Adequate water, and soap for hand-wash
3. Space inside the toilet should be ensured for the users to change napkins/cloth, hand-wash, and wash the reusable pads.
4. Shelf, hooks, or space to keep clothing and menstrual adsorbents dry.

31. PREVENTION AND MANAGEMENT OF SUBSTANCE ABUSE

Commonly abused substances are tobacco, alcohol, marijuana (ganja), opiates, cannabis, solvents (petrol, glue, correction ink) and aerosol inhalants, cough syrup, caffeine, cocaine and ecstasy. The experimenters are those who start using the substance as an experiment or because of peer pressure and curiosity. The next stage is called occasional users. This includes those who have already crossed the stage of experimenting and use the substance occasionally – either for social reasons or during certain phases. A user becomes a compulsive user where they are dependent on a substance and increase the amount of the substance consumed to experience the same effect. This is the stage when the user has a continuous and uncontrollable craving for the substance. The signs and symptoms of substance misuse vary depending upon the type, dose and method of substance misuse (for example, inhaling, oral intake or through needles/injections). The signs and symptoms also vary according to the age of the person. Furthermore, the same substance can affect different individuals in different ways and it is difficult to predict this in advance. Hence, the signs and symptoms of substance misuse may show up in several different ways. An individual who is addicted to a substance displays certain behavior patterns, which are different from their normal behavior. This includes being overly submissive or aggressive, stealing and being furtive, unable to maintain a regular schedule or routine, unable to complete

Young people are more vulnerable to substance misuse due to the following reasons.

- Peer pressure, poor self-esteem, low achievement at school, performance pressure, previous experience of taking substance, family history of substance misuse, family instability.
- Lack of easily available support from the family, friends and school, seeing substance use as a means of 'growing up' or fun also makes adolescent children more vulnerable to substance misuse.
- Pressure from friends to try an addictive substance, the urge to gain popularity among friends, and the desire to experiment and the curiosity to try out new things also makes young people particularly vulnerable to substance abuse.
- Lack of basic knowledge about the effects and dangers of consuming addictive substances.
- Media images that glamourize substance misuse may also mislead young people.
- If an elder (parent, grandparent) in the family engages in substance misuse, young people in that family are more likely to start using the same or different substance/s.
- Factors like relatively easy availability of substance/drugs, community norms, and adverse family situations may push young people into substance misuse.
- Attitudes related to smoking, drinking, and misuse of other substances are formed during pre-adolescence and early adolescence. This is an important age to invest in prevention

efforts. Peers can encourage or motivate their group to avoid substance misuse.

- Children need to be engaged in socially productive activities.
- Substance misuse leads to physical and psychological dependence. Some substances produce only physical dependence while others produce both physical and psychological dependence.
- Long-term use results in losing control of one's emotions, that is the user may become angry or violent, depressed or anxious,
- Substance misuse creates problems within the family. It results, not only in, loss of trust but also breakdown in the relationships. It may result in losing friends and family thereby, making the user isolated and lonely.
- The user may become less motivated to do well in school/college/work. Additionally, memory and ability to think clearly is affected.
- One of the major impacts is economic. The substance user may lose a job, will not be able to support the family, may start stealing money from home and so on.
- The substance user also suffers from major health consequences. This makes them predisposed to disease and infections.
- There are drugs that are prescribed by qualified medical practitioners that are available off the counter or on prescription.
- Substances like alcohol, solvents, and some others like glue, correction ink, may be legal in specific contexts, but when these are misused, it can lead to addiction.
- Excessive use of socially accepted substances like tea, coffee, nicotine, gutka are also addictive and harmful.
- The commonly misused substances among children are tobacco and alcohol. Other misused drugs are marijuana (ganja), cough syrup such as Corex and Phensydy, solvents (petrol, glue, correction ink).

32. RULES TO BE FOLLOWED BY STUDENTS IN HOSTEL OF SCHOOL

1. The students have to follow the daily routine which is fixed for the hostels
2. Take care of Hostel equipment like, warm blankets, cotton blankets, bed sheets, mattress, pillow, bed linen, tables, chairs, beds, etc. in such a way that they are not damaged in any way. Students will be responsible for safeguarding it in case of any loss or damage It will be the responsibility of the rules themselves
3. Magazines and publications coming to the hostel must be well maintained.
4. While eating in the canteen, serving the food items should not make loud noise and behave well with the staff,
5. Do not waste the food that is served. If wasted, then it should be placed in the designated place where the container or equipment for keeping the waste food.
6. One has to go to the canteen to take food on time and at the time fixed by the hostel kitchen.
7. If there is any complaint regarding the food, it should be discreetly raised in the office do not give form of argument about it.
8. Students Study regular in the hostel. Student should not behave in a way that creates trouble for students Will have to do and seed
9. In the hostel, the students have to register the student's laptop computers and other devices in the register and can only use them.
10. No friends, relatives or other persons can be kept in the hostel during the night. If accommodated disciplinary action will be taken by giving an opportunity to explain.
11. Students should live with other students of the hostel lovingly and respectfully also every employee of the office and kitchen should be treated with respect.
12. A student will not be able to have any kind of addiction to the student and will not spit after eating pan masala.
13. Every student has to attend his/her school regularly and without calling on leave cannot be absent from the hostel. In case of absence, investigation and action should be taken
14. The admission of students who are frequently absent or absent continuously for one month without any reasonable reasons of the student will be cancelled.
15. Students with corrupt character or criminal record and addicts or any other defect. also, if students with infectious diseases are noticed, check and take action, if necessary, will be done.
16. Relatives of any student coming to meet the student must first come to the hostel office and inform whom they want to meet and then register in the register kept in the office and

- after that after getting the permission to meet the student, any relative or student must go to meet them in visiting room.
17. The visitors who have to meet the students will have to meet them in the common room where it is arranged to meet them.
 18. Visitors can meet students on Sundays and other one day which is finalized by School.
 19. Maximum two names of parents/guardians of the student should be registered. Identity card of both the parents will be given, they will go with the identity card at the appointed time will be given and recorded in the transfer register.
 20. Entry of male members to girl's hostel rooms and female members to boy's hostel rooms, it will be prohibited and no person other than the guardian will be allowed to enter the hostel room. Action will be taken after checking and if necessary, they can be released.
 21. Students have to put their room waste in the dustbin.
 22. The student has to clean the given table, coat, chair, etc. every day in such a way that there is no dust on it.
 23. Arrange clothes, shoes or boots etc. in the rooms in an orderly manner and do not keep them as they are don't spit there, have to arrange your belongings in an orderly manner.
 24. The room in which the student admitted to the hostel should be accommodated the student has to stay in the room he/she allotted.
 25. In the hostel, chanting against the management of the hostel, whether individually or in groups, or taking part in any such activity and any political activity shall not be allowed.
 26. Students admitted to the hostel must not keep any deadly weapons with them
 27. Any type of name posters, pictures in the walls, windows and doors of the hostel rooms also formulas cannot be written.
 28. During the hostel stay, if there is no improvement even after the preliminary instruction of the official for violation of any rule or indiscipline, the head of the hostel can take immediate action and report to the concerned committee/officer. Final decision will be taken by concerned Committee/officer.
 29. In addition to this, compliance with the policy rules that will be imposed by the hostel superintendent and the students will have to do.
 30. If the proofs submitted for admission to the hostel are found to be false in the future, any action taken by the officer will be binding on the students and if they have obtained admission by giving false information, no objection will be entertained that the admission will be cancelled.
 31. After getting admission, the student has to furnish all the results taken by the institute and the result has to be reported immediately.

32. Every student should carry the hostel identity card.
33. In order to develop familiarity and fraternity among all the students in the hostel, saints/ dignitaries have to participate in the programs organized by the school and other programs from time to time and create an atmosphere of harmony.
34. Students in national celebrations and other government sponsored events attendance are compulsory.
35. Adequate arrangements will be made for the safety of the student/girls in the hostel though neither the government nor the official can be held responsible for an unexpected incident or accident.
36. Special care will be taken regarding women safety and security in the hostels and for that the prescribed policy rules have to be followed strictly
37. Students admitted in the hostel must follow all the rules and regulations of the hostel. If any student violates the rules, action will be taken and admission will be cancelled.
38. The students have to follow the rules laid down by the school and hostel head from time to time.

33.SELF-DEFENCE TRAINING PROGRAMMES FOR EMPOWERING GIRLS OF SCHOOLS

The girl students will get awareness, prevention, risk reduction, risk avoidance and self-realization of their own physical power through this training.

- These self-defense techniques greatly increase personal protection options to combat crime. One can recognize and respond effectively to potentially dangerous situations and by doing this training they will be more confident in their everyday activities.
- School should provide basic self-defense training to all girls such as punching, blocking, wrestling, karate, judo and basic defense.
- To ensure consistency in the implementation of the training, school should establish its own syllabus, which will include lessons on self-defense, posture and hand striking skills, blocking techniques, foot striking techniques, and hitting methods.
- The self- defense training for girls will be taken as one of the important activities for inclusion in the sports & physical activities being conducted in the school. The training will include Judo, Karate & Taekwondo and other innovative techniques of self-defense.
- The school will identify training resources /experts preferably from the recognized agencies/organizations/DLSS/ Suraksha setu
- The Resource persons/experts' instructors may be appointed initially for a period of three months.
- Lady escort to be present for strict supervision to avoid any untoward incident during training.
- The school will be at liberty to add a few more areas, if any, for further strengthening the sports & self-defense programmes for the girl students.

34.SAFETY AND SECURITY OF STUDENTS

Schools 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 School. The Principal and Staff of the School are expected to ensure that Safety and Security and good health of students is being given paramount importance. Guidelines and directions are issued from time to time, these directions should be implemented in each School strictly.

The preventive measures for Safety and Security of the children in the School are suggested as follows:

CYBER SAFETY

Media is not just a source of entertainment but also a very important source of new and useful information. Each media platform is unique and can be used for various purposes as we discussed in the group work. We must be mindful while accessing the information from different sources and question the information. Internet is a relatively new media platform that has revolutionized our worlds. It allows us to choose and decide the kind of information we wish to access at any given time and at our convenience.

Media also allows us to engage constructively in addressing issues important and relevant to us. For example, citizens could click pictures or make videos of unsafe areas in their neighbourhoods/cities, initiate discussions on common concerns such as corruption and so on, and forward to media channels, and government departments to raise public awareness, highlight common concerns and seek redressed from appropriate authorities. This can be done by writing into local newspaper columns, using apps, Facebook and twitter accounts of departments or sending emails. This is also referred to as Citizen Journalism that allows citizens to take actions and participate actively

- Explain the students not to make fun of anyone online, do not joke during the conversation as well as do not threaten anyone online.
- Ask the mobile or computer to turn off if they feel uncomfortable with certain subject matter (such as obscenity, violence, hate, illegal behaviour)
- Encourage them to talk to parents or older siblings if they have any doubts about any content they have seen or if they want to share something. If something concerns them, it is necessary to share it.
- Avoid posting as well as taking any photo with anyone
- Explain to students not to name anyone, spread rumours, spread private or intimate pictures of anyone or threaten anyone online

- Convince the students not to stay online using someone's passwords
- Also state that legal action may be taken against boys or girls who make derogatory remarks about sexuality in their group (comments)
- Talk to children from time to time to show parents if they have shared any inappropriate content such as chats, photos or anything on social media.
- Talk to them that if someone asks for something from them that they don't agree to share, no one will ever give it to them. No one will blackmail them
- If someone threatens violence, he should show it to parents who do not take it lightly

Do Not share:

- Passwords
- Home address
- Home phone number
- Images or videos in which private parts of the body appear
- Birth Date

Can Be Share:

- Photos of family and friends with permission - Know that children choose to post photos as an expression of love. And use it to document their lives so don't be too strict about it.
- A game in which there is an accidental conversation - many students play video games where they talk to other players. But this conversation is only appropriate as long as it is not offensive.

SAFETY AND SECURITY AGAINST VIOLENCE AND INJURIES

- Violence and abuse can have a negative impact on one's mental and physical health and can adversely affect a person's ability to learn and engage; even isolate the person.
- Right to Education Act 2009 prohibits physical punishment and mental harassment under Section 17(1) and makes it a punishable offence under Section-17(2).
- Violence can happen within and around schools and in public places that we access. It is important to be aware of our surroundings to help us to identify violence in and around school, and in public places.
- Violence, in any form, is not acceptable. We should seek and give help to prevent and respond to such violence – as individuals, and also collectively. We can sometimes see patterns in where and when certain forms of violence take place. Identifying such patterns can help us develop strategies to stop the violence and help make our school and its surroundings as well as other public places safe for everyone.

Emotional Violence:

Emotional violence is when a person intentionally subjects another person to behavior that may result in psychological trauma and emotional hurt. For example, calling someone names (labelling), bullying, verbally abusing and using foul language, etc.

Sexual Harassment:

A group of boys sexually harass the girl walking on the road, commonly known as eve-teasing. It is a form of sexual violence. Sexual violence is any sexual act or an attempt directed against a person's sexuality, regardless of the relationship to the victim. Examples of sexual violence are unwanted comments of a sexual character, child sexual abuse with boys and girls, molestation and rape.

Effects of child sexual abuse

- Feeling of powerlessness
- Anger
- Anxiety
- Fear
- Phobias
- Nightmares
- Difficulty concentrating
- Flashbacks of the events
- Fear of confronting the offender
- Loss of self-esteem and confidence
- Feelings of guilt

If childhood sexual abuse is not treated, long-term symptoms can go on through adulthood.

These may include:

- PTSD (Post-traumatic stress disorder) and anxiety
- Depression and thoughts of suicide
- Sexual anxiety and disorders, including having too many or unsafe sexual partners
- Difficulty setting safe limits with others (e.g., saying no to people) and relationship problems
- Poor body image and low self-esteem
- Unhealthy behaviours, such as alcohol, drugs, self-harm, or eating problems. These behaviours are often used to try to hide painful emotions related to the abuse
- Issues in maintaining relationship

Role of a Counsellor/ Teacher

- To understand the child's physical and emotional state
- To resolve trauma and foster healing and growth
- To hear the child's version of the circumstances leading to the concern
- To respond appropriately to the child when in crisis
- To provide counselling, support, and group-based programs to children referred to them
- To improve and enhance the child's overall personal and social development, and his/her health and wellbeing
- To facilitate the reintegration of the child into his/her family/ community

Emotional Support to child

- Believe him or her.
- Don't be emotionally overwhelmed
- Do not interrogate the child.
- Reassure the child that the abuse is not their fault
- Do not make promises you can't keep
- Believing and supporting the child are the best actions to start the healing process.

Response of the counsellor/ teacher with victim child:

- Rapport Building
- Working on the feelings of the child
- Psychological Education on safe and unsafe touches, feelings, thoughts and behaviour, safer coping techniques
- Helping the child to understand the abuse was not their fault
- Helping the child to develop or regain their self-confidence
- Provide sex education
- Encourage appropriate social behaviour
- Help the child to identify people who can form a supportive social environment around him or her

Ref: Government of India Ministry of Women and Child Development New Delhi

Notification dated 14th November, 2012

Physical Violence

Physical violence is any intentional act causing injury to another person. Examples may be wife-beating, corporal punishment used in schools, parents beating their children to discipline

them, physical fights between siblings, etc.

Corporal Punishment

which is a form of physical violence inflicted on students with an intention to cause pain as a means of disciplining. The Right to Education Act, 2009, prohibits any form of physical punishment and mental harassment to students.

BULLYING AND RAGGING

- These rules shall be termed as Discipline & Anti- Ragging Rules'. These rules shall be applicable on all students. Disregard to obey these rules shall invite severe punishment/ legal action against the offenders.
- The senior boys use their power to bully junior students. Bullying is a form of emotional violence, as it uses power against those with less power, causing them emotional harm, which often has a long-lasting impact. Bullies may also resort to physical violence
- All powers relating to discipline and disciplinary actions are vested in the principal, of the school. Schools need to adopt a reformatory approach to deal with the students.
- Anti-Ragging Rules are meant to curb the problem of ragging and the rules given below conform to the stipulations / instructions received from the Hon'ble Supreme Court / Central and State Govts. from time to time.
- The students are expected to maintain a high level of discipline and follow Institute rules strictly
- School Discipline & Anti-Ragging Committee and Hostel Wardens shall deal with all matters connected with discipline of the students and the principal shall be the final authority to award any punishment, including expulsion from the Institute.
- Following are deemed as acts of indiscipline;

ACTS OF INDISCIPLINE

- Only the result of the Entrance-Test shall not entitle student to get admission. If it is found at any stage, that the candidate has furnished any false or incorrect information in the application form or at the time of counselling/ admission, his/her candidature will be summarily cancelled.
- Without prejudice to the generality of power to enforce discipline, the following shall amount to indiscipline and misconduct

- Any physical assault or even threat to use physical force against any other student or any other officer/member of the Institute (both teaching and non-teaching) within or outside the Institute's premises.
- Violation of the status, dignity and honour of students.
- Any violation of the provision of the Civil Rights Protection Act, 1976.
- Any gesture, posture or verbal remark, which is otherwise derogatory to girls/ women.
- Willful destruction or damage to or defacing of Institute property or causing any disruption in any manner to the normal functioning of the Institute.
- Creating ill-will or intolerance on religious, political or communal grounds.
- Smoking, use of prohibited items or drugs is strictly prohibited inside the Institute's campus and hostels. The names of students found indulging in such acts would be immediately struck off from the rolls of the Institute.
- Disregard of rules /orders/ instructions and of notice of Institute's authorities.
- At the time of admission, every student shall be required to sign a declaration that on admission he/she submits himself/herself to the disciplinary jurisdiction of the principal and other authorities of the Institute who may be vested with the authority to exercise discipline under the rules and regulations framed by the Institute. All the boys and girls are expected to follow the following rules and regulations (Subject to change by Institute Authorities).
- Immediately after admission, every student submits himself / herself to the disciplinary jurisdiction of the Management of the Institute which may vest this authority to one or more of its officers to exercise discipline under Rules and Regulations that have been or would be framed by the Institute from time to time for proper and effective disciplinary control.
- It would also be mandatory for students to take part in "Sports Hour" and all the extracurricular activities of the Institute.
- The progress of the students will be communicated to their parents/ guardians regularly by the media of their choice.
- All students, while entering the Institute, should carry their Identity Cards issued by the Institute on person while in the Institute/campus.
- Any misconduct or misbehaviour in the Institute/Hostel campus or outside shall be viewed seriously and liable to be penalized according to institute rules and regulations.
- The students are not allowed to loiter about without purpose in the Institution premises. They are advised to avail the library and Computer lab facility during their free time.
- If students lose or do any type of damage / damages to any library book/ books they must either arrange to replace it with new one at their own cost within one month of such a loss or pay double the price of the book.

- Students will have to pay for all damages caused by them to the books, instruments equipment's, or any other Institution Property.
- Students are advised to maintain the decorum of the Institution in the real spirit.
- Students are not allowed to use the Institute/Office telephone for private use.
- As per the directive of Honourable Supreme Court of India, ragging of junior students by senior students is strictly prohibited within and out of the premises of the Institute. A healthy relationship is desirable among the students.
- Ragging for the purpose of rules means any act, conduct or practice brought by dominant or senior students on fresher or junior students with or without use of physical force or assault or threat of force, any act of ridicule violating the status, dignity or honour of any other student or any acts of obscenity or verbal abuse and words or malice towards other students.
- Participation in any political movement, group or any other organization and formation of student's union would be considered very seriously and disciplinary action would be taken. However, institute would promote the welfare of the students by means suggested by the management from time to time.
- Students indulging in any anti-social activity would be expelled from the hostel/ institute immediately.
- Parents / Guardians are requested to be in touch with Institute so that they can be informed regarding performance of their ward in the class and other exams.
- Prior permission is necessary for leave. If a student remains absent for more than 10 continuous days without information, such cases shall be reported to the concerned District Education Officer for necessary actions
- Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such actions in the interest as he may deem fit, the principal may, in the exercise of his powers aforesaid order to or direct to be ordered;
 - That any student or students be expelled from the Institution.
 - Any student or students be, for a stated period, rusticated or
 - Not allowed to attend a class or classes of study in the Institute for a stated period.
 - Be fined by a specific amount.
 - Be debarred from taking the examination or internal Exams.
 - Noisy, boisterous, disorderly or obnoxious behaviour.
 - Irregular attendance and unauthorized absence from classes.
 - Persistent negligence of studies.

- Using any kind of unfair means in class test and sessional or final or any kind of examination or copying of tutorials and home assignments.
- Chewing tobacco in any form, smoking inside or outside the premises of the school or hostel.
- Consumption of intoxicating drugs, liquor, alcohol and prohibited drinks or intoxicants or such like substances.
- Failure to report cases of indiscipline to the Hostel Warden or School authorities.
- Disrespect towards any religion, caste, culture & community.
- Indecent behaviour towards any girls by way of gestures, comments or physical advancement, whether inside the Institute, hostel or outside.
- Disorderly behaviour inside the premises or outside in society bringing disrepute to the school in any manner.
- Association or involvement in any anti-social activities.
- Failure to adhere to “Dress Code” of the school.
- Spoiling School’s property, equipment, tools; books reading material or tempering with the operational procedure of the Institute.
- Defacing library books or journals or any literature connected with academics of the Institute.
- Tampering with any safety norms, equipment, building or property of the school.
- Failure to comply with instructions issued through a notice to submit information asked for by the School Administration/ Office.
- Acts subversive of discipline and behaviour inside the Institute or the public life.
- Meetings of any kind shall not be convened and no person shall be invited to address any meeting in the school or hostel premises without the permission of the principal. This is true for the faculty and staff also.
- Students shall observe all safety precautions. The school will not be responsible for accident of any nature in the Institute, hostel and playground or in campus and in its vicinity.
- Infringement of any order by any member of the school shall also constitute as an act of indiscipline.
- Showing disrespect towards National Flag of the Country or National Anthem, in any manner.
- Matter not covered by the above rules will fall entirely within the absolute discretion of the Principal of the School only.

- Ruling by the Honourable Supreme Court of India would remain Guidelines in Anti-Ragging cases.
- All disputes subject to jurisdiction of the Courts in the state of Gujarat

PRECAUTIONARY CODE FOR SICKNESS

- Preparation and implementing the scheduled visit of Principal, Staff Nurse and Housemaster to the dormitories
- Enquiring from House Captain about health and welfare of the children during visit.
- The Housemaster to submit daily report to the principal on the prescribed format by the School indicating the welfare and presence of children.
- The Principal, Housemasters, and other teachers must conduct fortnightly inspection of the classrooms, dormitories and dining hall, toilet and bathroom blocks to specifically find out whether the electrical wiring 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 or a teacher.
- A suitable room should be set up as MI room equipped with the essential material, attached bathroom and other facilities.
- The Warden has to ensure that the child is being provided medical treatment properly.
- Necessary arrangements should be made for special diet if necessary and instructions issued to Catering Asst. / Mess staff accordingly
- If the Warden/ 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 counselling accordingly.
- Feedback, in such cases to be kept on record.
- The School doctor should always be consulted, after first aid treatment to the child.

- In absence of School 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, School requires any additional expenditure to incur, the amount may be incurred by the School 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 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 School.
- 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 School
- 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 School 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 may be taken under the guidance of Chief Medical Officer.

1. Measures To Prevent Children from Dangers of Ponds / Lakes / Drowning: Construction of compound wall is to be given top priority which may help in keeping proper supervision and control over children and prevent trespassing.

- The open wells and ponds, if existing, in the campus are to be provided with a protective wall and iron grills covering the well and the movement of the students towards it is to be restricted.
- A sign board indicating "OUT OF BOUND AREA" is to be erected near such point.
- Not to allow children to go toward the nearby river, canals, ponds and railway tracks.
- No child is 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 School, necessary precautions and arrangements to be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds, and wells etc.
- No student should be allowed to go on leave without written request of the parent or the person authorized by parent.

- Any person/parent visiting School must obtain permission from Warden 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 Warden and Principal.

Preventive Points from Suicidal Actions:

- Frequent interaction of House Masters with the students' needs to be developed in order to attend to the problems of children on regular basis.
- Proper & regular counselling of the children is to 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 Warden 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 are admitted at the tender age which is a preadolescent or adolescent age which needs counselling and continuous guidance to become physically fit, mentally alert and emotionally balanced.
- The education process will be pleasant, attractive, and motivating to the child if firm trust is established between a child and the teacher. The bond of friendship and affection can be strengthened if the teacher is understanding and sympathetic.
- Knowledge of the child psychology will help the teacher in understanding and dealing with children of different abilities, aptitudes and dispositions who come to 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.
- Warden 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 Wardens 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.
- School 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, watched and they should take 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 exerted by teachers/Principal on such students who don't perform well in exams.

2. Safety Measures during Travels:

- 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.

3. 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 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 School 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/outsideers.
- Meeting of parents individually with the Warden 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
- Migrated children must be made feel at home.

4. Precautionary Measures for The Safety, Security & Protection of Girl Students

- Adequate precautions should be taken with regard to the movement of girls inside the School 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 Warden 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 Warden 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 or a teacher.
- Regular medical check-up of the girls is to be done every month and appropriate health records maintained for ready reference.
- No male member including employees should be permitted to visit girls' dormitories. In case of any emergency nature of work, the Warden should be informed and she should ensure that no girl student is 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/HM.
- Outside Labourers, 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 School.

- 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 Warden/ 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 Warden 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 warden and Asst. warden 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.

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.

PROTECTION OF CHILDREN FROM SEXUAL OFFENCES

1. Use of E-Box Web Portal of NCPCR in School website for registering complaints directly to NCPCR
 - The Komal Video which is available on the website of NCPCR and also on YouTube must be shown to the children to sensitize about the sexual abuses. The School may upload the Komal Video on the School website and to popularize among the students
 - NCPCR has also established 1091 Child helpline at 397 locations. Awareness programmes involving Scouts/Guides and NCC/NSS students may be conducted to sensitize the parents

and the students in general during PTC Meeting or Schools functions / programme

2. Guidelines for prevention of sexual abuse of children in Schools

- A School Complaints Committee (SCC) shall be set up in each SCHOOL to serve as complaints and redressal body. This Committee shall be chaired by the Principal/Vice-Principal of the School and shall consist of 5 other members i.e. one male teacher, one female teacher, one male student, one female student and one non-teaching staff member. It has to be ensured that at least half the members of this Committee are female.
- The School Complaints Committee will carry out a preliminary investigation into every complaint of sexual abuse and submit its report to concerned authorities.
- The SCC must keep the State Project Office – Samagra Shiksha informed of all developments of the case including filing of FIR, progress of police investigation and filing of charge sheet against the offender, wherever applicable.
- Internal Complaints Committee on sexual harassment and committees under POCSO (Protection of Children from Sexual Offence) Act, 2012 and details of these committees along with contact details shall be displayed prominently on School Notice Board and conspicuously on the School website for information of all stakeholders
- Ensure that prevention of sexual abuse of child and POCSO guidelines are made aware to the students.
- The POCSO Act, 2012, require that all suspected abuse must be reported, and teachers and staff must be made aware of their reporting obligations and penalties for failure to report.

CORPORAL PUNISHMENT TO STUDENTS

3. Following directions are issued:

- i. All staff associated with the School should be made familiar with guidelines on prevention of corporal punishment.
- ii. No physical punishment or mental harassment of any kind or any form of discrimination based on gender, caste, class, disability, etc., should be permitted
- iii. The treatment of the child in the School should be such that the child feels included and secure.
- iv. All School should themselves conduct an annual social audit of physical punishment, mental harassment and discrimination.
- v. A mechanism for children to express their grievances both in person and anonymously

should be provided. Drop boxes for complaints should be placed in the School and a mechanism should be developed to address the same. Anonymity of the children/parents should be maintained.

4. Following directions are issued:

- i. No child shall be subjected to physical punishment or mental harassment.
- ii. Any instance of corporal punishment, mental harassment or discrimination should be dealt with seriously in a time bound manner
- iii. Whoever contravenes the directions shall be liable to disciplinary action under the service rules applicable to such person.
- iv. All employees working in the School should give an undertaking to the Principal that they would not take any action that would be construed as amounting to physical punishment, mental harassment or discrimination against any child.

PRECAUTIONARY CODE FROM SICKNESS

- Preparation and implementation schedule of visit of Principal, Staff Nurse and House master to the dormitories.
- Enquire from House Captain about health and welfare of the children during visits.
- Record observations of the Principal during visits to dormitories along with detailed instructions of House Masters and Staff Nurse in a Register.
- Verification and recording compliance to instructions issued by the Principal on daily basis.
- The House master to submit daily report to the Principal on the format to be prescribed by the School indicating the welfare and presence of children.
- Abandoned temporary buildings, bathrooms, toilets having dilapidated electric wiring are not to be used by children.
- The Principal, House Masters and other teachers must conduct fortnight inspection of the classrooms, dormitories, dining hall, toilet and bathroom blocks of specifically find out whether the electrical wiring and points are in order. In case they find any un-insulated live wires, the wiring must be changed and electricity dis-connected till such defects are set right. Nobody should tamper with the distribution boxes with the fuse carriers.
- Regular roll call and attendance by House Master twice daily. The Attendance Register of Houses to be verified and countersigned by Principal at 9.30 p.m. daily.
- The Staff Nurse will attend the sick child immediately. No illness of the child is to be taken casually or a routine manner instead the symptoms of illness and medicines given should be recorded in the register.
- The sick student should not be left alone in the dormitory at any time.
- The sick child is to be kept under the supervision of staff nurse or a teacher

- A suitable room should be set up as M.I. room equipped with essential material attached bathroom and other facilities.
- The House master has to ensure that the child is being provided medical treatment properly.
- Necessary arrangements should be made for special diet if necessary and instructions issued to Catering Asst./ Mess staff accordingly.
- The H.M./Principal or staff nurse feels that simple ailment is not required any treatment, but the feelings of the child should be taken care of. He/ She should be given a patient hearing and counselled accordingly with a feedback.
- The School doctor should be consulted always after first aid treatment to the child.
- In absence of School doctor (if found not available at that time) a qualified doctor of the nearby Health Centre/Hospital should be consulted.
- After diagnosing the sickness, the parents may be informed if the nature of illness excepting for common colds and seasonal health effect.
- The part time doctor and staff nurse feel that the illness of the child cannot diagnosed immediately, the child should be immediately shifted to a nearby Govt. hospital for further examination.
- Medicines prescribed by the doctors should be given to the students only by the staff nurse. No Teacher or Principal should administer medicines on their own to sick child.
- In case of any serious illness of the child and the School requires any expenditure to incur on them, the amount may be incurred by the School without any delay and later on it can be got reimbursed by the parents. Treatment cannot be delayed for want of finance.
- The records about the sick children are to be maintained and informed to the Principal daily in the evening in a prescribed format.
- To admit the child in hospital immediately in cases of serious illness and accidents.
- The Date and Time schedule of the visit of the School Doctor should be fixed in advance in children intimated.
- A responsible employee to remain as escort constantly with the one responsible escort must remain with the patient till parents arrive and take over the child.
- Doctors Visit Register should be maintained.
- To take additional help of District Administration, if need arises, to ensure medical facilities to the children. Wherever there is no doctor in nearby vicinity, the District Administration should be requested to arrange weekly visits of a medical team
- A sick child should not be sent to his home. Instead, the child should be hospitalised and the parents are informed immediately. On their arrival, if they prefer to take the child home they should be permitted after obtaining a written request and individual health records (Cards) of

students maintained and verified by the Principal.

- Full medical check-up of the students may be conducted once in a quarter.
- Diet for the sick students should be given separately as per the recommendations of the Doctor.
- The individual Health Record should indicate the Status of Health during the quarterly health check- up and should be readily available in the School.
- Sick students just after recovery from illness should not be permitted for games and sports activities till they feel physically fit.
- For regular medical check-up of the students and maintenance of Health Record and for monitoring of health problems of the children of the SCHOOL, the Staff Nurse would be accountable.
- Regular mosquito eradication measures to be taken in School.
- The Principal has to ensure availability of medical room, staff nurse/common medicines/ consultant doctor/vehicle for hospitalisation of children in emergencies.
- A regular action programme should be prepared and implemented for avoiding seasonal contagious disease on account of water and weather etc.
- Outside food stuff should not be permitted except items like Biscuits etc.
- Medical history card is to be invariable sent along with migrated children.
- Children suffering with chronic disease should not be sent on migration.
- Personal hygiene of Mess workers and conditions in the kitchen and Mess are checked by School doctor at-least once in a quarter.
- The cleanliness of mess surroundings, utensils and food preparations should be checked regularly by Catering Assistant, Staff Nurse and Principal. Regular arrangements for disposal of waste food stuffs should be made.
- Proper care should be taken with regard to installation of gas cylinders. All necessary arrangements should be made as per the specification laid down by the gas authority for installation of gas connection without giving any scope for leakage, etc.
- Adequate care should be taken with regard to drinking water. The staff nurse should be instructed to ensure that the water is properly purified/ chlorinated before using for drinking purpose.
- Toilets and sanitary conditions should be kept clean. Necessary phenoling and cleaning should be done frequently to avoid contamination.
- Kitchen and utensil, washing place should be kept clean. Necessary arrangements should be made for spraying of phenyl, bleaching powder and avoid water stagnation not to give scope for breeding of mosquitoes, flies etc. Dining tables should be kept neat and clean.

- Arrangements must be made for regular supervision and cleanliness of dining hall, washing places, etc. to avoid unhygienic conditions.
- When students are admitted in Class 6th, a medical fitness certificate of civil surgeon will only be accepted.
- Full medical checkup of all newly admitted students to be conducted within 15 days of admission.

MEASURES TO PREVENT CHILDREN FROM DANGERS OF WATER AND DROWNING

A number of death incidents occur due to drowning. The following measures are to be adopted

- Construction of compound wall is to be given top priority which may help in keeping proper supervision and control over children and prevent trespassing.
- The open wells and ponds if exist in the campus are to be provided with protective wall and iron grills covering the well and the movements of the students are restricted towards it.
- Not to allow children to go towards the nearby river, canals, ponds and railway tracks and to take bath using water from the overhead tanks by climbing on the terrace.
- Movements of children is to be strictly watched through formation of groups.
- Children should not be permitted to go outside the School premises for the bathing/ washing clothes etc.
- The presence of the students in the School campus at all times should be strictly enforced. Strict discipline and to check the unauthorized absence of the students from the School is to be given paramount importance.
- The students with a history of disappearance or running away from the School without proper permission are to be given special attention and a vigil is regularly kept on them.
- The root cause for such behavior of the child must be ascertained, parents informed accordingly and corrective steps taken.
- For certain ritual and functions which are observed in the School, necessary precautions and arrangements to be made in advance. Children should not be permitted to go on rallies for immersion of idols in tanks, ponds and wells etc.
- No procession should be allowed to move from School out of the campus in the eve of any religious celebrations.
- No student should be allowed to go on leave without written request of the parent of the person authorized by parent.
- Any person/ parent visiting School must obtain permission from House/Master to meet the students invariably by mentioning in the visiting register with his name, address purpose, date and time of arrival and departure which must be seen by the House Master and Principal

PREVENTIVE POINTS FROM SUICIDE ACTIONS

- The House Masters and teachers should develop the regular habit of visiting the dormitories dining hall and talking to the children in general about their welfare
- Frequent interaction of House Master with the students to be developed in order to attend to the problems of children on regular basis more so their psychological, physical and emotional problems.
- Proper regular counselling of the children is to be done to help the mentally disturbed children who are under depression.
- Continuous communications between the child and the teacher should be maintained with proper follow up action.
- No student should stay inside the dormitories during class hour. All the dormitories should be locked after the classes are commenced.
- Psychological behavior of the students should be watched closely in order to avoid shyness, depression and aloofness of the students which may cause any sort of unforeseen incidents.
- Corporal punishment to the students is strictly prohibited. Insulting in public referring to their parentage, caste, community etc. by the teachers will be viewed seriously and necessary action will be initiated against erring staff.
- Proper counselling should be done either by House Master or class teacher/Principal in case of any mistake like stealing, telling lies by the students.
- In case the student is not mending his behavior it should be reported to his parents and after giving one or two chances for improvement, necessary action should be taken.
- Emotional behavior of the students should be watched properly.
- Children in School are admitted at the tender age of 9 to 13 years which is a pre-adolescent or adolescent age which need counseling and continuous guidance to become physically fit, mentally alert and emotionally balanced.
- The educational process will be pleasant, attractive and motivating to the child if firm trust is established between a child and the teacher. The bond of friendship and affection can be strengthened if the teacher is understanding and sympathetic.
- Knowledge of child psychology will help the teacher in understanding and dealing with children of different abilities aptitudes and dispositions who come to School from heterogeneous socio-economic basic grounds.
- The teacher is the best judge to identify any behavior, emotional, social, language problem in child and to provide proper stimulus, appropriate activities, necessary guidance and plentiful insight.
- Each teacher should be a guide, friend, counselor to a child only then he/she contribute to

overall development of children.

- Students problem must be listened patiently, politely and solved.
- Informal conversation with the pupils by way of discussions with peers and planned observations in hostels, classrooms, playground should be developed.
- House Masters should ensure that the students get their daily use items and all other assistances in time
- The Principal and House Master must check progress of students in academic/sports and CCA and continue to guide the children. He should develop the sense of belongingness and security among the students.
- Suicidal tendencies are very deep rooted. Family history play an important role. All House Masters should collect the family history of the child through informal chitchat with the child/guardian/visitors and will keep a record. They should invariably inform the Principal.
- Generally the suicidal incidents takes places due to the child being over protected at home, feel badly homesick, gets disturbed, unable to tolerate japers/fear of getting fail, to come up to expectations of their parents, Extreme Humiliation by the fellow students/Teachers/Principal etc. These may be taken care of.
- School should develop a good social, authentic and environment friendly educational climate in the School.
- Any child noticed disturbed, should never be left alone. His attention should immediately be diverted in an activity of his choice.
- Awards to good students play effective role than punishment. Children should not be scolded in public on their mistakes.
- Child is a child-like any child he needs kind behavior from senior students, teachers and Principal.
- The child should feel himself at home, safe and secure in the School.
- Minimize threats to the child.
- Too much critical command by teachers/Principal is to be avoided.
- Child should be heard, he should be enquired if he is looking upset, he should be guided, counseled and timely help and assistance provided to him.
- The prefects should be given more responsibilities. They should be made responsible/accountable for the duties assigned to them.
- Shy, Isolate, neglected children should be identified and watched and they are taken care of properly.
- Children on account of family disturbances like separation of parents, family etc. are to be specially attended.

SAFETY MEASURES DURING TRAVELS

The safety of students travelling from one place to other is the prime responsibility of the escort(s). Particular care on the part of the escort(s) is needed to eliminate re-occurrences of unfortunate incidents.

- Before proceeding in any journey the children and the escorted teacher should be briefed about all the details of the journey and precautions to be taken.
- Escorting teacher should always be watchful to ensure that all students are present in their respective berth/seats
- Lady teachers will invariably escort when girls are travelling. Even if there is one girl, there must be a lady teacher.
- To maintain proper vigilance to watch the luggage material to avoid any theft or missing.
- Minor first aid, medicine/materials is to be kept with the escort to meet in emergency of sickness.
- It is the responsibility of the escorts to take the students on journey with utmost safety and security.
- Valid identity card must be kept by the students during journey. Children should never be sent unescorted.
- Food after satisfying to be hygienic is to be served during journey.
- Food articles sold through unauthorized vendors is to be avoided.
- Strict instructions to be given to the children not to move outside the compartments without escorting or to get down at the station.
- Safety measures like eating street made food, rash running, frequently standing on window side and peeping outside is to be instructed.
- The escorting teacher must invariably travel in the class of accommodation and in the same compartment of the students.
- The students may not be permitted to leave the compartment without escorting.
- In case of articles of foods to be purchased, one or two students may be taken by the teacher. Normally, efforts should be made that all eatables are taken by the in-charge of the party before undertaking the journeys.
- In case the party is very large students be divided into groups and one escorts to each group deputed who will be responsible for the group. Normal criteria for number of escorts is one for 10 or less than 10 students and one for every additional group of 10 or less students subjects to the maximum of 5.
- At least one regular staff should be included in the escorting team.
- Counsellor should not be engaged for escorting duty.

GENERAL SAFETY MEASURES

- The electric wiring and points are to be kept in order. In case of any un inculcated live wires find, the wiring must be changed and electricity disconnected till such defects are set right.
- The distribution boxes of electrically should be locked and the keys should be kept only under the custody of electrician or In-charge House Master.
- Immediate necessary measures should be taken to repair the loose wiring/connections.
- In case of any such need Electric gadgets should be handled by responsible employee of the School.
- In few cases trees are placed just below the electric line whenever the branches grow it touches to the LT line and sparks dangerously. It should be checked regularly and branches should be dressed off in such a way that it will not touch to the electric wire any time.
- Students should be warned not to touch electric poles.
- Fencing should be provided to the steps of overhead tank to avoid children climbing over head tank.
- The broken railing of stairs should also be got repaired immediately.
- The safety and security points of the children should be discussed periodically by the Principal, House master and other teacher and chalk out strategies.
- A Safety and Security Committee should be formed. The Committee will meet once in a quarter to discuss about safety measures to be adopted by the School.
- Security briefing should form part of regular programme of morning assembly.
- Broken furniture, naked iron rods etc. should be stored somewhere where there is no frequent movement by the students.
- Students should be forbidden to keep any type of weapons, toxic drugs, Phonographic books and photographs etc. with them. Surprise checking should be done quite often.
- Timely arrival of the students is to be ensured to the School assembly and class. Unauthorized absence to be checked.
- Very often students come late to the class during short breaks. No students should be allowed to go to dormitory during small break/recess without permission of the House Masters.
- Proper drinking water into be provided during class hours. Students should be kept fruitfully busy so that they may not indulge themselves in indiscipline activities.
- Adequate care is to be taken while working in Science laboratory. Handling of glasswares or heating of things must be done carefully. Wherever gas cylinder is used for the laboratory purpose proper care must be taken to operate to avoid fire accidents.
- Since the School is having a very vast campus there may be chances of having long grasses and marshy areas, bushes etc. Care should be taken to clean weeds and bushed all through the

campus and marshy areas should be filled with soil or sand to avoid any mis-happenings. Steps must be taken utilize the whole land for one or the other purpose.

- If the whole campus is properly utilized, proper pathways should be created and flood lights should be placed in different places in the campus, specially near the boys and girls dormitories.
- Entry to the campus should be ensured from one main gate only. There should be a gate book where entries of outsiders/visitors should be made. Students who go outside should show gate pass issued by the House Masters and should make entry in the gate-book.
- A format giving details with affixed photograph of the person authorized to take the child may be prescribed and obtain with the sign of the parent before the child is allowed.
- Not to allow the parents/persons to meet the children frequently.
- Only the 1st Sunday of every month may be fixed to meet parents/outsider.
- Meeting of parents individually with the House masters and teachers may be organized to brief about the child.
- Streamline and systematize the daily routine activities, while framing the daily routine activities it should be kept in mind that as far as possible the students should be kept actively involved in academics and co-curricular activities.
- Participation of students in the management will prove helpful in avoiding accidents and mishaps. Students should be kept engaged in organising various programmes and workshops to develop extra- curricular skills.
- Entry of movements of animals like stray cattle, dogs, pigs etc. should be checked inside the campus.

MEASURES TO BE ADOPTED IN CASE OF MISSING OF CHILD

- House master will report to Principal immediately.
- Principal will report to Police and Distt. Collector.
- Pass on the information to Parents by phone, special messenger.
- Searching soon after noticing missing of the students.
- Arrange broad cast through Radio, T.V. and publish in Newspaper.
- Constant touch with Distt. Collector, Police and Office of State Project Director – Samagra Shiksha.
- 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 the mistakes. Keep close watch on the movement of child.
- To discuss with parents and bring to the notice of DEO in case of history of disappearance.

PROCEDURAL CODE TO BE ADOPTED IN CASE OF DEATH INCIDENTS

- The House Master will report to the Principal immediately.
- The Principal will inform the DEO/Distt. Collector and Police immediately by phone/ Whatsapp message/ email.
- The parent should be informed immediately on phone or special messenger.
- The Principal has to ensure that the Parents/guardians are assigned and briefed them about the situation.
- Conduct of post-mortem.
- Assist the parents to carry dead body up to native place.
- To attend funeral.
- To console the parents.
- To organize condolence meeting in the School.
- To provide all possible courtesy moral support and help to parents.
- Soon after receipt of information, the concerned officer will rush to the School for inquiry. All death cases are to be enquired by concerned officer personally.
- To identify the causes, events of death.
- Obtain statement of Principal, Staff Nurse School doctor and House Master, students and other associated persons.
- Take immediate disciplinary action/wherever required.
- 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, the Statement of the doctor is to be obtained.

PRECAUTIONARY MEASURES FOR CELEBRATION OF FESTIVALS

- Adequate precautions are to be taken with regard to the movement of children inside the campus during celebration of festival days.
- Teachers should be put on duty to organize the activities as per scheduled plan.
- Special care should be taken to see that children do not move, around the hazardous and dangerous points, do not resort to climbing the trees, etc. inside the campus.
- No procession should be allowed to move from School out of the campus on the eve of such celebrations.
- Wherever the immersion of idol etc. is involved during festival, the Principal should ensure that the image/idols are handed over by the students in the Campus itself and the Principal shall make arrangement for immersion through outsider/security personnel.
- Avoid celebration of potentially hazardous events.

PRECAUTIONARY MEASURES FOR THE SAFETY, SECURITY & PROTECTION OF GIRL STUDENTS

- Adequate precautions should be taken with regard to the movement of girls inside the School campus in the darkness. Focusing/ Flood lights should be arranged around the girls dormitory.
- A regular roll call twice a day as per schedule of the School should be ensured by the House Master.
- Students should be divided into groups (each group consisting of 10 students) and one senior girl be nominated as leader of the group who will assist the House Mistress in keeping close supervision over the movement and problems of the girls of that group.
- It may please be ensured that bolts of doors and windows of the girls' dormitory are properly maintained. The head girl of the dormitory should be instructed to ensure that the dormitories are bolted from inside before the girls go to bed
- Collapsible gates may be fixed to the entrance of girls' dormitory which should be locked late in the evening. One of the keys should be kept with the head girls of the girl's dormitory concerned.
- Complaints of girl students and House Masters regarding repairs of electric wires, renovation of doors, windows and toilets should be attended on top priority from the maintenance and repairs provision.
- Wherever the bathroom/toilets are located outside the girls' dormitory complexes, a girl should not be permitted alone for bathing or ablution during late evening/night hours. Strict instructions should be given in advance that the girls should invariably be accompanied by the group leader or any other senior girl.
- Regular medical care should be provided to the girl students. Staff Nurse should invariably pay frequent visits to the dormitories during the day and late evening and maintain records of health of the girl students.
- Sick students should not be left alone in the dormitories during School hours/meals time instead of they should be kept under supervision of staff nurse or a teacher.
- Regular medical check-up of the girls is done every month and appropriate health records maintained for ready reference.
- No male member including Group D employees should be permitted to visit girls' dormitories. In case of any emergent nature of work, the House Mistress should be informed, and she should ensure that, girl student is not left alone in the dormitories. Any male staff asking girls students to interact with them out of classroom hours should take the permission of the Principal.
- Outside labourer, plumbers, carpenters or any other workers engaged rooms, white washing etc. should not be allowed to work in the girls dormitories after 6.00 P.M. They should be

allowed to enter in the girls complex along with a responsible teacher preferably a lady teacher/employee of School. In addition such work should be done under the personal supervision of the Principal and lady teacher.

- The Principal or male teacher while visiting the girls dormitories should inform the House Mistress in advance and take her along with them during their presence in the dormitories. Late night hour inspection should be avoided by the male Principals. In case of emergency they should inspect the girls dormitories accompanied by one or two lady teachers.
- As far as possible the cleaning of girls dormitories daily and bathrooms should be done by female group D employees.
- The House Mistress should take round of girls dormitories daily and ensure proper supervision in respect of attendance of the girls in the dormitories and also arrange for appropriate locking/bolting of the dormitories properly.
- A small committee consisting of the representative from different girls dormitories should be formed which will periodically meet and review the problems related to their safety and protection along with the House Master and Principal.
- A register on the entry gate of girls dormitories should be maintained to check the movement of male workers to the girls dormitories. It should be maintained by the House Mistress/Head girl and periodically be inspected by the Principal.
- The girls should not be permitted to visit the houses of teachers in an exceptional case the students should get permission either from the House Master or from the Principal.
- Lady teacher should invariably be deputed to escort girls students while going on tours for participation of sports, games, cultural activities and other related activities. A responsible female teacher should escort the girl students on migration. There should be one escort for a group of 10 girl students. Every additional group of 10 or less students will have an additional escort. It should be ensured that even if one girl is travelling there must be a female escort.
- All Lady Teachers particularly the House Masters/Asstt. House Master should have a continuous communication with the girls students. Any problems reported by them immediately be brought to notice of the Principal and attended to.
- All the occupants of staff quarters in the campus are required to submit the list of their dependents staying inside the campus to the Principal. The said list may be updated regularly. Similarly, the details of guests visiting the staff quarters are also to be recorded at the main gate with the Chowkidar and the Principal should be kept informed about the visitors coming to the campus on day to day basis

FIRE SAFETY MEASURES

- All existing Schools shall install and regularly maintain fire extinguishing equipments of

appropriate type with ISI Mark-one for every 300 sq.m. of covered area or part thereof subject to a minimum of two such extinguishers for every floor. In addition, one extinguisher each in laboratory, kitchen, near to electrical installation and/or generator room shall also be provided.

- The School buildings be kept free from inflammable and toxic material. If storage is inevitable, they should be stored safely.
- Wherever dining halls are being used by the School for organizing meetings/functions for the students, one exit having 1.5 meters clear width for every 150 seating capacity subject to a minimum of two such exits located as remote to each other as possible shall be provided in the dining hall. The exit gates must always open outwards.
- Necessary training be imparted to the staff and other officials of the School to use the fire extinguishing equipments.
- The building shall be accessible to Fire engines.
- Manually Operated Electrical Fire Alarm (MOEFA) shall be provided at suitable locations on each floor of the building.
- Exit signs shall be provided in the building dormitories, MP Hall and Dining Halls at all exits and escape routes at appropriate locations.
- Details of floor plans and exit routes etc. shall be displayed on the entrance floor.
- All escape routes shall be kept clear of any obstruction and all the gates shall be kept unlocked during the occupancy of the School building.
- There shall be proper facilities for storage of LPG cylinders in the laboratories, preferably these LPG cylinders shall be kept in a separate enclosure away from the classrooms so that there is no threat of fire spreading in the building in case of leakage of gas from LPG cylinder. Wherever LPG is issued for laboratories etc. normal precaution for use of LPG must be observed e.g. LPG stove should be kept away from the electrical wiring which may cause sparks. Similarly, LPG cylinder should be kept at a place where adequate ventilation is available. The rubber tube carrying gas from the LPG cylinder to the stove should be checked regularly and replaced, if so required. In case smell of gas indication of leakage of gas is observed, match sticks should not be used and none of the electrical points should either be switched on or switched off. In case of leakage of gas, windows and doors should be opened. Under no circumstances, the electrical heater should be operated near the LPG installation. At the place where LPG cylinders are stored, necessary water spray system shall be provided.
- The electrical wirings in the School shall be laid in conduit or shall be concealed type. Wherever, there is external wiring, the concerned School shall take steps to get it laid in conduits or shall be concealed within a period of 6 months from the date of issue of this

circular.

- The electrical circuit should not be overloaded. MCB and ELCB shall be provided in electrical installation.
- As far as possible, the electrical meter board should not be installed in staircase and wherever already installed, it shall be either got removed or enclosed in a metallic box.
- The emergency telephone numbers i.e. 100, 101 and 102 etc. as well as the telephone numbers of nearest fire station and nearest police station shall be displayed prominently in the School building.
- Fire/Evacuation Drill should be conducted at least once in 6 months.
- Wherever generator set is used in the School premises, apart from necessary precautions to take care of noise on air pollution, it should be ensured that this generator set is located in a separate part of the building with direct access from outside.
- School shall not be allowed in temporary structures such as tents, pandals etc.

MASTER ON DUTY (MOD) SYSTEM IN SCHOOL

School are fully residential educational institutions where all the students and staffmembers have to stay in the School campus. School have been envisaged as model pace-setting institutions which aim at holistic development of children. Quality of academics is only a benchmark of excellence as perceived in School which aim at developing competency amongst students in scholastic and non-scholastic areas for effective personality development of each child. It is relevant to mention that School being residential institutions, we are fully responsible for safety and security of the children and to provide them homely atmosphere to support their physical, psychological and emotional needs. Thus, it is important to keep students meaningfully engaged in various productive and creative activities after the classroom teaching learning process to develop their skills and abilities under proper supervision. For this purpose various systems have been put in place including House System and Master on Duty which are implemented in all residential systems.

Under Master of Duty System one teacher in the School is assigned the duty on rotation basis to supervise as to whether all the activities of the School are being conducted in the manner in which they have been designed. He/she is required to monitor various activities of the School during that day and submit a report to the Principal. Thus under the system he is required to observe, inter alia,

- Whether the breakfast / lunch / dinner started on time and the food provided in the mess was of proper quality and as per the daily menu;
- Whether any students who have reported sick, are given medical attention and prescribed diet, if any;

- Whether concerned House Masters/Mistresses have taken regular attendance;
- Whether there is any disturbance in the School and specific reasons there for;
- Whether all other activities of the School like Morning PT, Evening Games, Remedial Studies and Supervised Studies etc. are conducted on time and whether all the students and staff responsible for carrying out these activities, participated in these activities or not.
- At the end of the day the Master on Duty has to submit a report of his/her observations to the Principal. Cases, if any, of any untoward incident /missing child / sickness / indiscipline of students, poor quality of food in the mess etc. are to be immediately brought to the notice of Principal for taking remedial action.

DUTIES AND RESPONSIBILITIES OF MASTER ON DUTY (MOD):

The Duties and Responsibilities of MOD may be brought to the notice of all teachers in the School and all School may be directed to use the revised formats for reporting for uniformity in all School.

- The Master on Duty will submit the report to the Principal in the prescribed format before Morning Assembly on the next day.
- He / She (MOD) will start with arouser and end duties with light off at night.
- He / She will supervise the arrangements at the time morning assembly & all School functions.
- He / She will ensure that all students behave properly during School functions.
- He / She will supervise all the meals & refreshments.
- He / She will supervise all roll calls. If any student is missing, will immediately report to the concerned house master & Principal
- He / She will be present on the ground during morning PT & Evening Games.
- He / She will enquire about sick students from the staff nurse of the School.
- He / She will verify attendance of the students during afternoon remedial & evening supervised classes.
- He / She will ensure punctuality of all School activities.
- He / She will report any damage to the School property to Principal, if noticed on the day of duty.
- He / She will report about indiscipline or serious incidents to the Principal, if any, noticed on the day of duty.
- He / She will ensure that drinking water arrangements in the academic block & hostels are available.
- He / She will make suggestions in all School activities based upon his / her observations.
- He / She will be easily available all the time & should not leave the campus without permission.
- He/ She will submit the report to Principal as per Annexure- 18.

Note:

- Any untoward incident or any other matter requiring immediate attention of the Principal should be brought to his notice without any delay.
- If duty officer is not able to perform duties on the prescribed day, he/she will inform the Principal well in time
- MOD will receive the attendance details from the respective in-charges and report to Principal.

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35.SAFETY & SECURITY OF CHILDREN IN HOSTEL

1. All Fire extinguishers shall be checked; expired ones shall be refilled/ replaced in position
2. The sand buckets shall be painted red and put in place
3. Boundary wall / fencing shall be checked and repaired whenever found damaged.
4. Locking arrangement of terrace, doors of dormitory and school building shall be ensured.
5. System of proper disposal of waste should be developed.
6. Open wells shall be covered with grills & kept locked.
7. 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.
8. Water bodies inside the campus may be secured (using safety wall/iron fencing or any other method) so that they become out of bound for students and others.
9. Adequate precautions should be taken with regard to the movement of girls inside the Hostel campus in the darkness. Focusing/ Flood lights should be arranged around the girl's dormitory.
10. A regular roll call twice a day as per schedule of the Hostel should be ensured by the warden.
11. 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 warden in keeping close supervision over the movement and problems of the girls of that group.
12. It may please be ensured that bolts of doors and windows of the girl's 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
13. Collapsible gates may be fixed to the entrance of girls' dormitory which should be locked late in the evening. One of the keys should be kept with the head girls of the girls' dormitory concerned.
14. Complaints of girl students and warden regarding repairs of electric wires, renovation of doors, windows and toilets should be attended on top priority from the maintenance and repairs provision.
15. Wherever the bathroom/toilets are located outside the girls' dormitory complexes, a girl should not be permitted alone for bathing or ablution during late evening/night hours. Strict instructions should be given in advance that the girls should invariably be accompanied by the group leader or any other senior girl.
16. 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.

17. Sick students should not be left alone in the dormitories during school hours/meals time instead of they should be kept under supervision of staff nurse or a teacher.
18. Regular medical check-up of the girls is done every month and appropriate health records maintained for ready reference.
19. No male member including Class IV employees should be permitted to visit girls' dormitories. In case of any emergent nature of work, the warden should be informed, and she should ensure that, girl student is not left alone in the dormitories. Any male staff asking girls students to interact with them out of classroom hours should take the permission of the warden.
20. Outside labourer, plumbers, carpenters or any other workers engaged rooms, white washing etc. should not be allowed to work in the girls' dormitories after 6.00 P.M. They should be allowed to enter in the girls' complex along with a responsible teacher preferably a lady teacher/employee of School. In addition, such work should be done under the personal supervision of the warden and lady teacher
21. Any male teacher while visiting the girls' dormitories should inform the warden in advance and take her along with them during their presence in the dormitories. Late night hour inspection should be avoided by the male teachers. In case of emergency, they should inspect the girls' dormitories accompanied by one or two lady teachers
22. As far as possible the cleaning of girls' dormitories daily and bathrooms should be done by female Class IV employees.
23. The warden should take round of girl's dormitories daily and ensure proper supervision in respect of attendance of the girls in the dormitories and also arrange for appropriate locking/bolting of the dormitories properly.
24. A small committee consisting of the representative from different girls' dormitories should be formed which will periodically meet and review the problems related to their safety and protection along with the warden and Principal.
25. 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 Assistant warden /Head girl and periodically be inspected by the warden.
26. The girls should not be permitted to visit the houses of teachers in an exceptional case the students should get permission either from the warden or from the principal.
27. Female teacher should invariably be deputed to escort girls' students while going on tours for participation of sports, games, cultural activities and other related activities. A responsible female teacher should escort the girl students on migration. There should be one escort for a group of 10 girl students. Every additional group of 10 or less students will

- have an additional escort. It should be ensured that even if one girl is travelling there must be a female escort
28. All Female Teachers particularly the warden /Asst. Warden should have a continuous communication with the girls' students. Any problems reported by them immediately be brought to notice of the warden
 29. All the occupants of staff quarters in the campus are required to submit the list of their dependents staying inside the campus to the warden. The said list may be updated regularly. Similarly, the details of guests visiting the staff quarters are also to be recorded at the main gate with the Chowkidar and the warden should be kept informed about the visitors coming to the campus on day-to-day basis
 30. All existing Hostel shall install and regularly maintain fire extinguishing equipment of appropriate type with ISI Mark-one for every 300 sq. m. of covered area or part thereof subject to a minimum of two such extinguishers for every floor. In addition, one extinguisher each in laboratory, kitchen, near to electrical installation and/or generator room shall also be provided.
 31. The Hostel buildings be kept free from inflammable and toxic material. If storage is inevitable, they should be stored safely.
 32. Wherever dining halls are being used by the Hostel for organizing meetings/functions for the students, one exit having 1.5 meters clear width for every 150-seating capacity subject to a minimum of two such exits located as remote to each other as possible shall be provided in the dining hall. The exit gates must always open outwards.
 33. Necessary training is imparted to the staff and other officials of the Hostel to use the fire extinguishing equipment.
 34. The building shall be accessible to Fire engines.
 35. Manually Operated Electrical Fire Alarm (MOEFA) shall be provided at suitable locations on each floor of the building.
 36. Exit signs shall be provided in the building dormitories, and Dining Halls at all exits and escape routes at appropriate locations.
 37. Details of floor plans and exit routes etc. shall be displayed on the entrance floor
 38. All escape routes shall be kept clear of any obstruction and all the gates shall be kept unlocked during the occupancy of the Hostel building
 39. There shall be proper facilities for storage of LPG cylinders in the laboratories; preferably these LPG cylinders shall be kept in a separate enclosure away from the classrooms so that there is no threat of fire spreading in the building in case of leakage of gas from LPG cylinder. Wherever LPG is issued for laboratories etc. normal precaution for use of LPG must be

observed e. g. LPG stove should be kept away from the electrical wiring which may cause sparks. Similarly, LPG cylinder should be kept at a place where adequate ventilation is available. The rubber tube carrying gas from the LPG cylinder to the stove should be checked regularly and replaced, if so required. In case smell of gas indication of leakage of gas is observed, match sticks should not be used and none of the electrical points should either be switched on or switched off. In case of leakage of gas, windows and doors should be opened. Under no circumstances, the electrical heater should be operated near the LPG installation. At the place where LPG cylinders are stored, necessary water spray system shall be provided.

40. The electrical wirings in the Hostel shall be laid in conduit or shall be concealed type. Wherever, there is external wiring, the concerned Hostel shall take steps to get it laid in conduits or shall be concealed within a period of 6 months from the date of issue of this circular.
41. The electrical circuit should not be overloaded. MCB and ELCB shall be provided in electrical installation.
42. As far as possible, the electrical meter board should not be installed in staircase and wherever already installed, it shall be either got removed or enclosed in a metallic box.
43. The emergency telephone numbers i.e., 100, 101 and 102 etc. as well as the telephone numbers of nearest fire station and nearest police station shall be displayed prominently in the school building
44. Fire/Evacuation Drill should be conducted at least once in 6 months.
45. Wherever generator set is used in the School premises, apart from necessary precautions to take care of noise on air pollution, it should be ensured that this generator set is located in a separate part of the building with direct access from outside.
46. Hostel shall not be allowed in temporary structures such as tents, pandals etc.
47. Potable, safe and adequate drinking water
48. Fire safety measures
49. Periodic pest control
50. CCTV surveillance (if any)
51. First Aid kit
52. Medicine Kit (attach list)
53. Quarterly Health Check-up of children by a registered medical practitioner (attach consent or Play material, games and Sports equipment
54. Disaster preparedness measures

Infrastructural Safety (Physical Safety)

- The Corridors And Staircases Should Be Clear Of Obstruction
- The Floor Evacuation Plan Should Be Displayed Properly And Accessible Readily For Students In Hostel Premises
- Ensure Doors And Emergency Doors Clear Of Obstruction
- The Water Quality From The Filters In The Hostel Should Be Clean And Potable
- Toilet Cleanliness Should Be Maintained
- Ensure No Ceiling Tiles Or Plaster Hanging From The Wall/Roof Of Rooms /Corridors /Kitchen
- There Should Not Be Dampness In Walls Of Various Building Areas Of The Hostel
- Cross Ventilation In Kitchen And Toilets Should Be Maintained
- Rooms Should Be Properly Illuminated With Lighting
- Ensure The Functioning Of Lightening Conductor
- Ensure First Aid Kit In Place And Accessible To Students In The Hostel
- Ensure Suggestions From Students/Staff For Upgrading Floor Safety

Electrical Safety

- Ensure The Electrical Fitments In The Classrooms And Corridor Working Properly
- Ensure That The Switch Board/Main Switches Working Properly, The Switch Board Covered And Cautioned
- Check Whether Water Coolers And Other Electrical Gadgets Transferring Shock Or Not. If Yes Than Remedial Measures Should Be Taken Immediately
- The Hostel Should Ensure Limited Access To The Area Of Electrical Installation Only To Those Who Are Required
- Ensure No High Voltage Wire Around The Area.
- Ensure Fire Extinguishers In Place

Trauma Management

- The hostel staffs should be sensitized on trauma management to meet any accident or disaster
- Ensure the required details of contacts available and displayed on boards within the hostel for trauma management
- Ensure that the Warden in the hostel is aware of the telephone number of the hospitals, ambulance and the fire stations near to the hostel
- Ensure sufficient rest rooms for children as per their age criteria

Safety of the Children with Disabilities

- Hostel facilities like living rooms, dining rooms, play areas, toilets, should be accessible by wheelchair
- Ensure ramps and wheelchairs for differently abled students/staff
- Ensure that the hostel environment is disabled friendly
- Ensure that the wardens and other hostel staff are trained for handling responsibilities of the needs of differently able children during emergency situations
- For safety reasons, students who are differently abled should be accompanied only by a warden or designated attendant when using toilets
- Ensure that all the staffs and students of hostel educated to be sensitive to fellow students who are differently abled

Protection Against Sexual Abuse

- The hostel should have a defined mechanism against child abuse and exploitation
- Ensure that all administrative and non-administrative, contractual and other staff are sensitized on the mechanism against child abuse and exploitation
- Ensure that the staff and students are sensitized regarding POCSO E-Box
- Ensure a designated space accessible for students to operate NCPCR's POCSO E-box
- Ensure that all administrative and non-administrative staff specifically trained to be alert to signs and indicators of child abuse
- All parents and students should be sensitized on the mechanism against child abuse and exploitation
- Ensure a recruitment and police verification protocol and procedure in place for all staff before they are allowed to work with the children
- Ensure Child Safety Posters, POCSO e-Box details and Child line helpline number (1098) on display in prominent locations of the hostel
- Ensure the hostel has a visiting qualified Child Counsellor/Psychologist- part time or full time or on call consultant one can access when there is a requirement or an emergency
- Ensure that all children are regularly oriented on safe and unsafe touch and behaviour.
- Ensure that Students are orientated/trained regarding how to protect themselves from abuse and undertake other safety measures
- Hostel administration should conduct awareness programs to sensitize students on harms of substance abuse, mutual and peer respect, gender sensitivity, social responsibility, and consequences of behaviour or action.

- The Hostel Warden should hold regular discussions to promote child participation and provides platform for students to discuss and share with those in authority on safety, protection and other relevant issues
- The event of serious sexual offences incidences, the hostel administration should take immediate steps to restrict the access of the alleged offender to the children

Social and Emotional Safety

- The children in hostel provided guidance and training on adequate age-appropriate social skills in managing emotions and building healthy peer relationships
- The students sensitized to recognize and deal with negative peer pressure within hostels
- Sessions on life skills for students conducted in the hostel for teaching coping skills to manage fear, anger and stress and prevent abuse on self or others to build self-esteem and confidence among students
- All types of bullying discouraged and prohibited in the, hostel premises and students are asked to refrain from bullying, ragging, criticism, rude language, and malicious gossiping
- The hostel administration adopt a zero tolerance regarding Issues of bullying, harassment and discrimination/prejudice against students on basis of religion, caste, gender, language, physique or disability or any other factor
- The hostel warden effectively monitors and address issues of misconduct and inappropriate social behaviour. For example, stealing /needless writing on the walls! harming another student physically or emotionally and displaying any antisocial behaviour
- Are there any Behavioural Management and modification programs available in hostel and are the students aware of it
- Mechanisms in place for the students to feel safe reporting abuse of self or others, and the disciplinary
- There is a ban on corporal punishment and emotional harassment of students in the hostel
- Positive disciplinary modes and measures adopted and followed by the hostel administration

Fire Safety Management

- The hostel has adequate firefighting systems in place to meet any emergency
- The hostel administration in touch with local firefighting agencies for mock drill training to a crisis management group
- Is there any staff team of hostel trained for initial fire hazard management?
- The hostel in touch with the local fire safety authorities for training and retraining the people
- The hostel building safe including for fire-safety for housing the students by the inspecting team.
- There any cracks in the hostel building and other physical infrastructure and are steps being

taken to repair them

- Hostel located near any railway track? Has the impact of such locations being examined by the competent authority for the safety of the students

Earthquake Zone

- Hostel situated in the earthquake risk zone
- Hostel construction safe to face a natural disaster? Are modifications required if any Attach a separate sheet
- Emergency steps are in place in the hostel for disaster preparedness
- Necessary steps been taken during construction of the building for earthquake safety for the building
- There should be a trained disaster management group available in hostel for initial response

Flood/Cyclone/Landslide management

- Hostel should not be situated near seashore or a river
- The hostel has any contingency plans to meet floods, cyclones, cloud bursts and heavy rains
- The hostel should not be situated on hilltops or where there is a possibility of landslide
- The hostel should not be located near an industry or a chemical factory producing fatal chemical products

Safety from Constructional Hazard

- The hostel should not have any ongoing construction
- Barricades and sign boards being put in the construction area prohibiting the movement of students

Safety in the Playground

- The playground safe for the students to play games? They are being maintained well
- The different sports facilities available in the hostel
- The SAI guidelines followed in providing these facilities
- Adequate precautions for the safety of the students being taken by the hostel

Water Safety

- The drinking water safe in the hostel plant? the Water source should well protected
- The water provided to the students tested by the Inspection teams periodically
- The hostel should ensure safe and potable water
- The hostel has water management system in the event of a fire? There is easy access to such sources

Transport Management and Safety

- In case children are using other means of transport, hostel monitoring such arrangement carefully

- There a first- Aid box in the hostel vehicle
- The hostel complied with the rules and regulations stipulated by the local transport Authorities
- Staff members delegated responsible for Transport management
- The drivers of transportation provided by hostel properly trained and should have a regular license
- It is ensured that the students are cautioned to keep a safe distance before starting the bus
- The speed limit should be governed in hostel buses
- Students trained to maintain orderliness in buses. They should be exposed to traffic rules
- Detailed checklist on safety and security of children in hostel in given at Annexure - 19

36. PREVENTION AND MANAGEMENT OF SUBSTANCE ABUSE

Commonly abused substances are tobacco, alcohol, marijuana (ganja), opiates, cannabis, solvents (petrol, glue, correction ink) and aerosol inhalants, cough syrup, caffeine, cocaine and ecstasy. The experimenters are those who start using the substance as an experiment or because of peer pressure and curiosity. The next stage is called occasional users. This includes those who have already crossed the stage of experimenting and use the substance occasionally – either for social reasons or during certain phases. A user becomes a compulsive user where they are dependent on a substance and increase the amount of the substance consumed to experience the same effect. This is the stage when the user has a continuous and uncontrollable craving for the substance. The signs and symptoms of substance misuse vary depending upon the type, dose and method of substance misuse (for example, inhaling, oral intake or through needles/injections). The signs and symptoms also vary according to the age of the person. Furthermore, the same substance can affect different individuals in different ways, and it is difficult to predict this in advance. Hence, the signs and symptoms of substance misuse may show up in several different ways. An individual who is addicted to a substance displays certain behavior patterns, which are different from their normal behavior. This includes being overly submissive or aggressive, stealing and being furtive, unable to maintain a regular schedule or routine, unable to complete

Young people are more vulnerable to substance misuse due to the following reasons.

- Peer pressure, poor self-esteem, low achievement at school, performance pressure, previous experience of taking substance, family history of substance misuse, family instability.
- Lack of easily available support from the family, friends and school, seeing substance use as a means of 'growing up' or fun also makes adolescent children more vulnerable to substance misuse.
- Pressure from friends to try an addictive substance, the urge to gain popularity among friends, and the desire to experiment and the curiosity to try out new things also makes young people particularly vulnerable to substance abuse.
- Lack of basic knowledge about the effects and dangers of consuming addictive substances.
- Media images that glamourize substance misuse may also mislead young people.
- If an elder (parent, grandparent) in the family engages in substance misuse, young people in that family are more likely to start using the same or different substance/s.
- Factors like relatively easy availability of substance/drugs, community norms, and adverse family situations may push young people into substance misuse.

- Attitudes related to smoking, drinking, and misuse of other substances are formed during pre-adolescence and early adolescence. This is an important age to invest in prevention efforts. Peers can encourage or motivate their group to avoid substance misuse.
- Children need to be engaged in socially productive activities.
- Substance misuse leads to physical and psychological dependence. Some substances produce only physical dependence while others produce both physical and psychological dependence.
- Long-term use results in losing control of one's emotions, that is the user may become angry or violent, depressed or anxious,
- Substance misuse creates problems within the family. It results, not only in, loss of trust but also breakdown in the relationships. It may result in losing friends and family thereby, making the user isolated and lonely.
- The user may become less motivated to do well in school/college/work. Additionally, memory and ability to think clearly is affected.
- One of the major impacts is economic. The substance user may lose a job, will not be able to support the family, may start stealing money from home and so on.
- The substance user also suffers from major health consequences. This makes them predisposed to disease and infections.
- There are drugs that are prescribed by qualified medical practitioners that are available off the counter or on prescription.
- Substances like alcohol, solvents, and some others like glue, correction ink, may be legal in specific contexts, but when these are misused, it can lead to addiction.
- Excessive use of socially accepted substances like tea, coffee, nicotine, gutka are also addictive and harmful.
- The commonly misused substances among children are tobacco and alcohol. Other misused drugs are marijuana (ganja), cough syrup such as Corex and Phensydyl, solvents (petrol, glue, correction ink).
- Extracts from Model Guidelines issued by Ministry of Women and Child Development, Govt. of India under Section – 39 of the POCSO Act, 2012 is given at Annexure – 20.

37. SEXUAL ABUSE IN SCHOOL

Guidelines to prevent sexual abuse in School

Objectives:

The aim of these guidelines is to create a healthy environment for students in the School, to protect them from any act of sexual abuse, to define the mechanism for raising awareness among staff and students and setting a process of accepting complaint of students, their investigation and appropriate action on the findings of the enquiries such as: -

- a. To suggest measures for prevention of sexual abuse of children, especially the girl child in the School, by providing a congenial and safe atmosphere for continuing their education etc.
- b. To sensitize the employees on the prevention of sexual abuse of children in the School and to educate children to guard themselves against it
- c. To create awareness to eliminate violation of the rights of the child, especially the girl child, by undertaking strong measures to bring confidence in them

Scope / Applicability:

These Guidelines are applicable to all employees and students of School

Definitions:

“The Protection of Children from Sexual Offences Act, 2012 has defined sexual offences against children. These offences include penetrative sexual assault and sexual assault (Section 3 and 7), aggravated penetrative sexual assault and aggravated sexual assault (Section 5 and 9), sexual harassment (Section 11) and pornography (Section 13)”

This may include:

- Making sexual comments about the child’s appearance;
- Forcible physical touch, looking or staring at body;
- Objectionable letters, telephone calls, SMS, MMS, e-mails, etc.;
- Sexual jokes or innuendo or taunts causing or likely to cause embarrassment to the child;
- Gender-based insults or sexist remarks;
- Actual or attempted penetrative sexual intercourse with a child
- Non-penetrative sexual activity, e.g., rubbing the penis between the child’s thighs or genitals;
- Touching, pinching, or fondling a child’s sexual parts, i.e., genitals breasts or buttocks;
- Brushing against any part of the body;
- Oral sex with a child, i.e., mouth or sexual parts
- Masturbation between adult and child;
- The abuser showing his or her private parts to the child;
- The exploitative use of a child in prostitution or any other unlawful sexual practice;

- The exploitative use of a child in pornography;
- Showing pictures of a sexual nature to the child that he or she does not want to see;
- Letting the child watch or hear an act of sexual intercourse;
- Forcing a child into marriage; and
- Unwelcome sexually determined behavior in the form of verbal- non-verbal and physical
- Eve-teasing
- Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or saying.
- Any other act which violates or is likely to violate the child's privacy or cause mental or physical disturbance to the child due to its sexual nature or content

Measures for protection from sexual abuse

The following are Guidelines to ensure that all students of school, boys as well as girls are protected from sexual abuse.

They are indicative rather than exhaustive and may be amended from time to time

Selections of employees:

- All candidates for recruitment to posts within the school must be screened for past conduct, particularly for any record of violent or abusive behavior. Criminal background checks and reference checks with the previous place(s) of employment must be made.
- No candidate with a past record of commission or suspicion of having committed sexual abuse shall be offered employment.
- Applicants for all posts within the school system must be informed at the time of recruitment of the Code of Conduct and asked to sign a document describing the policies and procedures of the school to demonstrate their understanding and agreement.
- Persons employed on an ad-hoc or contractual basis to teaching as well as nonteaching positions must be made to provide a certificate that they understand and will abide by the rules and Code of Conduct of the school.
- It must be ensured that at least half of the total number of teaching and non-teaching staff is female, in order to ensure that girl students are provided adequate care and support
- Code of conduct for (duties of) employees:
 - Every employee of the school shall respect the dignity and privacy of the child, and shall not commit any act that may be construed as one amounting to sexual abuse of the child.
 - All employees shall be courteous and polite to students and take steps to ensure that the students are assured that they are living in a safe environment.
 - School authorities should ensure staff and volunteers receive ongoing and continued orientation on the prevention, identification, and reporting of child sexual abuse and sexual

violence. Staff members should be taught to understand the basic characteristics of a sexual abuse, the process used by an abuser to choose and prepare a child for abuse (grooming), and key indicators of sexual abuse, and be prepared to respond immediately to inappropriate or harmful behavior, potential risk situations, and potential boundary violations

- All teachers must encourage students to report any fear or apprehension of sexual abuse to any person in whom the student has trust and confidence, so that appropriate measure can be taken to address these
- There will be a Zero Tolerance Policy in so far as sexual abuse of students by employees is concerned. Any violation of this policy shall be dealt with in the strictest possible manner.
- All teachers and other employees shall maintain a vigilant outlook and convey their apprehension or knowledge of sexual abuse of any student to the appropriate authority in the school, at the earliest.
- The teachers appointed as Warden and Assistant warden shall take care to ensure that they provide adequate support and guidance to all students. In order to do this, they may hold weekly meetings with the students so that the students have a forum to air their views and concerns
- Lady warden must be appointed for female students
- Warden and Assistant warden and Staff Nurses shall ensure that each student is provided adequate and timely medical care. Students must be encouraged to report and seek advice for any medical needs.
- No child shall be left alone in their dormitory while he or she is ill; adequate supervision must be maintained by the Warden and Assistant warden or Staff Nurse in respect of such children.
- No student should be asked to go to any employee's house for any reason whatsoever. In case there is any need for interaction between an employee and student outside the classroom or school premises, permission must be sought in advance from the Principal and Warden and Assistant warden
- No male employee, such as maintenance or cleaning staff, etc., should be allowed to enter the dormitories housing female students. In case there is any need for urgent work such as maintenance work or repair work in girls' dormitories, the Warden and Assistant warden should be informed and she should ensure that no girl student is left alone and unsupervised in the dormitory while such work is undertaken.
- No male teaching staff shall enter a dormitory housing girl student unless he is accompanied by the Warden and Assistant warden or a female teacher designated by the principal.
- No girl student shall be allowed to leave the premises of the school unless accompanied by an adult female.

- All children must be escorted during travel for school outings. Where any girl student is present in such group of students, a female teacher must also accompany the group. The escorting employee must travel along with the students in the same coach/ compartment / vehicle.
- Permission must be obtained from each child's parent / family member for the child to participate in certain activities, such as field trips, late-night activities, and overnight trips. Parents must be allowed to raise any concerns they may have on what activities or interactions they are comfortable with for their children.
- The principal must conduct weekly review meetings with the Warden and Assistant warden as well as Student House Captains regarding any security and safety concerns the employees or students may wish to raise

Code of conduct for students:

- All students should respect and adhere to the instructions of the Principal, Teachers, Warden and Assistant warden
- No students shall maintain any socially undesirable relationship with any teaching or non-teaching staff of school
- All students should follow the dress code prescribed by the school while they are within the school premises.
- Every student must respect the dignity and must maintain an attitude of respect and friendship towards his or her fellow students
- No student shall be allowed to keep any intoxicant, such as pan masala, alcohol or cigarettes, within the school premises
- No male student shall enter a female dormitory without permission from his own House Master as well as from the Warden and Assistant warden of the concerned dormitory. Similarly, no female student shall enter a boys' dormitory without the requisite permissions.
- All students must maintain an attitude of concern for the welfare of other students. Any information regarding the mental or physical well-being of a fellow student must be raised with the concerned peer group advisor/ House Master/ Warden and Assistant warden

Interaction between staff & students:

- The school shall ensure that the atmosphere in the premises is conducive to open and honest interaction among and between staff, students and Principal
- Adequate and age-appropriate information should be provided to all children to understand what a safe and unsafe touch is and to guard them against it, and be encouraged to report any fears or apprehensions they may have regarding any unwanted advances made to them at school

- Students should be taught that touch, teasing, games, and threats should never be a secret, and that any such thing that makes the child uncomfortable should be reported to a safe adult
- Every student must be assured that they have the right to share and discuss any concern that they may have regarding their safety and security with the principal, teachers, Warden and Assistant warden and their own peer group. The concerned staff members shall ensure that they are easily accessible to the students.
- Every student must be encouraged to report any incident of sexual abuse to the Principal or House Master/ Mistress or any teacher in whom the student has trust and confidence. However, it is important to acknowledge that in spite of all safeguards, a student may be reluctant to disclose such an incident immediately, and that it may take him/her a certain length of time before finally doing so. The student should not at any time be made to feel that (s) he may be penalized or reprimanded for not having disclosed the matter sooner
- Every student who reports any incident or fear of sexual abuse should be assured that his identity shall be kept confidential.
- A group of ten to fifteen students of different ages, to be known as the “Peer Support Group”, must be formed in each house. The students who are members of these groups shall be invited for weekly or bi-monthly discussions with the principal and staff, during which they can raise any concerns they may have regarding the safety and security of the students or other related issues.
- Parents/ guardians of the students must also be encouraged to raise any concerns they may have at the Parent-Teacher Meetings

Environmental Safeguards:

- Steps must be taken to ensure open visible spaces with no possible concealment and clear lines of sight throughout the building.
- Precautions must be taken to ensure that children are able to move safely within the school premises in the dark or during the night. Focusing/ flash lights must be installed wherever necessary, such as near students’ dormitories and on the connecting roads within the campus.
- Adequate numbers of watchmen should be appointed to guard all entrances to dormitories and other buildings on campus.
- It shall be the duty of the House Master or Warden and Assistant warden to ensure that all doors and other entrances to dormitories are properly secured in the night.
- Areas not used for teaching or recreational purposes must be secured to prevent children from being isolated (e.g., closets and storerooms must be kept locked).
- A “no closed door” policy must be instituted; all doors other than bathroom and toilet facilities must have glass windowpanes.

- Adequate toilet facilities, i.e., separate and decent toilets and urinals, must be provided for boys and girls in school.
- Adequate written records must be maintained of all guests who enter the school premises, including family members of students and staff. Their time of entry into as well as of exit from the premises should be noted.
- No guest must be allowed to stay overnight in any dormitory. Details of guests staying overnight with staff members must be recorded in the register above.
- Facility for counseling by registered Psychologist / Counselor / Social worker should be made available to students living in boarding schools for overall well-being of students.

COMPLAINT'S REDRESSAL MECHANISM:

Mandatory Reporting:

- The new POCSO Act, 2012, require that all suspected abuse must be reported, and teachers and staff must be made aware of their reporting obligations and penalties for failure to report.
- All teachers and staff must be made aware that allegations and suspicions should not be discussed with colleagues or other persons, and that they should be reported to very few people inside the organization before law enforcement authorities (such as the police or Magistrate) are contacted, so as to expedite the process and minimize the number of times a child has to repeat allegations
- A strict policy of confidentiality must be maintained; an allegation of child sexual abuse does not equate to guilt. However, steps must be taken to protect the child concerned, pending the investigation.
- If a student recants an allegation; the principal must be satisfied that the student has not been retaliated against or threatened

Constitution of complaint committee:

- A School Complaints Committee (hereafter referred to as "SCC") shall be set up in each school to serve as complaints and redressal body.
- This Committee shall be chaired by the
 - i. Principal/Vice- Principal of the school,
 - ii. Shall consist of five other members, i.e., one male teacher,
 - iii. One female teacher,
 - iv. One female student,
 - v. One male student and
 - vi. One non-teaching staff member.
 - vii. One female member from NGO/Other organization
- There shall be a complaint/ suggestion drop box in each school, so that students can make

written complaints. This drop box should be cleared at the end of each day in the presence of the principal.

- Where the student does not wish to disclose his or her identity, she can inform a staff member in whom(s) he has trust and confidence. In such cases, it shall be the duty of this staff member to ensure that the identity of the child is protected and that the matter is reported to the principal immediately so that further action can be taken.
- Any complaint of sexual abuse, whether received through the drop box or otherwise, should be reported to the SCC in writing within 48 hours of its being received.
- The SCC will carry out a preliminary investigation into the complaint and submit its report to the District level Internal Complaint Committee (DLICC) within 48 hours. The preliminary investigation must be conducted in a confidential, fair and impartial manner and without causing any undue inconvenience to the student
- The SCC may issue directions to take interim measures such as temporarily suspending the staff member in question, or otherwise preventing his access to the student
- Where the student concerned is not in agreement with the conclusions of the SCC following the preliminary investigation, (s) he may approach the District level Internal Complaint Committee (DLICC) requesting that the complaint be reinvestigated. DLICC shall then ensure that the complaint is investigated by one of its own members within 72 hours of receiving the appeal.
- Where the preliminary investigation brings to light any incident of sexual misconduct by a staff member in respect of a student, the SCC shall also, at the time of submitting its report to the DLICC, lodge a report with the District Special Juvenile Police Unit (SJPU), or where no SJPU exists, with the local police.
- Where the DLICC on appeal concludes that there is reason to believe that an incident of sexual abuse has or is likely to occur, or has been attempted, it shall be the duty of the DLICC to report the matter to the SJPU or local police of the concerned district where the student is located
- The SCC must keep the DLICC informed of all developments in the case, including filing of F.I.R. progress of police investigation and filing of charge against the offender, where applicable.
- The SCC shall send a monthly report to the DLICC listing the complaints, if any, received during that month from any of the school in its district. DLICC may call for detailed information on the manner in which any SCC has dealt with a case of sexual abuse.

Penalties and disciplinary action:

DLICC will see that any employee is found guilty of immoral act involving a sexual offence or of exhibition of immoral sexual behavior towards any students, his or her services may be terminated after dispensing with the regular inquiry proceeding.

The employee should be made aware that such conduct amounts to a specific offence under the notifications of the school.

Supervision & Monitoring:

- The district level government officials will review the implementation of these guidelines during their visit and inspections and precautionary measures being adopted by the schools and provide adequate support and guidance to the school to strengthen safety measures.
- The district level government officials should actively interact with students to maintain adequate supervision and monitoring and identify behaviors that fall into the categories of appropriate in-appropriate and harmful to their physical and mental health.
- The district level government officials will ensure that the guidelines and norms laid down are strictly complied or observed by the employees in the school for the preservation and enforcement of the right to gender equalities in the school.
- Whenever school has general meetings at different levels, student's safety and security, to maintain dignity of girl students should be an agenda item.
- Principal and teachers should prepare appropriate plan of action and create effective monitoring mechanism to prevent untoward incidents in the schools towards safety and security of girl students.
- In case of any lacuna in such cases either in maintaining adequate supervision and monitoring towards prevention of students from sexual abuses, and failure in timely reporting or failure in taking appropriate action in time bound manner, necessary disciplinary action initiated against the defaulters

Orientation and awareness programs:

- School should frame policies and planning in the Annual Work Plan for orientation and awareness of the employees for prevention of sexual abuses of students
- School should identify resources for imparting awareness programs to the teachers and students on the prevention, identification and reporting of child sexual abuse.
- The principals should organize awareness programs as pace setting activities in the school to sensitize the teachers, Warden, Staff Nurses and other employees of the schools about their duties and responsibility towards children.

- These guidelines should be displayed prominently in the school premises and also disseminated amongst students, their parents / families, and teachers' other staff and all concerned authorities.

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

- To bring about desired level of changes in the knowledge, skills & attitude of the school Staff.
- To make the staff understand the organization, its philosophy, structure, aims and objectives, vision, mission, policies, practice and procedures.
- To facilitate teachers for promoting 21st Century Skills, Multilingualism, Inclusive Education and use of Creative Pedagogy.
- To provide opportunities & platform to School Heads & Officers to improve upon academic & administrative leadership and management skills for fostering new initiatives, sharing of best practices with the focus on achieving excellence.
- To collaborate with specialized external agencies for sharing of resources and capacity building.

Need of training:

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

Methodology of 50 Hours of CPD for Teachers / School Heads:

As per the recommendations of the NEP 2020, each teacher / school leader must complete 50 hours of CPD through participating in trainings / workshops.

In addition to the above, opportunities must be given to participate in well-structured online, and open and distance mode trainings, webinars etc. Teachers should be motivated and

encouraged to use the platforms offered by GCERT, NCERT, DIKSHA etc., where they will be able to select the module according to their professional development needs. This blended approach of CPD will give opportunity to bring an attitudinal change in teachers and motivate them to complete their 50 hours of CPD in a year. In order to complete 50 hours of CPD including the training programmes and other CPD activities “NCERT Guidelines for 50 hours of CPD for Teachers, Head Teachers and Teacher Educators” may be referred.

The teachers and head teachers will have to participate in respective online trainings organized by GCERT and NCERT.

39.NISHTHA

All Principals, Vice-principals, PGTs/ TGTs and Creative Teachers has to attend NISHTHA training modules organized by NCERT.

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40.STANDARDIZATION OF VARIOUS FACILITIES IN SCHOOL

For ensuring standardization of various facilities in School, the minimum standards as directed should be ensured.

No.	Area	Minimum standard to be achieved
1.	Classrooms	a) The front wall (towards students) of classroom should have two parts, in one part (centre) a big size white board/green board for writing and in other part a moveable screen for projector/ interactive panel should be fixed. The previous/existing blackboard should be completely removed, and wall be properly plastered and finished with putty and white/light colour (matching with the existing colour) paint before fixing the green/whiteboard. The projector should be mounted on the ceiling.
		b) Electrical wiring should be either concealed or done with casing & capping.
		c) LED tube lights should be mounted over the white/green board with a provision of reflectors so that the light illuminates the board.
		d) Classrooms should have LED tube-lights in sufficient numbers to ensure that the class is well lit.
		e) A lightweight big size soft board preferably of size about 8ft x 4ft should be mounted on the rear wall to exhibit student creativity and other subject related display material.
		f) Existing open shelf in classroom should be covered & made lockable.
		g) Furniture in classrooms should be of same shape & size. Existing classroom furniture if required can be repaired without compromising on safety and aesthetic aspects. Table/desk should have good quality board and colorful sunmica layer. If required same may be changed.
		h) There should be a framed display board (Soft board, Preferably A-3 size) mounted on the wall outside every classroom (besides the entrance) to display seating plan during test/ exam and other such important information.
		i) No paper should be pasted on the walls either inside or outside the classrooms.

		<p>j) The décor of the classroom should be complemented with good quality paint preferably with light colour.</p> <p>k) Door/ windowpanes should not be broken; damages if any should be repaired immediately,</p> <p>l) Different Garbage bins (well-marked for compost, all plastic and recycle waste) should be kept at appropriate place at each floor for easy and speedy disposal of waste.</p>
2	Library	<p>a) Books should be well categorized (Subject-wise & Theme-wise) and kept in open wooden racks/ shelf (without door/sliding lid) so that students can select the books easily.</p> <p>b) Customized open racks may be made along the walls of the Library.</p> <p>c) There should be a display board (soft, preferably of size 8' x 4') mounted on the front wall of the library to display the information on contemporary issues and new arrivals.</p> <p>d) Library should have LED tube-lights in sufficient numbers to ensure that the space is well lit.</p> <p>e) Electrical wiring should be either concealed or done with casing & capping.</p> <p>f) Two portable wireless electronic reading devices (e-readers) like "Kindle" may be procured for library for providing access to e-books to the students.</p> <p>g) At least one computer system (out of existing computer systems available in the computer lab) should be installed in the Library for exclusive use of students.</p> <p>h) Suitable stands should be used to display Newspaper / periodicals and new arrivals.</p> <p>i) Framed portraits of famous Indian/International personalities should be displayed on the wall along with their achievements.</p> <p>j) Inspiring/motivational quotations on education, reading habits etc written on ply board/ vinyl strip (with frame) should be displayed on the walls of corridors</p>

		<p>k) A career corner should be maintained where information about higher studies after class XII in reputed colleges/universities/ engineering & medical courses etc. are available.</p> <p>l) Door/ windowpanes should not be broken; damages if any should be repaired immediately.</p> <p>m) The décor of the library should be complemented with good quality paint preferably with light colour.</p>
3	Laboratories	<p>a) Laboratory should have display boards (soft) where details of practical completed by students of different classes and timetable (Class-wise practical) should be displayed.</p> <p>b) The front wall (towards students) of labs should have two parts, in one part (centre) a white board/green board preferably of size 8ft x 4ft for writing and in other part a moveable screen for projector/ interactive panel should be fixed. The previous/existing blackboard should be completely removed and wall be properly plastered along with putty and painted with white/light colour (matching with the existing colour) before fixing the green/whiteboard. The projector should be mounted on the ceiling.</p> <p>c) LED tube lights should be mounted over the white/green board with a provision of reflectors so that the light illuminates the board.</p> <p>d) Labs should have LED tube-lights in sufficient numbers to ensure that the class is well lit.</p> <p>e) Electrical wiring should be either concealed or done with casing & capping</p> <p>f) Framed portraits of scientists related with the subject along with their achievements should be displayed on the walls of the laboratory. No chart paper/poster should be pasted on the walls of the laboratories.</p> <p>g) Lab tables and stools should be of good quality and same shape and size. The table and stools should have good quality board and colorful sunmica layer/ paint.</p> <p>h) Door/ window should not be broken; damages if any should be repaired immediately.</p>

4	Entrance & Corridors of Academic Block	a) Brief profile along with photographs of high achiever alumnus should be displayed as “Hall of Fame” in the academic/ administrative block of the School.
		b) Honour board (separate for class X and XII) having year wise as well as stream wise toppers in Board examination, should be mounted in the entrance of the Academic block.
		c) Proper arrangements for seating of visitors should be made in the Academic block (near the office of the Principal).
		d) Notice boards should be mounted on the walls of entrance to display important notices for staff/ parents/ general public.
		e) Aims, Objectives & Vision, Preamble of the Constitution, Fundamental Duties for citizens of the country should be displayed at the entrance of the Academic block.
		f) Inspiring/motivational quotations on education, patriotism etc written on ply board/ vinyl strip (with frame) should be displayed on the walls of corridors.
		g) Big size display boards (soft) should be mounted on the walls in the corridors with subject titles as Science, Social Science, IT, Art & Music, games & sports, languages etc. to display subject wise latest events & developments.
	Dining Hall	a) Dining tables shall have SS steel top so that cleanliness & hygiene can be ensured.
		b) The walls of the dining hall should be well-decorated with display of framed portraits and quotations related with Indian cuisine, culture etc.
		c) House wise Stands for keeping the dining plate should be made available for students in the mess.
		d) House-wise sign boards should be displayed to facilitate house-wise seating of the students in the mess.
		e) Insect killer/catcher machine should be installed in dining hall as well as in kitchen.
		f) Door/ window should not be broken; damages if any should be repaired immediately

		g) LED tube lights in sufficient numbers should be used in the dining hall.
		h) Electrical wiring should be either concealed or done with casing & capping
		i) There should be safe drinking water facility in the mess.
		j) Quotations on healthy food habits, nutrition, hand washing etc written on ply board/ vinyl strip (with frame) should be displayed.
		k) Framed pictures of Millets along with their health benefits, information on harvesting/ cultivation etc should be displayed
		l) Samples of various millets should be displayed on a display board (by pinning see-through sachets containing millets) along with the recipes to familiarize the students about millets.
		m) Kitchen waste should be used for composting. The composting site may be made at a distance from mess so that the smell from the compost may not cause discomfort.
		n) Different Garbage bins (well-marked for compost, all plastic and recycle waste) should be kept at appropriate places for easy and speedy disposal of waste.
6	Dormitories	a) There should be display board at the entrance of each House to display the schedule of daily routine, coming events/celebration/House activity.
		b) Door/ window should not be broken; damages if any should be repaired immediately. Steel mosquito mesh should be fixed in window panes.
		c) Dormitories should be well lit using LED tube-lights on every bed, all ceiling fans should be functional.
		d) Electrical wiring should be either concealed or done with casing & capping.
		e) There should be safe drinking water facility in the dormitories.
		f) Toilets/washrooms should be fixed with doors, lights (switches of the lights to be outside the toilet/washroom) all fixtures and fittings should be well in place and functioning properly.
		g) In every toilet hand rails should be fixed at appropriate height to help the students in sitting and getting up.

7		h) One toilet on every floor should be fixed with Western Commode (without cistern). The provision of flushing may be made through a separate pipe.
		i) Inspiring/motivational quotations written on ply-board/ vinyl strip (with frame) should be displayed on the walls of the dormitories.
		j) Different Garbage bins (well marked for compost, all plastic and recycle waste) should be kept at appropriate places for easy and speedy disposal of waste.
	Playground	a) Entire playground should be levelled, free from stone pebbles, long grass/weeds.
		b) The playground should be covered with grass. There should be permanent provision for watering the ground to maintain the grass cover in the playground.
		c) The periphery of the playground should be distinctively marked and protected using fencing/ hedge etc.
		d) The playground should have iron frame goalposts for football, handball etc with proper netting.
		e) The basketball court should be marked with colour paint.
		f) School should have well marked ground for Kabbaddi, Kho-Kho, throwing events (shot-put, discuss etc) 200m/400m athletics track.
		g) The playground should have an iron display board showing the timings as well as general safety precautions to be observed in the playground.
8	School Main Gate	a) The side pillars of the main gate should have granite (locally available) surface and the Name of the School (bilingual –Hindi & English/ regional language) should be written across the span of the gate using metallic letters on concrete slab or iron board.
		b) There should be a covered notice board to display the information for visitors like admission and other such programmes for general public
		c) The area around the entrance should be well maintained by developing flowerbeds, landscaping etc.
		d) The roads/ pathways in the School campus should be lined with hedge and

		ornamental plants/ trees.
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41.EFFECTIVE USE OF CLASSROOMS, LABORATORIES & OPEN SPACE FOR LEARNING

To give joyful learning experiences to the students, the ambience of the classrooms plays a very important role and it should be improved with activity- based resource materials and use of appropriate IT infrastructure. To make effective use of classrooms, laboratories and open space in learning following actionable points are to be implemented:

- The overall look of a classroom should emanate the feeling of an engaging learning space with prominent displays related to a particular subject.
- The décor of a classroom should be complemented with good quality paint preferably with light colour.
- Two-seater dual desks should be arranged in the classrooms. All desks should be of similar (design/size) and properly maintained. The furniture may be painted if required.
- All wiring should be concealed, and electrical switch boards and switches should be of good quality and maintained properly.
- There should be proper lighting arrangement in the classrooms.
- A lightweight big size soft board should be arranged at the backside wall of the class to exhibit creativity of students and display other subject related material. The pasting of charts on the walls of classrooms should be discouraged.
- The classrooms should have a covered lockable shelf/ almirah having subject-wise partition to store moveable items and teaching aids of all main subjects. The digital devices if provided to the students may also be stored in the almirah.
- Internet connectivity through Wi-Fi should be made available for each classroom.
- Each classroom shall be a smart classroom and shall be equipped with at least 65" Interactive Flat Panel with Laptop/Desktop. (Reference-Standard criteria set for development of Smart Class by Government of Gujarat under Mission Schools of Excellence)
- The front wall (towards students) of classrooms should have two parts i.e. white board/green board and soft board, so that teacher can display any chart/ creative on soft board while white board / green board can be used for writing.
- If any classroom is occupied as smart class, the same is to be used as general classroom also.

Use of Laboratories:

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

- Every lab should have good photographs of scientists, good quality charts of scientific concepts.

- Lab should also be used for activity-based teaching-learning process in addition to experiments prescribed for practical.
- Separate STEM lab is required for class VI to VII so that the students of class VI to VII may also do experiments, get exposure of specimen/ equipment/ models in the lab.
- Laboratories must have sufficient space for storage / provision of separate almirahs.
- Astronomy lab, maths lab may function with existing laboratories with provision of dedicated one wall to display subject concept for students.
- Chemistry labs shall be provided with fume hoods.
- Separate space shall be allocated for storage of hazardous chemicals.
- Fire safety provisions like extinguishers shall be done in all the laboratories.

Learning Space Outside the Classroom:

Schools have large space outside the classroom which should be utilized for interactive and visual learning. Suggestive points are given below:

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

42. 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 work 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 textbook learning. The labs will let students explore skills of future such as design and computational thinking, adaptive learning and artificial intelligence.

The applicant School would have to provide specified area for ATL. 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.

Schools have to set up Atal Tinkering Laboratories (ATL). Schools have to ensure that the lab resources are effectively and judiciously utilized to infuse creativity and innovativeness among children.

Integrating AI and Tinkering across Curriculum:

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

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

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

Implementation Guidelines:

- The AI and Tinkering integrated lesson plans are to be implemented with all the students of class 6-10 so that every student is introduced and provided exposure to the concept of innovation.
- Minimum 2 Session in a month should be allotted to each class for ATL lab activities and the same should be reflected in the timetable of School.
- All Science, Mathematics and Social Science teachers in School should be involved in ATL activities in School.
- All students would go through the basic stage of the lesson plan. The students who are more inclined and interested and desire to experiment and explore tinkering more they can go through the advanced stages of building the projects and prototypes.
- Students who show keen interest to explore and experience AI and Tinkering integration further should be given extra time in ATL to work on real-time projects and engage in active prototyping.
- The School should mandatorily implement the AI and Tinkering activities for class 6 to 10. School should also make it a part of regular subject/ Club activities by using the resources available in the School, science lab and can also purchase required resources for tinkering.

CLASSWISE SUGGESTIVE TOPICS FOR AI and Tinkering INTEGRATION IN CURRICULUM

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

43.ASTRONOMY LABORATORY IN SCHOOL

Astronomy Labs (KHAGOLSHALAS) has to be set up in School. The KHAGOLSHALAS have to be 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. School students has to preliminary discovery of asteroids under 'Khagolshala Asteroid Search Campaign'

The Main Equipment of Astronomy Lab:

1.	Space Voyage 200 Dob- 8" inch reflector Dobsonian telescope- 1
2.	Space View Telescope 50 mm refractor telescopes - 4
3.	Constellation viewer Kit
4.	Stomp Rocket Launchers
5.	Project Paridhi Kit
6.	Kaleidoscope material
7.	Black Astronomy Binocular
8.	Models, posters & Messier books
9.	Space View Telescope – 76 mm reflector telescope with stand – 1
10.	Ball Projector Material
11.	Hydro Rocket launchers
12.	Pop Rocket- Plastic Body with Launch pad
13.	Solar view Goggles & 3 d Goggles
14.	Solar Filters
15.	Latitude finder

In addition to establishing Astronomy lab (Khagolshala), initiative can be taken in collaboration with Vigyan Prasara to built Telescope by teachers and students during a workshop i.e. "Make your own Telescope".

44. INFORMATION AND COMMUNICATION TECHNOLOGIES IN SCHOOL

Information and Communication Technologies (ICTs) in National Education Policy (NEP) 2020

In accordance with the National Education Policy (NEP) 2020 and other relevant policies and guidelines, this ICT policy for school education aims to ensure that students in our educational institutions are equipped with the necessary digital skills to thrive in an increasingly technology-driven world. Information and Communication Technologies (ICTs) have transformed the way we live and work and have become an integral part of our daily lives. It is imperative that our educational institutions keep pace with these changes and provide our students with the knowledge and skills they need to succeed in the 21st century.

This policy recognizes the transformative potential of ICTs and seeks to leverage them to enhance teaching and learning in our schools. It emphasizes the need for a comprehensive approach to ICT integration, which includes not only the provision of infrastructure and hardware but also teacher training and the development of relevant digital content. The policy aims to promote the use of ICTs to enhance learning outcomes, promote creativity and innovation, and foster digital citizenship.

In order to achieve these objectives, this policy sets out a number of key principles and guidelines. These include the provision of adequate infrastructure and hardware, the development of relevant digital content, the integration of ICTs into teaching and learning, the provision of training and support for teachers, and the promotion of digital citizenship.

Overall, this ICT policy for school education is designed to ensure that our educational institutions are equipped to provide students with the digital skills they need to succeed in the 21st century. It is grounded in the principles of equity, access, quality, and inclusion, and seeks to create an enabling environment that promotes the use of ICTs to enhance teaching and learning.

What is ICT?

Information and Communication Technologies (ICTs) are defined as all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching-learning, enhancing access to and reach of resources, the building of capacities, as well as management of the educational system.

These will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web-based content repositories, interactive forums, learning management systems, and management information systems.

These will also include processes for digitization, deployment, and management of content, development, and deployment of platforms and processes for capacity development, and creation of forums for interaction and exchange.

Information and Communication Technology in School Education

Information and Communication Technologies have enabled the convergence of a wide array of technology based and technology mediated resources for teaching learning. It has therefore become possible to employ ICT as an omnibus support system for education. The potential of ICT to respond to the various challenges the Indian education system poses are:

- i. ICT can be beneficially leveraged to disseminate information about and catalyze adaptation, adoption, translation and distribution of sparse educational resources distributed across various media and forms. This will help promote its widespread availability and extensive use.
- ii. There is an urgent need to digitize and make available educational audio and video resources, which exist in different languages, media standards and formats.
- iii. Given the scarcity of print resources as well as web content in Indian languages, ICT can be very gainfully employed for digitizing and disseminating existing print resources like books, documents, handouts, charts and posters, which have been used extensively in the school system, in order to enhance its reach and use.
- iv. ICT can address teacher capacity building, ongoing teacher support and strengthen the school system's ability to manage and improve efficiencies, which have been difficult to address so far due to the size of the school system and the limited reach of conventional methods of training and support.
- v. Using computers and the Internet as mere information delivery devices grossly underutilizes its power and capabilities. There is an urgent need to develop and deploy a large variety of applications, software tools, media and interactive devices in order to promote creative, aesthetic, analytical and problem-solving abilities and sensitivities in students and teachers.

a) ICT Literacy and Competency Enhancement

The policy defines ICT Literacy in terms of levels of competence. Based on the stage of schooling at which a student or teacher is introduced to ICT, they may progress to different levels. These levels are suggestive, and adaptations must be made to suit local conditions. The levels do not correspond to specific classes (for e.g, sixth or seventh standard) and time duration must also be locally determined. Also, these levels must be revised periodically to keep pace with changing technology.

Stage 1: Basic

Basics of computers and basic use of tools and techniques – operate a computer, store, retrieve and manage data, use a computer to achieve basic word and data processing tasks; connect, disconnect and troubleshoot basic storage, input and output devices Connect to the internet, use e-mail and web surfing, use search engines, keep the computer updated and secure, operate and manage content from external devices (sound recorders, digital cameras, scanners etc.); connect, disconnect, operate and troubleshoot digital devices;

Stage 2: Intermediate

Create and manage content using a variety of software applications and digital devices; using web sites and search engines to locate, retrieve and manage content, tools and resources; install, uninstall and troubleshoot simple software applications etc.

Stage 3: Advanced

Use different software applications to enhance one's own learning – database applications, analysis of data and problem solving, computing, design, graphical and audio-visual communication; undertake research and carry out projects using web resources; use ICT for documentation and presentation; create and participate in web based networks for cooperative and collaborative learning; become aware of issues of cyber security, copyright and safe use of ICT and take necessary steps to protect oneself and ICT resources.

As each stage is defined by competencies to be achieved, the pace is dependent on frequency of access to the ICT facilities. Based on the local situation, the time duration needed for each stage will be shortened. Different parts of each stage can also run concurrently. In any case, an attempt will be made to ensure every student completes the Advanced stage before completing schooling. The competencies will also guide ICT curricula for teachers.

- i. A programme of ICT literacy shall be implemented across all the schools.
- ii. State will develop an ICT literacy curriculum and appropriate course materials mapped to the stages mentioned above for uniformity. These will be in the form of self-instructional materials, enabling students and teachers to process them on their own. The ICT literacy programme will endeavor to provide a broad set of generic skills and conceptual knowledge and not focus on mastering the use of specific software applications.
- iii. A dedicated teacher with appropriate qualification will be engaged in each school. This teacher will also function as the ICT coordinator of the school where ICT literacy is to be imparted. With the growth of infrastructure in the school, a suitably qualified technical assistant may also be provided.
- iv. All teachers in a school will be expected to become advanced users of ICT (see 4.2 above) integrating ICT skills into their professional development as well as their teaching learning

practices across all areas of the curriculum.

b) ICT enabled teaching – learning processes

- i. ICT enabled teaching-learning encompasses a variety of techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching- learning process. Ranging from projecting media to support a lesson, to multimedia self-learning modules, to simulations to virtual learning environments, there are a variety of options available to the teacher to utilize various ICT tools for effective pedagogy. Each such device or strategy also involves changes in the classroom environment, and its bearing on effectiveness. Availability of a wide range of such teaching-learning materials will catalyze transformation of classrooms into ICT Enabled classrooms.
- ii. Teachers will participate in selection and critical evaluation of digital content and resources. They will also be encouraged to develop their own digital resources, sharing them with colleagues through the digital repositories.
- iii. Initially the teachers may use the computer labs and Smart Classrooms for teaching-learning making way for ICT Enabled classes.
- iv. **Teachers' Training:** Workshops/Trainings shall be organized regularly for the teachers in order to train them to incorporate ICT in effective teaching. In these workshops/trainings teachers shall be trained to use Interactive Board/LED/Panel, Laptops equipped with latest Operating systems. The teachers shall also be trained to use various quality resources available on internet like G-Shala, DIKSHA, NROER, CIET, NCERT for their content enrichment to make their teaching more qualitative. Each teacher will register on G-Shala for free access of the useful resources / eContent for Grade-I-XII.
- v. **Smart Learning for Students:** The smart learning tool (G-Shala software package) containing study material as per GSEB syllabus to be installed in the Smart Classroom & Computer Lab and the students of 6th to 12th Class are being taught through the same. The G-Shala contains comprehensive educational resources related to GSEB syllabus along with question-answer database. A separate time-table has also been charted out to implement the same effectively.
- vi. **ICT integration and enhancing Quality of Education:** Assessment of Oral Reading Fluency (ORF) for Grade-III to VIII is being facilitated through G-SHALA; as the students as well as the language teachers shall be trained to use the tool. Teachers are using the online educational resources to optimum level to enhance the quality of knowledge dissemination by incorporating multi-media (text, images, audio and video) to address the need of teaching learning process for more effectiveness. ICT tools are being facilitated for preparation of

projects of various subjects for different exhibitions. The requisite exposure of Internet to students has been provided in order to access high order thinking (HOTs) question bank on respective subjects. Students have also been encouraged to take up online tests to cement the concepts learnt.

c) Computer Curriculum

The Schools shall follow the curriculum designed by the GCERT (for Elementary Level) / GSEB (for Secondary & Higher Secondary Level) and will be required to follow the guidelines/ amendments issued by GCERT / GSEB from time to time. **The details of the Curriculum are available on the website of Gujarat State Textbook Board. (<http://gujarat-education.gov.in/textbook/textbook/index.htm>)**

d) ICT for Skill Development

(Vocational and job-oriented areas of general education)

Job oriented courses in ICT will be developed and established for students of the vocational stream at the higher secondary level by linking them with the need of ICT enabled industries/establishment in the neighbourhood. The scope of these courses would be a broad-based ICT literacy. It will not be limited to ICT based occupations, but will strive to enhance productivities in a wide range of other occupations (for example, accounting, office automation, data handling and data processing, desktop publishing, graphics and designing, music and video, etc). This will also include courses on cyber security.

- i. The courses will be modular, and students will be provided a wide range of choices, catering to a variety of job options, hardware and software platforms, tools and resources. Appropriate mechanisms to counsel students in selecting career paths and courses will be developed simultaneously. The courses will be in conformity with the National Vocational Education Qualifications Framework (NVEQF).
- ii. The courses will be frequently revised and updated in order to maintain relevancy to changing requirements of the job market and emerging trends in technology. Hence it will also be imperative to conduct such courses in close liaison with industry.
- iii. A system of On-demand evaluation and certification, to enable students to obtain timely qualifications will be developed.

e) Learning through Operation of Skills

- i. **Training in Designing / Coding:** With the association of premier industry supporters, training in designing / coding, using ICT resources, shall be initiated and circulated to all

schools with a request to encourage the children to involve in ICT aided designing / coding concepts. It is always believed that training in designing / coding is likely to enhance the spatial thinking and creativity. The schools shall be able to carry this exercise very strategically to support the children.

- ii. **Introducing Logical Games, Reasoning Puzzles etc.:** Efforts shall be made to introduce crossword, puzzles, logical puzzles, reasoning games and such other corollary activities with a view to enhance reasoning competency of the children. These activities are likely to enhance the learning enjoyment amongst the children. This issue appears to have not yet been given due importance. It is known that reasoning exercises have been made part of the competitions at various levels. Some of the questions in the subjects can also be integrated with the reasoning and logical tasks.
- iii. **Connecting Classrooms and Inculcating 21st Century Skills:** Training shall be imparted to the teachers to stress on -
 - a) Critical Thinking Skills
 - b) Problem Solving Skills
 - c) Digital Literacy Skills
 - d) Citizenship Skills
 - e) Unless this dimension of value added skills are adopted transaction in core skills becomes routine and do not enthuse the younger generation in the learning process. The training provided in this regard and the energy invested would become futile if we do not continue the supportive system.
- iv. **Smart Class:** A few additional computers, peripherals, and internet access do not automatically make a class or school smarter. A simple PowerPoint presentation using ICT is no longer regarded as a smart application. Simple use of visuals, videos, audios, and tables only serves as an aid. The computational abilities of the computers in terms of its logical tools, data analytics and speed enhancers, if used in the teaching learning process, would enhance the learning environment in the schools. It is also expected that the smart tools should be able to save time, reduce difficulties in the transaction and provide direct focus to the learning efficiency. These are essentially to be achieved if we have to make school environment smarter. Ensuring proper internet connectivity in the schools should be seriously thought and worked out.
- v. **Exposure to Robotics:** Innumerable numbers of advertisements appear on various media on fun of introducing robotics at the school level, although in a simpler way. A few initiatives shall also be taken to connect NGOs involved in training. The schools located near good engineering colleges have these advantages of inviting faculty involved in Robotics and

getting support to children. Simple kits are also available locally which the school can make use to provide the opportunity of experiences to the children.

- vi. **Participation in Webinars:** Web conferencing is generally known as webinar. While every individual has the comfort of participating in high quality conferences and seminars from their own place it saves time and cost of visiting the conference venues. Generally software is invoked by all participants in a web meeting. Depending on the technology being used, participants may speak and listen to audio over standard telephone lines or via computer microphones and speakers. Majority of the technology required for this are available free of cost. Many professional bodies are organizing webinars to save on time and to avoid the physical movements. We should keep searching the notices on internet and participate. This keeps us abreast with the latest developments.

f) ICT for Children with Special Needs

- i. Use of ICT will catalyse the cause and achieve the goals of inclusive education in schools.
- ii. Use of G-SHALA, DIKSHA & other ICT software / tools to facilitate access to persons with disabilities, like screen readers, Braille printers, etc. will be part of the ICT infrastructure in all schools. Special care will be taken to ensure appropriate ICT access to students and teachers with special needs.
- iii. All teachers will be sensitized to issues related to students with special needs and the potential of ICT to address them. All capacity building programmes will include components of ICT enabled inclusive education.
- iv. All web-based interfaces developed for the programme including digital repositories, management information systems, etc. will conform to international guidelines for accessibility.
- v. Accessibility norms will be adopted as per the world wide web consortium, W3C guidelines (Web Content Accessibility guidelines, <http://www.w3c.org>) to enable the content to be accessed by children with special needs. Web based digital repositories with W3C compliance will address the lack of availability of resources for persons with disabilities. Digital content and resources, for the exclusive use of persons with disabilities, talking books for example, will also be developed and deployed.

The absence of appropriate vocabulary for different subject areas in the different Indian languages and the unfamiliarity of the cultural context can make digital communication and resources inaccessible to students and teachers across the country. Efforts will be initiated to develop appropriate word lists and dictionaries in Indian languages and widespread translations encouraged.

ICT FOR SCHOOL MANAGEMENT

a) Automated and ICT managed school processes

An automated school administration system for schools, capacities for its implementation and deploy school-based Management Information Systems (MIS). These MIS will be integrated with the statewide web-based School Education Management Information System.

A school wide local area network enables automation of a variety of processes. Beginning with library automation, locally cached offline access to internet resources, office automation, maintenance of records, student tracking, resource planning, using the existing ICT infrastructure will increase efficiencies. At the same time, savings in cost, time and effort will also accrue. The school wide local area network will be used to facilitate this automation.

b) School Management Information System (School MIS)

- i. School Management Information Systems (School MIS); digital repositories of tools, content and resources; professional development and continuing education platforms; and guidance, counselling and other student support services.
- ii. School MIS will emerge as a single window clearing house on all information related to the School system. The information will facilitate research and analysis activities and guide decision making at different levels in the education system, contributing to enhanced efficiencies.
- iii. The scope of information to be collated by the MIS will be broad and includes student and teacher tracking, particularly for their academic needs. The norms will also define standards of technology including language fonts, word processors, technical dictionaries, etc. Open standards facilitating universal access to information, content and resources will be ensured.
- iv. School shall use the Monitoring Tools / Software / application being developed/deployed by GCSE, Samagra Shiksha, Education Department, Government of Gujarat time to time for effective management of school, school administration, child tracking, attendance, learning enhancement, capacity building of teaching / non-teaching staff etc.

ICT INFRASTRUCTURE

a) Hardware

All the schools shall deploy the Hardware as per the guidelines/ specifications issued from time to time by Gujarat Council of School Education (GCSE-SS). The minimum

requirements are given below:

- I. The Schools will provision state of the art, appropriate, cost effective and adequate ICT and other enabling infrastructure.
- II. All the classrooms and specialized facilities should have the ability to use digital media (audio and video). This may be achieved through a standard Smart Classroom and/or the usage of large screen, audio equipment and a digital device (tablet, laptop or computer) connected to the internet.
- III. The schools shall be equipped with essential hardware like Free D2H Set Top Box & Television / Large Screen Display or TV with internet connectivity to benefit the Students with Free Educational Channels of Vande Gujarat being telecast by BISAG. The students shall also have facility to learn through different option to refer for the concepts including YouTube channel- Gujarat e-Class of GCSE, Samagra Shiksha and Virtual Live Classes under 'Gujarat Virtual Shala (GVS)".
- IV. Device access may be provided in the form of a computer lab/ digital learning labs/ laptops etc. Schools are encouraged to provide as many more devices as possible for usage inside the classroom.
- V. Teachers may be provided laptop / other devices to be able to plan and deliver exclusive curriculum.
- VI. All digital devices must have good quality internet connectivity. Through a firewall, cyber security should be ensured. While older students may be provided with digital devices in their hostels for study and project work, there should always be strict time control and with a full-fledged firewall.
- VII. For students studying subjects such as Computer Science, Design etc. which require hardware and software with certain specifications, access to such software or devices should be ensured (either through specialized computer labs or otherwise).
- VIII. Computer access points with internet connectivity will be provided at the library, teachers' common room and the school head's office to realize the proposed objectives of automated school management and professional development activities.
- IX. ICT enabled education can be significantly enhanced and the range of classroom practices expanded with the introduction of digital devices like still and video cameras, music and audio devices, digital microscopes and telescopes, digital probes for investigation of various physical parameters. These will also form a part of the infrastructure. States will make appropriate choices and promote the use of such devices in classrooms.

b) Computer Aided Education & Computer Literacy (CAECL)

Computers are transforming communications and the economy. Every child should be exposed to computers to understand the significance of this technology. The aim of CAECL 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 CAECL 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.

CAECL 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)

CAECL 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 CAECL:

- Nomination of a Nodal Teacher is to be ensured for Computer Aided Education & Computer Literacy.
- Ensure proper maintenance of computers and their peripherals.
- Necessary arrangement is to be made to train the staff so that the trained staff members can ensure effective implementation of CAECL.
- Proper record of parts required/ replaced is to be maintained to ensure the quality service.
- The Computer Lab equipped with G-SHALA e-contents to be made available.
- All relevant software should be made available & updated time to time; all software shall be open source or licensed copy for unrestricted usage by students.

- Any defect in the system should be resolved immediately.
- Anti-virus is to be installed in all the systems.
- Whenever the students browse internet, proper watch is needed (or by using the Firewall System) to avoid misuse of the facilities.
- Computers are to be put for optimum use. Arrangement also to be made to have practical classes in a planned manner so that the students are benefited more.
- Cleanliness is to be ensured in the computer lab.
- LAN connection is to be ensured to share the resources
- Configuration of the computers may be updated to keep pace with the advancement in the field of computer education.
- Equip the computer lab by using handmade charts related to the Information Technology.
- Notice Board of computer Lab should have the list of useful websites, Lab Timetable, Computer teachers' timetable, Rules of Lab and explanation of one latest technical term (weekly).
- Schools may subscribe for monthly Computer magazine.
- All the teachers are to be trained to handle the systems at the school level itself by the computer faculty/ Master Trainer Nodal Teacher. 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 School.
- At least 40 to 50% of relevant topics in each subject to be integrated with ICT.
- Teachers should be encouraged to develop their own e-lessons instead of using the readymade CDs which are commercially available.
- E-lessons/contents developed by the teachers are to be arranged topic-wise- class-wise and should be shared with others.
- Separate class wise/subject wise timetable for e-classes to be prepared and it should be incorporated in the main Time Table. At least two periods for each subject in each class are to be earmarked for ICT.
- Arrangement is to be made to have computer clubs by involving the interested staff and students to encourage creativity.
- Competitions related to ICT are to be regularly conducted and winners are to be suitably rewarded so that the same will motivate others. Further, the students and staff are to be motivated to participate in different competitions which are being conducted at State/National/International levels.

- World Computer Literacy Day is to be observed on 2nd December.
- ICT Facilities available in Schools are to be used to the optimum level, which includes Computers, Laptops, Interactive Panel, etc. Laptop is to be made available to all the staff for the implementation of ICT.
- Students and staff are to be exposed to online educational website to improve the quality of teaching-learning process.
- Special mention of the contribution of teachers related to ICT is to be mentioned in ACR of the concerned teacher.
- Workshops and seminars are to be organized by inviting renowned resource persons from outside.
- For all the classes, split-up syllabus in computer subject is to be strictly followed and Test / examination is to be conducted as that of subjects.

Number of Labs: Minimum 1 Computer Lab with 15 Desktop Computers with necessary furniture like table-chair up to Enrollment of 700 Students, In case of more than 700 enrolments, additional ICT lab shall be provided. Students from Grades 6-12 should have access to Computers in a maximum of 1:2 devices: student ratio within the Computer Lab. (Reference-Guideline of Ministry of Education, Department of School Education & Literacy, Government of India for ICT and Digital Initiatives component of Samagra Shiksha)

a) Smart Classrooms

Smart Classrooms will help in bridging the Digital Divide in the country and in improving the quality of education in schools. Smart Classrooms will help the teacher and student to enhance the quality of education, to instill the habit of e-learning and making the learning experience engaging and interesting with multimedia.

Roles and responsibilities:

- Teachers to teach students as per the curriculum.
- Access G-SHALA or other digital educational content to provide education through digital content.
- Prepare digital content and educational material.
- Guide students on internet access.
- Regular and efficient usage of Smart Classroom.
- Ensure quarterly feedback from students and share feedback.
- Assign responsibility to a teacher as Nodal Teacher for smooth operation of Smart Classroom.

- Teachers shall have full control on interactive Smart Board / Panel through integrating all solutions
- Teachers shall be able to execute all pedagogy tactics (Do, Define, Demo, Evaluation) on interactive Smart Board / Panel for enhanced delivery of curriculum
- Use of G-SHALA e-Content provided by GCSE-Samagra Shiksha and Video Content telecast under e-Class (Distance Learning) project; at teachers-students comfort level
- Exploring utilization of all Educational Contents, Freeware, Open-Source Resources, Online Resources, eContent Created / Tailored by teachers.
- Academic delivery through e-Contents, Audio-Visuals, Digital Textbooks which can be accessed offline (local host), online (Cloud based) as well as on local computer
- The Smart Class solution shall be able to attract Students to learn and grasp the curriculum with long lasting knowledge
- The Smart Class solution shall also be able to attract teachers to use the solution seamless by recording video lectures on board, tailoring online resources as per the need of children etc.
- Inspire the teachers to do innovations for academic delivery to address need of children to achieve learning level of each individual

Number of Smart Classrooms: All sections of Grade: 6 to 12 shall be equipped with at least 65" Interactive Flat Panel with Laptop/Desktop.

(Reference-Standard criteria set for development of Smart Class by Government of Gujarat under Mission Schools of Excellence)

b) Network and Connectivity

- All computers in the school will be part of a single local area network to enable optimum sharing of resources. In addition to the laboratory, internet connections will also be provided at the library, teachers' common room and the school head's office.
- Each school will be serviced with broadband connectivity capable of receiving streaming audio and video, a range of digital learning resources and interactive programmes. The number of computers given internet connectivity will be governed by the available bandwidth, in order to ensure adequate speeds. A mechanism to have offline access to internet content will be set.
- Teachers and students will be educated on issues related to the safe use of internet. Firewalls and other security measures will be implemented to guard the school network against cyber-attacks and misuse of the ICT facilities. Appropriate guidelines for network security will be developed.
- Arrangement is to be made to have broadband connectivity. As suggested by Department

of School Education & Literacy, Ministry of Education, Government of India under BharatNet Project, the Schools are required to go for minimum 100 Mbps connection, for installation of 50 to 60 Computers. A server and a firewall (hardware based) will also be required to manage and distribute the bandwidth across the LAN.

- Correspondence is to be done mostly through email to make the communication faster and to reduce paperwork.
- 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.
- A record of the usage of internet facility by the students in the computer laboratory is to be maintained to have a proper check.
- Information bulletin is to be arranged in every School, 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 Schools. He/She has to assist the students to apply for different courses.
- Arrangement is also to be made available for video conferencing by downloading necessary software.
- Data Backup of all the important data to be done regularly.
- Knowledge of Cloud Based Technologies and utilization of the features of cloud available are to be Spread and put to use.
- Knowledge of Cyber Law, Cyber Crime and Cyber Securities to be given to the students and staff to prevent them from becoming victims. All schools should make the students aware on Cyber safety and provide them “A handbook for Adolescents/ Students on Cyber Safety” (link provided Annexure - 1).
- All schools shall provision for Firewall & Antivirus and update the same as and when required.

c) Software

All schools shall use the Software/ applications developed under Gujarat Council of School Education (GCSE-SS) ICT literacy and ICT enabled teaching learning programme:

- A software environment favouring pedagogy of learning which promotes active learning, participatory and collaborative practices and sharing of knowledge is essential to nurture a creative society. Free and Open-Source Software – operating system and software applications will be preferred in order to expand the range of learning, creation and sharing.
- A wide variety of software applications and tools, going well beyond an office suite is

required to meet the demands of a broad based ICT literacy and ICT enabled teaching learning programme. Graphics and animation, desktop publishing, web designing, databases, and programming tools have the potential of increasing the range of skills and conceptual knowledge of the students and teachers. A judicious mix of software applications will be introduced in schools.

- Creation and widespread dissemination of software compilations, including specialized software for different subjects, simulations, virtual laboratories, modeling and problem solving applications will be encouraged. These will be distinct from multimedia packages and digital learning resources.

45. USAGE OF INTERNET AND CREATING SCHOOL WEBSITE

- Correspondence is to be done mostly through email to make the communication faster and to reduce paperwork.
- Use of cloud computing/file sharing concept like Google Drive is to be increased.
- Wi-Fi facility should be made available in all classrooms and laboratories for effective use of Smart Classrooms and digital devices.
- By providing internet facility to all the systems, students are to be guided and supervised properly to surf the websites and download the required information. Any misuse of facility should be avoided.
- Information bulletin is to be arranged in every School, 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 School. He / She have to assist the students to apply for different courses.
- Arrangement is also to be made for video conferencing facility in School.
- A record containing the details of School website renewal and password, email password and other important e-documents to be maintained.
- Data Backup of all the important data to be done regularly.
- Knowledge of Cloud Based Technologies and utilization of the features of cloud available are to be Spread and put to use.
- Knowledge of Cyber Law, Cyber Crime and Cyber Securities to be given to the students and staff to prevent them from becoming victims.

46. EQUIPPING SCHOOL LIBRARY WITH E-GRANTHALAYA

The library in the school will search, collate and categorize digital resources and make them available to the teachers and students. For instance, the school library will develop lists of web resources or advisories for ICT usage or teaching learning of different subjects. The school library will be automated for facilitating access to a variety of digital resources. An automated library with internet access will catalyze the use of digital resources in all class rooms.

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47. LIBRARY ACTIVITIES

Library is the treasure house and hub of all academic activities of the school and the Librarian plays a vital role in mobilizing the library resources for the benefit of the students and staff. The Librarian has to follow the guidelines which will be communicated for the effective functioning of the school Library. Few library based activities are suggested as below:

Readers' Club activities

- Promotion of reading habit among the students, staff and the community.
- Celebration of annual reading focused events
- Display of articles to encourage Reading
- Conducting activities focusing on Individual students to build confidence in reading skill and motivate for recreational reading.
- Handwritten magazine on special themes.
- Preparation of wall magazines as an inter house competition.
- Conducting reading sessions by teacher to students.
- Arrangement of newspaper clippings.
- Story telling sessions
- Exhibit "**BOOK OF THE DAY**" and new arrivals in the library.
- Organizing intra and inter-house quiz competitions in book review, book reading, and spellathon, spell and word building games.
- Visit to District library and publishing house.
- Scrap book preparation on Great Personalities and different subjects/ Collage of Newspaper clippings on special topic.
- Mobile library activity.

National Book week Celebration

- Wall – Poster writing competitions on importance of books.
- Inter-house quiz /designing book cover competition
- Essay writing /Story writing / telling competitions [in 3 Languages]
- Debate / Elocution competitions.
- Pick and speak competitions on books /authors.
- Organizing talks by eminent writers, publishers and litterateurs.
- Inter School quiz competitions.

Other Activities

- Installation of computer with internet facility for student and staff
- Provide high quality services to support teachers in the delivery of curriculum.
- Career guidance Programme on a regular basis
- Guidance for Common Entrance Test (CET/JEE/NEET/NDA etc)
- Special reference books service for board class Students.
- Sharing of library resources with neighboring Schools.
- Co-ordinate the publication of School magazine/news bulletins.
- Identifying best readers from each Class-and awarding them to motivate the students to utilize the library facilities to the optimum level.
- Helping students in library-based project given by teachers.

48.PROVISION OF SKILL COURSES IN SCHOOL

INTRODUCTION

Schools provide an environment for systematic teaching-learning to the learners for acquiring knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Vocationalization of education refers to the inclusion of those practical subjects or courses, which shall generate among the students some basic knowledge, skills and disposition that prepare them to think of becoming skilled workers or entrepreneurs. It serves as an instrument to bring about the connectivity between general education and vocational education. It may be seen as an instrument for providing diversification of educational opportunities, enhancing individual's employability and enabling individuals to pursue higher education.

The Vocationalisation of School Education has been aligned with the National Skill Qualification Framework (NSQF) notified by the Ministry of Skill Development and Entrepreneurship. It has been developed in a way that links the various elements of vocational education in schools with those of the general education, businesses and industry so that the vocational pass outs can exit with employment-related skills. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

AIMS AND OBJECTIVES

The aim of introducing vocational education in schools is to prepare educated, employable and competitive human resources for various sectors of the economy and the global market. The main objectives are to enhance the employability of youth through demand driven competency based, modular vocational courses, to bridge the divide between the academic and applied learning and reduce the dropout rate in schools.

SCOPE

The scope includes introduction of vocational courses along with general education subjects from Classes IX to XII. The vocational subjects are to be introduced as an additional or compulsory subject at the Secondary level and as compulsory (elective) at the Senior Secondary level.

Exposure to Vocational Education would also be provided in Classes VI to VIII with an aim to provide opportunities to the students to orient themselves with the skills required for the various occupations in a sector and to equip them to make informed choices while selecting their subjects in higher classes.

The component would involve introduction of vocational education in schools, capacity

building of vocational education teachers/skill trainers, development of competency-based curriculum and teaching learning material, development of management information system for monitoring and evaluation, and taking up innovative programmes under vocational education.

IMPLEMENTATION MECHANISM

Selection of Vocational Courses

The selection of vocational courses by the Schools should be based on the SKILL NEED assessment conducted locally.

Documents supporting the procedure adopted for selection of vocational courses may be annexed with the Annual Work Plan.

In addition, State in consultation with the local industry etc. will also identify the human resource needs at the local level. While selecting the courses for the schools, the School should ensure that local skill needs are appropriately addressed, and suitable opportunity of employment are available for the students passing out of the schools in the neighboring areas. Besides reflecting the needs of skills across sectors, courses that are introduced in schools may also be in tandem with the aspirations of parents and students.

While selecting the course, care should be taken by the Schools to adequately map the diversity of skill needs. The NSQF compliant vocational courses selected for Classes IX-X and XI-XII may preferably be in the same sector having appropriate career progression in order to ensure optimum utilization of the infrastructure created.

The schools may offer two vocational courses in Classes IX-X and XI-XII, with 40 students in each section. Each course may be covered in the span of 2 years. NSQF compliant vocational courses which require longer duration of training may be covered in 4 years. If considered feasible, one vocational course may be offered in schools located in rural, thinly populated areas, SFDs and EBBs etc.

Inclusion of Vocational courses in Scheme of Subjects:

The Gujarat State Education Board has issued guidelines for selected vocational courses in the scheme of studies both at secondary and higher secondary level that needs to be followed by schools.

Classroom-Cum Lab/Workshop:

State of the art classroom-cum-lab and workshop may be developed in the school to ensure effective practical training of the students. Lab equipment and resources may be based on the

requirements of the subject. The schools should ensure timely procurement of the lab equipment and raw materials so that the lab is set up before the start of the academic session.

An indicative list of tools, equipment and materials for setting up the lab/workshop will be provided by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) in consultation with the respective Sector Skill Councils.

Equipment and raw materials:

Tools, equipment and machinery for the development of soft and basic technical skills needs to be procured by Schools. The list of the tools and equipment mentioned in the curriculum developed by PSSCIVE would form the basis for procurement.

CURRICULUM AND COURSEWARE:

The vocational curriculum should be learning outcome based. Besides curriculum, the training package should include student textbook, teachers/trainers handbook, training manual, teachers/skill trainers' qualifications, assessment guidelines, multimedia packages and e-learning materials. The curriculum would be referenced to the notified National Occupation Standards/Qualification Packs developed for various job roles by the respective Sector Skill Councils. Curriculum and courseware development including e-content, student handbook, practical manuals, activity worksheets, etc. will be undertaken by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), National and State Education Boards and other reputed institutions having necessary expertise and experience in development of curriculum and courseware, with greater inputs from industry/ Sector Skills Councils in accordance with the National Occupation Standards mapped to the needs of the industry. In order to provide a broad overview of various sectors for enhancing the competences of school students, PSSCIVE may develop courses suitable for school system.

The Schools may also indicate the need of such courses to PSSCIVE keeping in view their skill needs.

Teacher and trainer guides, practical manuals/workbooks, charts, multi-media packages would also be made available to all the Schools.

The curriculum shall comprise modules on vocational skills and employability skills including entrepreneurship skills. The employability skills modules will include communication skills, self-management skills, ICT skills, entrepreneurial skills, and green skills for enhancing the employability of the students. E-content on employability skills may be developed and disseminated by PSSCIVE. A component of internship shall be an integral part of the curriculum transaction. Students would be required to complete a minimum of 80 hours of workplace

learning or on-the- job learning. Internship programme will help students in developing personalized training plans, acquiring firsthand information related to the industry, exploring new and expanding opportunities in the labour market and developing skills attuned to the needs of the labour market.

Lifelong learning skills shall be developed among students so as to enable them to cope up with the rapid pace of economic and technological developments and at the same time become lifelong learners.

E-Learning materials:

The PSSCIVE and other Institutes/agencies having requisite experience and expertise will develop e-learning materials for various vocational courses and would make them available. The Schools shall provide necessary infrastructure in schools for effective use of multimedia. Infrastructure and software, etc. established under the ICT scheme may also be appropriately leveraged in running the vocational courses. Multimedia and e-learning materials suited to the needs of the learners, including children with special needs may be developed.

FACULTY AND STAFF:

The Principal or the Headmaster of the concerned school shall act as the Chief Coordinator of the programme and will ensure seamless coordination and effective implementation of vocational courses. An industry coordinator can be engaged to assist the interface of schools with the local industry for training, assessment, etc.

The Principal/Headmaster in consultation with industry representatives shall arrange for proper guidance and counselling of the students and sensitization of the parents. He/ She shall oversee the working of the faculty/ resource persons/ skill trainers and ensure effective linkages with the industry with the involvement of the District Education Officer, District Industry Officer and the Industry Coordinator.

Vocational courses will be conducted with the help of Teachers/Skill trainers as well as guest faculty on need basis. Schools shall be authorized to engage Teachers/Skill Trainers with such qualification and experience as laid down by the PSSCIVE. The qualification for the teachers/skill trainers will vary with reference to each cluster of vocational courses. Accordingly, PSSCIVE will work out the details of qualification for engaging teachers/ skill trainers and would circulate the guidelines for the selection and engagement of skill trainers to all the States/UTs. The Schools will have to ensure that teachers/skill trainers are selected well in advance before the commencement of the academic session.

The Teachers/Skill Trainers will impart knowledge of both the theory and practical in their

respective trades.

Industry would be an important partner in providing master trainers as well as resource persons for various vocational courses. The Principal in consultation with the industry to which the school is linked can invite resource persons for the concerned vocational courses within the specified norms and guidelines. In certain traditional skills and occupations like handicrafts and handloom etc., the resource persons for providing training for vocational courses can be obtained from amongst rural skilled/semi-skilled persons in the concerned vocation as per the guidelines.

Specialized practical work and training would be arranged in commercial and industrial establishments, ITIs, Polytechnics, Community Colleges, hospitals, farms, etc. depending on the vocation and the nature and level of practical training required for the course for which a funding provision has been made in the scheme. Training arrangements may also be made in the unorganized sector on half or full day basis. Structural flexibilities in the timetable should be made to arrange practical training according to the mutual convenience of students and the trainer/industry. For the above purpose, MOUs may be signed between the school/institution and industries/user organizations.

Detailed guidelines for practical training in industry will be prepared by the PSSCIVE, Bhopal. Wherever possible industry engagement may be converged with the concessions and benefits being granted to the Industry by the Central and State Government for their contribution in skill development e.g. tax benefits being given to the industries for training individuals under the Income Tax Act, etc.

TRAINING OF TEACHERS:

Appropriate quality assurance, verification and validation procedures would need to be established for assuring the quality of the Vocational Teachers/Trainers. A Vocational Teacher/Trainer should possess (i) Content knowledge, (ii) Pedagogical knowledge and (iii) Pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

PSSCIVE, a constituent of National Council of Educational Research and Training (NCERT) will act as the principal coordinating agency for organizing teacher training programmes. The training programmes may be reoriented to develop the professional Vocational Teachers/Trainers as per the NOSs. Sector Skill Councils or Industry Associations will play a key role in supporting and improving the quality of Vocational Teachers and Trainers through interventions at various levels.

Effective implementation of induction and in service training of Vocational Teachers shall be imperative to bridge the current gap between demand and availability of qualified teachers/skill trainers and to keep the teachers/skill trainers abreast with industry requirements. An induction training of 10 days duration will also be organized by the schools for all the selected teachers/skill trainers. If felt necessary, the induction training can be staggered over two spells of training programme of 2 weeks each. Regular in-service training programmes of 5 days on pedagogy, subject content and other related aspects of vocational education may be organized.

Schools may consult concerned departments (e.g. PSSCIVE) and seek necessary assistance, whenever required. The list of Vocational Teachers/Trainers trained through induction and in-service training may be maintained. Orientation/sensitization programmes/workshops may be organized for various stakeholders. Appointing these trainers, they may be oriented on educational pedagogy in order to enable them to understand the needs of the school system and equip them for classroom transactions.

Induction Training

- The induction training programme should be organized for newly recruited vocational teachers. Training in Industry should be facilitated by the Sector Skill Councils (SSCs). The induction training programme should be conducted before the commencement of the course in the school so that trainers are familiar with the pedagogy, school environment and essential tenets of the programme beforehand.
- The initial preparatory programmes for Vocational Teachers/Trainers may focus largely on the vocational pedagogy and less on industrial or specialized skills. It may comprise theoretical knowledge and practical competencies in the delivery of VET using the theories and principles of pedagogy.
- Training programmes on classroom management, managing resources (including material and human resources), strategic planning, leadership techniques, production methods, etc. may be regularly organized. Reputed organizations having experience in this field may also be involved.
- The vocational teachers engaged in the higher secondary schools offering vocational courses under the erstwhile scheme of vocationalisation of secondary education may be re-trained to the new curriculum requirements and implementation strategies under the NSQF. This would require intensive skill-based training programmes in collaboration with the local Industry. The possibility of utilizing these vocational teachers as vocational coordinator may also be explored.

In-service Training:

- Special training programmes on communication skills, vocational pedagogy, ICT skills, Vocational guidance and counseling, etc. may be organized
- Training of Vocational Teachers on the use of advanced technology (including ICT) and innovative techniques may be regularly organized, especially to support training of children with special needs
- Vocational teachers may be trained in utilizing e-learning materials, instructional video-films and interactive computer aided programmes for supplementing teaching and providing a wide variety of learning experiences to the learners
- Pre-test and Post-test needs to be made mandatory for all the training programmes for improving the quality of training
- In order to increase training capacity, interactive training programmes utilizing technology-based systems like EDUSAT/SWAYAM may be encouraged. Self-learning online programmes, including Massive Open Online Courses (MOOCs) may be developed for the Vocational Teachers and students

ENGAGEMENT WITH INDUSTRIES/ EMPLOYERS/USER ORGANIZATIONS

The industry shall provide support in terms of providing resource persons, qualified assessors, skill trainers and support for apprenticeship training. The Corporate Social Responsibility Initiatives of the industries may also be leveraged wherever feasible.

CURRICULUM TRANSACTION:

Learning by doing is the most important aspect in vocational education. Therefore, the curriculum transaction should focus on activity-based teaching-learning so that students learn by doing. Students should be made accountable for both their academic and on-the-job learning by providing continuous feedback through formative assessment and evaluation. Field visits of students need to be organized in industry, business and actual work situations to enable them to understand and appreciate the real time work requirements and make choices accordingly.

Special classes on entrepreneurship may be conducted for those students who opt for self-employment. Besides giving necessary guidance to the students for setting up their ventures, the teachers/skill trainer may continue to provide technical support to them for the transition period. Efforts may be made at appropriate levels to arrange soft loans and to devise marketing strategies for these young skilled entrepreneurs.

ASSESSMENT AND CERTIFICATION:

The competencies acquired at each level would be assessed and certified by Gujarat Secondary

and Higher Secondary Education Board, Gandhinagar with the involvement of Sector Skill Councils. If the SSCs are not in place, industry associations /employers shall be associated.

The results and the credits received therein would be collated by the Awarding Body with the assessment and certification of the theoretical component of the syllabi assessed in the educational institution and the skill proficiency assessed in association with the industry/SSCs. The examination shall include both written and oral elements for assessment of vocational knowledge and practical tests for vocational skills. The certificate awarded should mention the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs/industry should be recognized and accepted by industry and prospective employers.

Internal assessment of the performance of students will be done by the school in a continuous comprehensive manner. The school need to adhere to the Assessment and Certification timelines as given by GSEB.

The grades/marks obtained by the student in the vocational subject shall be necessarily factored in the final mark sheet. External assessment with the involvement of SSC may be taken up only at the end of Classes X and XII. The Schools need to follow the assessment timeline. In Classes IX and XI, the practical assessment may be done by the trainers/teachers.

In case a student is not able to clear academic subject(s) but clears the vocational subject in class 10 and / or class 12 board exams, the student would be entitled to get a competency-based certificate of vocational subject from the Sector Skill Council, certifying the job role/level completed. This will help the student to continue to study the vocational education course at an ITI or gain employment based on the skill certification.

STUDENT SUPPORT SYSTEMS:

A student support system will be crucial for the success of the vocational education programme.

Vertical Mobility:

The vertical progression in vocational education would be strengthened so that the vocational pass outs of schools can gain entry into vocational courses offered by Polytechnics, Industrial Training Institutes and higher education, including Bachelor of Vocational Education (B. Voc).

Apprenticeship Training:

The Apprentices Act 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry by utilizing the facilities available therein for imparting on-the-job training.

The apprenticeship training scheme is being implemented through the four Regional Boards of Apprenticeship Training (BOAT) at Mumbai, Kolkata, Chennai and Kanpur. The State Education

Department, and District Education Office, State Skill Development Mission (SSDM) and Vocational Training Providers (VTP) may liaise with the BOATS for apprenticeship training of the students.

As per the Juvenile Care and Protection Act-2015, Child Labor (Prohibition and Regular Act-2016) only persons above the age of 18 can be given a full time job and most students in schools who follow a vocational education course and who need a job, are not eligible. The MoU between the State/UT and the VTP should include a provision so that the VTP undertakes to provide apprenticeship to at least 70% of the interested students, who are below the age of 18, and thereafter a job. The undertaking should further provide for giving job to at least 70% of the interested students who are 18 years and above of age.

Effective implementation of the provisions of the Apprenticeship Act can be ensured through (i) Coverage of additional vocational courses under the Apprentices Act, (ii) More effective arrangements for accommodating vocational pass outs in the industry and organisations, and (iii) Effective coordination between the various stakeholders.

GIRLS' PARTICIPATION:

Special guidance and counselling session may be organized for girls as per need. The principal of the school should take necessary steps to remove gender bias, if any, in the minds of employers /financiers against giving the girls employment or loans. The implementation aspects in favor of girls mentioned in other appropriate sections of the scheme would be ensured. All the reporting, data generation shall be in gender segregated manner.

COVERAGE OF SPECIAL FOCUS GROUPS:

Efforts will be made by the State to mainstream children belonging to special focus groups i.e. SC, ST, OBC, minority, persons below poverty line and children with special needs, with special attention to the girls belonging to these groups. Special priority would be given for introduction of vocational education in schools in identified SC, ST and minority concentrated districts/blocks. State will encourage and ensure the participation of students belonging to the special focus groups in vocational education through suitable measures. Enrolment drives, provision of special facilities, working in close collaboration with parents and community based organization approved by MoE/ Ministry of Skill etc. may be undertaken to ensure participation of special groups in vocational education. Monitoring attendance through online & offline system, organizing remedial classes and follow up of special groups will be done by the concerned schools.

Arrangements will also be made in schools for removing architectural barriers for providing easy access to learners with special needs. The curriculum and teaching methodologies must recognize and address the needs of all learners with special needs. For giving due care and

attention to such students, necessary orientation and sensitization of teacher/skill trainer/ vocational trainers preparation will be ensured. While selecting the vocational courses, the diverse needs of the learners with special needs will also be factored in.

PROGRAMME MONITORING AND EVALUATION:

The data on vocational education is being captured through UDISE and SDNIS. The Online Monitoring mechanism through Project Management System (PMS)- “Lighthouse “ has been developed and schools need to upload all data in this. The data on coverage, performance, placement may be regularly updated by schools on the portal. Project Staff may be made responsible for updating the data. SMDCs & local bodies may be closely involved in the monitoring of the Scheme. An Online app for monitoring and tracking, sharing stories and raising issues may be developed.

INTRODUCTION OF VOCATIONALISATION OF SCHOOL EDUCATION FROM CLASSES VI TO VIII

Introduction of vocationalisation of school education from Classes 6 to 8 will help in connecting skill based activities with general academic subjects, like science, language, social science, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. The underlying idea behind such work based activities is to make them as an integral part of the teaching -learning process rather than as an add-on to the existing scheme of studies of education from Classes 6 to 8. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These multi-skill activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc. Students shall also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.

All the schools would introduce vocationalisation of education from Classes 6 to 8. The vocational modules on soft and hard skills will help children to explore the essential aspects of the world of work and prepare them for choosing a vocational subject or a career option. Through the soft skills, children will develop dispositions, attitude and social competencies to become functional at personal and social level. The soft skills modules will develop communication skills and ICT skills. For vocational skills components, activities based on the themes given in the syllabus for the general education subjects can be organized.

The general education teachers of languages, mathematics, science, social science, art, music, and work experience would be involved in the organization of the skill-based activities related to the themes that they are teaching. The curriculum load and the timetable will have to

rationalized to provide enough time to the children to participate actively in the activities. The teaching-learning methodology may be based on observation, manipulation and practice. Concerned subject teachers may be trained in the use of teaching techniques that support activity-based learning, including hands-on learning, problem solving, cooperative or team-based projects, lessons requiring multiple forms of expressions, project work that draws on knowledge and skills from several domains. Students may also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.

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 mainstream 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 mainstream subjects.

49.10 BAGLESS DAYS

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

All students of Grades 6-8 should participate in a 10-days bagless period, where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. (NEP 2020; para 4.26).

Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy. This guideline covers all the important aspect of implementation of the 10 bagless days including modalities section deals with the various dimensions to be considered for effective implementation of guidelines for 10 bags less days activities. Exemplar annexure has also been added to give an exposure to teachers to carry out the activities. This guideline will help schools to implement the activities in a systematic way. Any suggestions and feedback are most welcome.

The National Education Policy (NEP) 2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all the educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into the higher education. It will ensure that every child learns at least one vocation and is exposed to few more. This would lead to emphasizing on skill building, dignity of labour and importance of various vocations involving Indian arts and artisanship (Para 16.4, NEP 2020). A practice-based curriculum for class 6 to 8 will be appropriately designed by NCERT while framing the NCFSE 2020- 21. This programme may be made in blended mode, offline or online mode.

The National Education Policy (NEP) proposes exposing at least 50 per cent learners to vocational education. The policy says that students would be exposed to vocational subjects as

early as class 6. Similarly, children of class 6 to 8 will be encouraged to acquire knowledge, skills of various vocations through 10 bagless days activities.

Concept of 10 Bagless days

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

Every student will take a fun course, during class 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. All students will participate in a 10-day bagless period sometime during class 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, etc. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to the higher educational institutions in their village/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy. It also helps in connecting skill-based activities with general academic subjects, like science, language, social science, mathematics, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. Children should be able to integrate work with various academic subjects to learn the various concepts and scientific principles and the basic skills that relate closely to the occupations and career opportunities in the world of work. The orientation of children about various tasks involved in different fields or sectors would help them in making the right career choice. For those students who would continue beyond Class VIII, skill-based activities would enable them to visualize the career path that they might like to tread. Thus, 10-day bagless education programme for 6- 8 class students will be helpful not only in knowledge acquisition but also in developing values and multiple-skill formation. As the child matures, there is a need for the curriculum to recognize the child's need to be prepared for the world of work, and a work-centered pedagogy can be pursued with increasing complexity while always being enriched with the required

flexibility and contextuality.

OBJECTIVES OF 10 BAGLESS DAYS

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

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

METHODOLOGY

To meet with the above desired objectives during 10 bagless days in the school, the teacher will conduct outdoor as well as indoor activities. Important activities may include

- Educational Tours/Field Visits
- Experiments
- Natural Explorations
- Surveys and case studies
- Interviews involving community/ parents etc.

Educational Tours/Field visits are often considered fun activities for underlying. We need to plan and organize them in a manner that help children learn concepts and be sensitized to social and environmental issues. Schools need to identify some fun activities and integrate them with mathematics, science, etc. For example, while teaching history, we often learn about museums and monuments. Teachers can introduce the idea of travel and tourism as one of the vocational education sectors while teaching this. Educational tours and visits to Agriculture farms, Dairy farms, Research organizations, specialized institutions, Industrial Training Institute (ITI), Polytechnic, industry, hospitals, higher education institution and other places shall be organized by the school to expose students to the different occupations in the world of work and for insight into the knowledge and skills needed to perform by the people engaged in various occupations and potential areas of future employment.

Natural Explorations

Activities can be focused on observing and learning more about the natural world. Natural include visiting national parks, hiking, sleeping under the stars, go climbing, mountain biking, observing the world around, watching wildlife. By exploring these places students can develop a variety of skills and enjoy experiencing real life situations. Besides, these activities can also develop a feel of a variety of new vocations which children can choose from.

Surveys and Interviews

Surveys help to involve children to seek, collect and use information to draw meaningful insights. In most of the exploration and survey activities children seek information from people through interviews. Children may be encouraged to talk to people in their surroundings and collect data related to the problem or the task given. This helps them acquire first-hand experience of the problems around. It also helps them learn more about the problems around them. Children may be encouraged to frame questions on their own for interviewing and use the data gathered to prepare a report. Interacting with people and interviewing them helps in developing communication skills, framing and asking questions, recording the responses, preparing reports, etc.

DEVELOPING AN ANNUAL WORK PLAN

Planning is one of the essential parts of the implementation of the 10 bagless days. Each school is supposed to prepare an annual work plan of indoor and outdoor activities to properly implement the activities in the school. While preparing annual work plan of the school, following points will serve as guidelines:

- i) 10 bagless days activities can be accommodated in any number of slots in an annual calendar. But it is advisable to keep 2 or 3 slots.
- ii) While developing an annual work plan, all the subject teachers may be involved.
- iii) If necessary, indoor and outdoor activities may be clubbed in a day.
- iv) As different activities are classified for attainment of a specific objective, it is advisable not to organize two activities with same objective together.
- v) While implementing a specific activity, specific subject teacher may be involved. One teacher should not be bounded with all the activities or a few activities. For example, social studies teacher may plan and implement a visit to a museum. Likewise, science teacher may plan and implement experiments and field visits.
- vi) The teacher who is implementing the activities will also ensure achievement of learning outcomes in the activities. Teachers will make an annual plan for outdoor and indoor activities in the schools in their academic calendar. While preparing an annual work plan for

the school pre and post activities may be kept in mind for each activity being planned.

Pre-Activity: Teacher will plan pre activities to be carried out prior to the activities. This will help the teacher and students to prepare themselves for carrying out the activities.

Post Activity: After the activities, teacher may prepare an overall report of the activities with the students. Suggestive format for developing an annual work plan is given below for the perusal and use. While preparing an annual work plan modifications as desired, may be made.

Class- VI/VII/VIII

Month/ week	Name of activity	Learning Objectives	No of Days	Days Resources required	Planning (Pre activity)	Execution (During activity)	Outcome (Post activity)

IMPLEMENTATION OF ANNUAL PLAN ACTIVITIES OF 10 BAGLESS DAYS

To properly implement and get the desired outcomes, different functionaries need to be involved with their appropriate roles. The main functionaries may include

1. Principal / Headmaster of the school
2. Teachers of different subjects
3. Students from classes 6th to 8th
4. Parents / guardians of the students studying in the school
5. Community at large

Roles and responsibilities of Principal / Headmaster of the school

The Principal / Head master being head and leader of the school is responsible for providing physical facilities/ resources for implementation of activities envisaged under annual work plan of the 10 bagless days. While implementing the plan in his/her school principal/ headmaster is supposed to:

1. Guide, motivate and monitor implementation of annual work plan in the school
2. Make provisions to provide physical as well as financial resources appropriately needed for implementing the desired activities under the plan
3. Take appropriate feedback from different stakeholders of the plan and implement corrective measures if required from time to time
4. Guide and support teachers of different subjects to properly implement of desired objectives as envisaged in the guideline document of 10 bagless days
5. Provide supportive and conducive learning environment

Roles and responsibilities of Teachers of different subjects

All the teachers of the school should participate in this programme. Teachers may identify the activities related to their subject on the objectives suggested above. The teachers who are teaching subjects like languages, mathematics, science, social science, PSS Central Institute of Vocational Education, Bhopal Guidelines for implementation of 10 bagless days 12 physical education, art, music, and vocational - work experience teachers shall be involved in the process of organizing these visits and skill-based activities. They would provide student support services, which include guidance to students, arrangement of learning materials, conducting regular guidance and counselling sessions, transparent evaluation, provision of continuous feedback on the performance. The teacher will plan the schedule of activity with learning outcome to be achieved during this programme. In specific terms, teachers are expected to perform the following functions:

- Educate parents regarding the importance of 10-day bagless day activities.
- Orient students about the importance of this programme.
- Select or additionally design activities based on the given activities in the guidelines or prepare lesson plans for conducting the activities.
- Arrange materials and resources.
- Develop linkages with expert institutions and community.
- Organize activities and relate them with real-life situations.
- Explain the underlying concept, importance, relevance with related subject areas
- Guide mentor, motivate and advice students during implementation of activities
- Involve, observe and evaluate students in each activity
- Provide time to time feedback to students and administration
- Arrange for necessary resources including finance, transport, and other formalities
- Assess the attainment of objectives

Roles and responsibilities of Students from class 6th to 8th

Students are the backbone of any teaching learning process and the main focus of the teaching learning process. Their actual involvement in different activities is a must. National Education Policy 2020 also stresses upon experiential learning by creating inside and outside classroom experiences with learning environment full of fun and through involving students in their own learning process.

This will not only develop various skills but also deep understanding of the subject.

Students should-

- Undertake activities involving themselves

- Interact with local artisans, craftsmen etc.
- Handle modern tools like worktable, hammer, wire cutter, pliers etc.
- Explore natural phenomena
- Visualize different avenues of vocational skills with focus on specific vocation
- Use material and equipment in the ways that best suit their personal curiosity and creativity

Roles and responsibilities of Parents / guardians of the students studying in the school

Parents are important stakeholders for the success of the scheme of 10 bagless days. Their continuous support and involvement are solicited through:

- Encouraging and supporting their wards for undertaking different activities under 10 bagless days
- Developing appropriate attitude towards dignity of labour in their wards
- Supporting the school administration and management through parent teacher association (PTA)
- Involving themselves by providing appropriate and timely support whenever required
- Parents of the Children with Special Needs (CwSN)/ Divyang wards are supposed to prepare and motivate their wards to involve themselves in such activities.

SUGGESTIVE LIST OF THE ACTIVITIES WITH EXAMPLE

Directorate of school education/ teacher may identify various bagless days activities as per local situations after understanding the objectives of the programme. Important activities related to 10 bagless day have been prepared by the teachers. For practical exposure, details of the activities are also explained here with examples.

- Visit to national monuments, museums
- Handicrafts: jute making, bamboo work, craft
- "Best out of waste"
- Educational Games/Sports
- Hygiene and Cleanliness
- Environment & Greening Activities
- Music and Cultural activities
- Activities related to information and Communications Technology (ICT)
- Value and peace education
- Celebration of national festivals
- Interaction with local craftsman/ artisan
- Project based activities
- Animation, graphic, fashion designing
- Kite making, Dramatics, Scrapbook creation etc.

- Sector wise activities Information technology Enabled services (ITeS), Internet of Things (IoT), Networking, Artificial Intelligence (AI), Robotics and Doodling

CARE FOR CHILDREN WITH SPECIAL NEEDS (CwSN)

In our school system Children with Special Needs (CwSN) (Divyang) are also enrolled. Generally, a special education teacher is appointed to take care of these children.

During Bagless days activities, special education teacher will accompany these children and guide and explain all the concepts related to the activities. This will help students to understand all the relevant activities.

In case special education teacher (s) are not available in the school then parents of these children may be asked to accompany their child. Trained teachers for Children with special needs may also be involved in these activities. These teachers with the help of teacher coordinator should plan well in advance. Activities for these children and prepare them mentally for each activity.

50.EXPOSURE OF STUDENTS TO VARIOUS SKILLS

There are opportunities in School system through which various skills may be developed in students along-with their academic progress School may organize various programme short term as well as long term to develop certain skills amongst the students as well as to make them familiar about various aspects of life skills as well as functioning of public institutions such as banking systems, various functions of district administrations, state welfare and health care schemes etc. In this regard following programmes are suggested to be implemented at School level:

Exposure to Cooking skills: Students on rotation basis may be involved in observing the cooking process, involving in cutting, peeling, and other processes once in a week, preferably on Sunday / holidays. The number of students may be decided on rotation considering safety issues and to avoid crowding in the kitchen area. Catering assistant may take class (the class may be a demonstrative one, providing scope for students to observe and have practical knowledge) in informal setting in the mess once in a week during non- academic hours for a select group of students on rotation basis providing knowledge on:-

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

Exposure to Baking skills: School where good kitchen infrastructure including kitchen staff and catering assistant are available may be identified for starting bakery & confectionery related skill exposure program for students. The students of a particular class (preferably VIII / IX) may be exposed to baking skills on rotation basis once a week during non-academic hours. Under this initiative following activities may be undertaken at School level:

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

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

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

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

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

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

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

51.CAREER GUIDANCE CELL

Objective:

The objective of a career guidance cell in schools is to help students develop a better understanding of various career options available to them and make informed decisions about their future. The career guidance cell should aim to:

- Help students identify their strengths, interests, and skills that help students make informed decisions about the career paths that are best suited for them.
- Provide information on various career options available to students, this can include information on the education and training required, job responsibilities, earning potential, and career growth opportunities.
- Develop employability skills that are essential for success in the workforce, this can include skills such as communication, teamwork, problem-solving, and critical thinking.
- Foster decision-making and planning skills, this can include helping students set career goals, develop action plans, and make informed decisions about their future.
- Provide access to resources that can help them explore career options and develop employability skills. This can include online resources, workshops, and sessions with industry experts.

Manpower requirement:

- Identify a career guidance coordinator (Nodal teacher) who will be responsible for coordinating the career guidance cell.
- Develop a career guidance plan that should include a variety of activities and resources, such as guest speakers, career fairs, psychometric tests, aptitude tests, and workshops.
- Provide training to help them provide effective guidance to students.
- Career Corner: The school should also provide resources such as books, websites, and other materials to help students explore different career options
- Involve parents in the career guidance process. Parents can provide valuable insights into their child's strengths and interests, which can help guide the career guidance process. Parents can also attend workshops and sessions to learn about career options and help their child make informed decisions.

Community members: They can play an important role in supporting students' career development. The school should involve them in the career guidance cell by inviting them to

participate in career fairs, workshops, and other activities.

Collaborate with industry experts: To provide students with information on various industries and career options. Invite professionals from different industries to speak to students about their experiences, career paths, and job responsibilities.

Use technology: To enhance the career guidance process that can include using online tools to assess students' skills and interests, providing access to online resources, and using virtual platforms to connect with industry experts.

Monitor and evaluate the program: The school should regularly monitor and evaluate the career guidance cell to ensure that it is meeting its goals and objectives. This can be done through surveys, focus groups, and other feedback mechanisms.

52.ARRANGEMENT OF EXPERT LECTURES / INTERACTIVE SESSIONS FOR SCHOOL STUDENTS

Bringing in specialists with proven expertise in a particular field provides added credibility to the content of new areas particularly while opting for a career. Hearing new voices provide students not only with a different point of view but also with potential resources they can apply in a later course. These sessions give a chance to students to connect with the professionals. The principal should arrange for lectures from the selected 30-35 themes from the service areas such as Agriculture, Manufacturing, Trade, Profession, or anyother important service. These activities are to be essentially carried out in all Schools.

53. PREPARATION OF STUDENTS FOR COMPETITIVE EXAMINATIONS AND CARRER SUPPORT

- The effectiveness of the academic support given in schools should culminate in students securing admission to the best possible Institutes and Universities in the country and elsewhere. The efforts of the limited number of Schools that can exercise this virtue and scout for all possible good admission options to guide the students, it is essential that all Schools must strive to achieve the 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 school students.
- The principal and teachers in each school should make sincere efforts to support the students with the required information on the best possible career options like IITs, NITs and good medical institutions. Some students may also be able to make it to the best universities in India and abroad. However, large numbers of students take admitted to the institutes of their second or third choice or drop a year to improve their position in the competitive examinations.
- The students in many schools 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 time and build their alternative careers more effectively and to their satisfaction. This has become more relevant because of the introduction of the Central University Entrance Test for Central University admissions.
- Therefore, it is pertinent that career guidance and support to School students must be carried out in a well-defined and structured manner. The following strategic actions may be taken at the school level to support the students in building their careers more effectively:
 - Availability of quality reference books, career guides, question papers for different competitive exams, career-oriented monthly magazines and other resource materials in the library in required quantity so that these are available for students.
 - From Class-IX onwards, one session in a fortnight, in all main subjects by concerned subject teachers should be earmarked for the practice of questions based on competitive exam pattern as per the following:
 - I. **English/ Hindi/ Regional Languages** - Comprehension and Communication, vocabulary, Case Studies, General Aptitude and verbal reasoning.
 - II. **Mathematics** - Quantitative Aptitude, Data Interpretation/Analysis, Logical Reasoning.

- III. **Science Subjects** - Logical Reasoning and critical thinking, General Awareness and Current Affairs.
- IV. **Social Science subjects** - Current Affairs, General Awareness and Aptitude, Case studies, Logical Reasoning
- V. **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 patterns during these sessions.

- For Class-XI and XII focus should be on integrating subject-specific practice questions based on competitive exam patterns with the regular curricular transactions and assessments.
- For Class XI and XII subject-based practice for questions/tests on competitive exam patterns may be organized once a fortnight by the concerned subject teacher. The Teacher may give different sets of questions to groups of students based on their interests/preferences for particular competitive exams.
- A Career Corner should be maintained and regularly updated for the display of news items, Notifications and Application Notices, a list of resources and updated information about different career options and pathways.
- For Class-XI and XII one career counselling session should be conducted every month. The session may be conducted by Counsellor, Librarian, Vice Principal or any outside resource persons.
- Career Fairs may be organized by the school twice a year by involving District Employment Office or Experts/Resource Persons from various fields.
- Connecting with School Alumni who have pursued different career channels for career awareness sessions/mentoring.
- Dissemination of updated information regarding best institutes/universities, forthcoming competitive exams and their application process periodically to students of Class-XI & XII.
- Assist the student during the application process for filling out online applications and required documentation.
- Follow up on the timelines of the different application processes and maintain information of each Class-XII student regarding the application process and appearance for these exams.
- At the School 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 of all outgoing Class-XII students. Vice Principal would be assisted by School Librarian in all career guidance-related activities.
- Every School should ensure proper guidance and knowledge to the students regarding

notification of various competitive exams like announcements in the assembly or display on the notice board. Efforts are to be made to tap resources for providing career guidance, counselling, and special classes during Sundays & holidays 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:

Aeronautical Engineering	Tourism & Travels	Public Relations
Aerospace Engineering	Earth Science/ Geography	Choreography
Architecture Engineering	Environmental Sciences	Library Sciences
Artificial Intelligence and Machine Learning	Fisheries	Montessori Teaching
Astronomy And Astrophysics	Floriculture/Horticulture	Nutrition and Dietetics
Automobile Engineering	Food Technology	Physical Education
Bio-Medical Engineering	Forestry	Film/Drama Production
Bio-Technology Engineering	Oceanography	Fine Arts
Ceramics Engineering	Statistical Science	Performing Arts
Chemical Engineering	Veterinary Sciences	Vocal and Instrumental Music
Civil Engineering	Wildlife Biology	Animation
Computer Science Engineering	Zoology	Cinematography
Electrical And Electronics Engineering	Ayurveda BAMS	Communication Design
Electronics And Communication Engineering	Dental BDS	Graphic Designing
Industrial Engineering	Homoeopathy	Photography
Information Communications And Entertainment	Naturopathy	Actuarial Sciences
Instrumentation Engineering	Pharmacy	Business Administration
Manufacturing Science & Engineering	Siddha	Business Management
Marine Engineering	Unani	Costs and Works Accounts

Mechanical Engineering	Anthropology	Chartered Accountancy
Medical Electronics Engineering	Archaeology	Chartered Financial Analysis
Metallurgy	Art Restoration	Event Management
Meteorology	Educational School Counselor	Hospital Management
Mining Engineering	Monuments And Sculpture Restoration	Hotel Management
Naval Architecture Engineering	Physiotherapy	Human Resource Management
Physical Sciences	Rehabilitation Psychology	Insurance
Polymer Engineering	Rehabilitation Therapy	Logistics & Supply Chain Management
Robotics	Social Work	Management
Textile Engineering	Special Educator	Bachelor of Arts
Agricultural Science	Speech Language and Hearing	Corporate Intelligence
Biological Science	Law	Food Science and Nutrition
Biotechnology	Advertising	Foreign Languages
Computer Applications	Journalism	Home Science
Computer Science	Mass Communication	Interior Designing

- Training in all possible vocations to be arranged for School Teachers.
- Good exposure can be provided in career guidance by arranging lectures of various experts at the School Level and it is mandatory on the part of every School 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 career opportunities. The Career Guidance Cell should take the initiative in this regard.
- Arranging special talks by alumni engaged in various occupations to give exposure to children about the vocations.

54. STANDARD EXAMINATIONS AND CONTESTS

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

Contests organized by Governmental Agencies

- Homi Bhabha Center for Science Education (HBCSE), TIFR Mumbai etc. conduct many Olympiad programmes. It conducts the Mathematics Olympiad under the aegis of the National Board of Higher Mathematics (NBHM). Olympiads has been overseeing the entire activity in these subjects. The subjects include physics, chemistry, biology, astronomy, and junior science. The Olympiad programmes in physics, chemistry, biology, astronomy (junior and senior level) and junior science are a five-stage process for each subject separately. The first stage for each subject is organized by the Indian Association of Physics Teachers (IAPT). All the remaining stages are organized by HBCSE.
- 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, has both theoretical and experimental components
- CSIR Programme on Youth for Leadership in Science scholarship- CSIR programme (X-XII)
- Test and quizzes by PCRA
- The Aryabhata Ganit Challenge-by CBSE

Contests supported / Organized by NGOs and other organizations

- National Standard Exam in Junior Science (NSEJS) conducted by the Indian Association of Physics Teachers
- Homi Bhabha Bal Vaigyanik Spardha (HBBVS) organized by Mumbai Science Teachers Association
- Maths Talent Search Exam organized by Indian Institute for Studies in Mathematics
- Green Olympiad by TERI School to encourage the children in participating in Standard Examinations conducted through Govt. supported organizations and other agencies.

Schools to encourage the children in participating in Examinations like NTSE, NMMS, PSE, SSE, RIMC, NTS, and Drawing Exams conducted by Government. Each School must establish a Motivation Cell headed by the 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.

Gujarat Council of School Education (GCSE) - Samagra Shiksha

Background:

The RPwD Act, 2016 provides a strong legislative framework for inclusive education, defining it as “a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities¹”. It expressly mandates all education institutions funded or recognized by the government and local authorities to provide inclusive education; admit children with disabilities (aged 6–18 years, beyond the 14 years age limit of the RTE Act) without discrimination. The National Education Policy (NEP) 2020 reaffirms the provisions in the RPwD Act, 2016 regarding inclusive education. The policy emphasizes the importance of inclusion of CwSN from early childhood education to higher education by addressing physical, instructional and attitudinal barriers in schools. According to the RTE Act 2009, home-based education is recommended for children with multiple or severe disabilities.

Thus, this intervention is an essential component of the School Education programmes of MoE. Under this component support for various student-oriented activities which include identification and assessment of CwSN, provision of aids, appliances, corrective surgeries, Braille books, large print books and uniforms, therapeutic services, development of teaching-learning material (TLM), assistive devices & equipment, environment building and orientation programme to create positive attitude and awareness about nature and needs of CwSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation etc. are to be provided. It also stresses working in convergence with all the relevant stakeholders and intends to provide holistic support for effective and appropriate services.

Action Plan for Making Schools Inclusive:

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

A) Creating a Barrier-Free Environment:

Accessible India Campaign (AIC) was launched in 2017 for achieving universal accessibility for all citizens including Persons with Disabilities (PWDs) to all public places. Provisions of

¹ India, Rights of Persons with Disabilities Act (2016), p. 3, <http://legislative.gov.in/actsofparliamentfromtheyear/rights-persons-disabilities-act-2016>.

Accessible India include Built Environment Accessibility environment, transportation and Information and Communication Eco system. For the elimination of obstacles and barriers to indoor and outdoor facilities in schools the following accessible features should be ensured:

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

B) Accommodation:

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

C) Early identification of Disabilities and Intervention:

Early identification and recognition of the signs that put students at risk for disabilities, and understanding normal developmental milestones helps in prompt intervention to support children and their families so that issues are tackled before they become more serious problems. Once the Student gets enrolled in the school, the teacher should assess each child by using the PRASHAST App: A disability screening checklist for schools issued by MoE. These children can then be followed up through classroom observation by a special education teacher and a counsellor for a substantial period. After the informal assessment, the child can be referred to a nearby CHC / District Civil Hospital for further diagnosis and a medical certificate. The special education teacher should facilitate the issuance of the UDID card by the Social Justice and Empowerment Department (SJED) and ensure that the eligible CwSN get benefits from financial provisions by MoE and SJED.

Aids & Appliances Assessment and providing Appliances:

The CwSN should be mobilized to assessment camps and ensure that the eligible CwSN get the prescribed appliances. Assistive devices viz. Walking stick, Crutch, Walker (Aluminum, foldable) Manual wheelchair (folding, chrome plated) Tricycle (hand Propelled), Special Eyeglasses, Magnifier, white cane, Digital Behind the Ear (BTE) Device, etc. may be provided to the CwSN as per their requirement.

D) Academic support:

1. Adapting Teaching Methodologies:

- Individual Learning Plan for every special child needs to be developed. Using Multiple Strategies to Present Content—Teachers should enrich the teaching through the use of case studies, music, role play, cooperative learning, hands-on activities, web-based communications, and educational software etc. and should provide opportunities for individual, pair and group work.
- Teaching using a variety of Learning Styles- Teachers could build learning by giving instructions, both orally and in writing, to engage students through both auditory and visual mediums.
- Materials such as online resources, videos podcasts, Power Point presentations and e-books may be used to present, illustrate and reinforce new content. They may also consider the use of large visual aids for slides, graphics and charts.
- Universal Design for Learning (UDL) can be used in regular classrooms for inclusive instruction and special education students, allowing general education students access to multiple ways

of learning and creating a greater sense of belonging for students with special needs. These should include the three UDL principals - Multiple means of representation, expression and engagement.

- Chapter briefs may be prepared in multiple formats such as text, audio (voice recorded), Audio with visual support, videos with ISL & Subtitles, etc.
- Handouts may be prepared in the form of graphic organisers, mind maps, pictures and keywords with limited information per page.
- For Languages, the study material may be designed where there are short sentences and a simple vocabulary.
- Background information for new concepts using pictures, artefacts, videos, and other materials that are not lecture-based may be prepared.
- e-content for CwSN may be developed in line with the guidelines issued by MoE, on March 21.

2. Multimodal Assessment:

This may be planned in view of the different learning styles of each child. Students should be allowed to demonstrate their learning in multiple ways that include visual and oral presentations (presentations, maps, diagrams, models, projects etc.), rather than only written assessments. Students may also be given additional time to complete quizzes and exams. The assignments and the question papers developed in school may be provided in accessible formats (large fonts, contrast colour scheme) to facilitate the CwSN. For assessment of CwSN of Std. 1 to 8, the school may follow the GCERT assessment guidelines and for Std. 9 to 12, examination provisions and facilities may be provided as per Gujarat Secondary and Higher Secondary Education Board (GSHSEB) guidelines.

3. Use of Technology and Assistive Devices:

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

4. Use of Resource Material Available on Open-Source Platforms:

Teachers may also use study material from various online resources, Videos, PPTs and other resources on DIKSHA Portal, and G-Shala App may be utilized. Shiksha Vani Podcast and audio books are available to class-wise and subject-wise. Sugamya Pustakalaya and NIOS course material for persons with disabilities (including DAISY books- digital Talking books) for secondary and senior secondary classes may also be used.

5. Resource Support:

For providing resource support to CwSN, the school should have a special education teacher as per the communication by GoI, MoE, Department of School Education & Literacy dated 10.06.2022 regarding the recommendations made by the Rehabilitation Council of India (RCI), Department of Empowerment of Persons with Disabilities (DEPwD). These special education teachers should be available for all CwSN including the children with high support needs as well.

6. Participation in School activities:

Participation in School activities including Fitness & Sports, Art, Music and other Activities. The use of Visual Arts, Music, Dramatics etc. can enhance the confidence of children. Children with difficulties in academic subjects might excel at drawing, painting, acting or dancing and singing. The focus should be on abilities rather than disabilities and training in Life Skills.

7. Buddy System:

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

8. Counselling and Therapy Support for overall wellbeing:

Counsellors and Therapists need to ensure access to appropriate support and interventions to improve the achievement of Children with Special Needs (CwSN). Counsellors and Therapists also raise awareness in teachers and staff about the needs of CwSN and the strategies required to deal with them and help teachers develop more effective support services for the child. This not only involves academic growth but also ensures total wellbeing in terms of physical,

cognitive, social, emotional and behavioural areas. Counsellors and Therapists need to act as a bridge in providing effective communication lines between CwSN and teachers or their parents.

E. Education of teachers and other stakeholders:

An intensive teacher education programme should be undertaken to sensitize and build the capacity of the regular teachers and special education teachers on meeting the learning needs of all teachers to provide quality education to CwSN and improve their learning outcomes. Teacher education modules should include suitable components for the education of children with special needs. Training of educational administrators including headmasters, all other staff & relevant personnel of school education should be regularly organized. Special focus should be given to mechanisms for the safety and security of children with special needs.

F. Safety and Security of CwSN:

As children with Special Needs are more vulnerable to child exploitation. Therefore, their safety and security must be given top priority by the concerned. An additional matron/caretaker may be engaged to take care of the CwSN students if required by the school.

G. Pre-Vocational for Std.6 to 8 and Vocational Education for Std.9 to 12 CwSN:

Inclusive Education must also strive to make the child self-sufficient by developing additional vocational skills for employment or self-employment. However, a suitable vocational trade for the child must be decided after a proper assessment of her/ his aptitude, interest and physical and mental capabilities. Children could be given the option in fields like computer science, cookery, music, beauty culture and hair dressing, tailoring etc. about the list of courses / Job roles defined by either Skill Development of PwDs, DEPWD or NIOS. Information about Government schemes for availing loans may be shared. Vertical mobility options through VRCs or it is after secondary or higher secondary level of education for formal professional skill training in different areas, may also be shared with scholarship schemes for persons with disabilities for availing such training courses.

Social Access to CwSN

Ensuring social access to CwSN is a greater challenge as compared to providing physical access as it requires an in-depth understanding of the various educational needs of CwSN. A very important dimension of social access is discrimination. CwSN is subjected to many forms of discrimination. Teachers and peers have a very important role to play in this context. Social

access

could include the following:

- i. Parental training
- ii. Peer sensitization
- iii. Awareness building of different stakeholders across all levels
- iv. Special emphasis will be given to the education of girls with disability

H. Monitoring & Evaluation:

On-going monitoring and evaluation should be carried out to refine the programme from time to time. For this, appropriate monitoring mechanisms and tools are to be devised at every level and field tested at regular intervals.

Reference:

1. CBSE Handbook for Inclusive Education.
2. NIOS course material for people with disabilities
3. Sugamya Pustakalaya – Digital Library for CwSN
4. Perspective Academic Planning 2023-24, Navodaya Vidyalaya Samiti, DoSE&L, MoE.
5. Inclusion of Children with Special Needs in Education, Ch.4, Samagra Shiksha Guidelines by DoSE&L, MoE.

56.ACTIVITIES TO BE CONDUCTED DURING THE YEAR

MEETINGS TO BE CONDUCTED:

- Monthly House Prefects Meeting with Principal in the presence of House Masters
- Monthly Class-Prefects / Monitors meeting with the principal in the 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 every month)
- Subject Committee Meeting (Monthly)
- HM/AHM Meeting with House students (Fortnightly)
- SMC meeting 3 times a year
- SAC meeting 2 times a year
- Mess committee meetings/ visit once a quarter
- School safety audit by School Safety Advisory Committee at least once in each term (As per School Safety Policy, SDRMP/NDMA Guidelines on School safety)

The following important days may be celebrated in the school:

SN	Date	Programmes	Suggested Activity at the School level
1.	05.6.2023	World Environment Day	Plantation, Campus Cleaning, removing plastic waste, taking up water conservation projects etc.
2.	21.6.2023	International Day of Yoga	Mass yoga session, generating awareness in nearby locality
3.	15.08. 2023	Independence Day	Flag hosting and other patriotic programme.
4.	29.08. 2023	National Sports Day	Organizing house-wise sports activities.
5.	05.09. 2023	Teachers Day	Facilitating teachers, and role play by students.
6.	08.09.20 23	World Literacy Day	Organizing the slogan competition on Topic – Each one Teach one.
7.	01.09.2023 to 14.09.2023	Hindi Pakhwada	Self-Composed poem/ Short Story Writing/ Story Telling/ Essay Writing/Elocution, Impromptu/ Extempore/ Pick and Speak/ Debate/ Book Review/ Hindi Manuscript Magazine (House-wise/ Class- wise)/ Poster Designing /Poem Recitation / Quiz/Slogan Writing /Caption Writing/ Mono-act

8.	02.10.2023	Gandhi Jayanti	Cultural programme
9.	11.10.2023	International Day of the Girl Child	Poster making, Exhibition on related themes, skits etc
10.	31.10.2023	Ekta Diwas	Unity Pledge, Speech competition in English and Hindi for the importance of unity in India.
11.	11.11.2023	Shiksha Diwas – National Education Day	Seminar on value and skill-based education
12.	14.11.2023	Bal Diwas-	Showing Children Movies, special talks on life & contributions in the field of getting freedom, political stability and affecting to the young buds of the Nation.
13.	14.11.2023 to 21.11.2023	Book week	Book cover Designing/ Book Exhibition/ Book Review/ Comparison of Authors/ Seminar & Symposium involving eminent Librarians/ Essay Writing / Elocution /Extempore on the importance of books /Quiz on Authors/ Books/ excerpts
14.	15.11.2023	Birsa Munda Jayanti (Jan-Jatiya Diwas)	Observation, Folk Dance Competition, Speech on Tribal Freedom Fighter, Paragraph Writing Unsung Tribal Heroes.
15.	19.11.2023 to 25.11.2023	Qaumi Ekta Week	Programmes – Rangoli, Slogans, Community Songs and Greeting-Making Competition
16.	26.11.2023	Constitution Day	Discussion & Lectures on Constitutional Values
17.	11.12.2023	Bhasha Sangam	Literary Activities, My Language My Signature
18.	22.12.2023	Mathematics day (Birthday Ramanujan)	Maths Quiz/model preparation.
19.	26.12.2023	Veer Bal Diwas	Skit Competition, Display of Movie based on Sahebzada Zoravar Singh and Fateh Singh.
20.	12.01.2024	Rashtriya Yuva Diwas	Discussion on Vivekananda philosophy – Kal aaj aur kal
21.	23.01.2024	Parakram Diwas	Observation, Rallies, Cultural Programmes
22.	26.01.2024	Republic Day	The unfurling of the Tricolour, Cultural Programmes on Patriotic Theme

23.	21.02.2024	Matribhasha Diwas	Group/Folk songs, Essay Competition, Debate, Poster making, GK Competitions.
24.	28.02.2024	Science day	Science quiz/exhibition
25.	03.03.2024	World Wildlife Day	Screening of videos, Picture Exhibition, Quiz etc
26.	08.03.2024	International Women's Day	Guest lecture, Celebrating women's achievements

In addition to the above, other activities are to be organized.

57.CO-CURRICULAR ACTIVITIES (CCA) IN SCHOOL

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 the 'CCA bulletin Board'. These competitions add charm and boost the House spirit which is very much essential in a residential setup. To manage time, these activities may be conducted in sync with the celebration of important festivals, Days and occasions. A register for CCA should be maintained to record notices, draw of lots, allotment of duties on the day of competitions, results of the event, etc. The sequence of steps in organizing a CCA should be scrupulously followed to ensure fairness and quality. Various circulars issued by Government from time to time are strictly adhered to.

Activities identified should cover all the areas which ensure the development of a holistic personality. CCA should be conducted regularly 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 based on INTRA HOUSE Completions organized by HM / AHM. Points should be awarded to each house based on their performance; the same should be recorded and displayed. The winner and runner Houses should be awarded Running Shield / Cup during the Annual Day function.

SUGGESTIVE ACTIVITIES:

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

- Bal Vrund
- 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 (Landscaping, Nature, cartoons etc.)
- Indigenous Toys and Games
- Instrumental Music
- Exhibitions
- Other activities in addition to above

Every School should prepare the 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, and short videos, should be done, and each record should be signed by the principal. These records should be submitted to the Panel Inspection Team.

Note: CCA activities should be conducted on a Wednesday involving all the students and teachers during Remedial classes.

Lectures/Demonstrations by Professional Experts:

It is a myth that every piece of knowledge should be transacted through textbooks. Schools 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. Here are some examples of resources available locally: Roads and Buildings- technical experts, Police, District level officers, Media Persons, Court Officers, Medical Practitioners, Architects, Tax Collectors, Technical experts from NIC, Weather Experts, Progressive Farmers, Writers, Engineers, Railway Officials, Craftsmen, Horticulture Specialists, Specialists in Performing Arts& Craft, Scientists etc.

58.ORGANISATION OF ANNUAL DAY IN SCHOOL

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's annual day provides the school with an opportunity to showcase its achievements. This function also allows students 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 school in a befitting manner. The annual day may be organized in December/ January.

59. CLUB ACTIVITIES

All-round development means mental, physical, psychological, spiritual and vocational development. We cannot achieve this all-round development by following mere Classroom 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 at the School is to be a member of one club. Similarly, every teacher should be attached to any one of the clubs. Schools can give provisions for the conduct of club activities in the monthly calendar. All the in-charge teachers and associated teachers are to sit together with all the club members for planning their activities on the first club activity day of the year. Accordingly, activities are to be organized on the subsequent club activity days. All teachers after considering the interest of the students and discussing with each student may finalize the club members. The 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 School will properly plan, prepare and implement the club activities for the academic year to achieve the intended objectives of the clubs whose suggested activities are given below:

SN	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 & Discussions, 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 (Gujarati)	TGT 3rd Lang	
4.	Eco Club	PGT (Bio) TGT (Sci)	One child one plant campaign, caring for plants, generating awareness on environment protection, water conservation, water-efficient School, saving one litre of water every day at School and home, Activities of Kitchen Garden/ Herbal Garden The link to the Handbook on ECO CLUB & WATER CONSERVATION is given in Annexure - 1

5.	Fine Arts Club	TGT (Art)	Drawing, Painting, Sculpture, Exhibition, Rangoli, Pot making, collage Making, Calligraphy, Logo design, Pot decoration, e-Poster, use of ICT and apps.
6.	Performing Arts Club	TGT (Music) Any other willing teacher	Music, Dancing, Fancy Dress, Folk Dance, Folk Songs, Theatre, Dramatics, Variety Programme, Sugam Sangeet, Kala Utsav, Rangotsav.
7.	Science Club	PGT (Che)	Preparation of working models, improvisation, devising a simple experiment, collection of plant specimens, and samples, Science Excursions and fairs, Seminars, Scrapbook, Herbarium files, Quiz, Preparation of the chart, and Project reports.
8.	I T Club	PGT (CS/ IT) FCSA	Preparation of good presentations, using ICT, Seminars on cyber safety,
9.	Maths Club	PGT (Maths) TGT (Maths)	Preparation of models, Mathematical modelling, Training on Vedic Maths, Maths Exhibition, Recreational Maths, Organizing activities on Mathematics Day, Preparations for Maths' Olympiads
10.	Astronomy Club	PGT (Phy)	Preparation of models, organizing exhibitions, Preparation of presentations, visit to the planetarium, 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 Is any another willing teacher	First-Aid, Red Cross, Aids Day Celebration, World Health Day Celebration, Cleanliness. Etc.
12.	Sports & Yoga Club	PET (F) Is any other willing teacher	Organizing yoga and sports activities in the school, organizing exhibitions, 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 In-charge / Any other willing Teacher	Games- Indoor & Outdoor, Athletics, Mass drill, Parade, Scouting, NCC, Mask and puppets, Puzzles, Visit to government departments, Treasure hunting, etc.
15.	Community Service Club	Vice Principal / SMT Any willing Teacher	Organizing community service, conducting pace- setting activities, generating awareness in nearby localities on issues related to the environment, balanced diet, swachhata etc.
16.	Readers Club	Librarian Is any other willing teacher	Organizing book exhibitions, 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, and programmes related to travel & tourism. Organizing tours for migrated children.

METHODS OF ORGANISATION:

(Club activities should be conducted 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.
- The number of clubs should be as per available staff and student strength.
- Senior most teacher member of the club will be in charge of the club.
- All teachers should be distributed in clubs as per the above scheme.
- Club activities of all the clubs should be conducted on a Wednesday involving all the students and teachers during Remedial classes.
- The principal should ensure that activities of every club are planned and conducted as per schedule on Wednesday.
- The record of weekly activities should be maintained by the Club in-charge teachers. Club-

wise display boards may be put up at appropriate locations in the Academic Block and updated at least once every fortnight.

During Panel Inspection each club will showcase the exemplary work done by organizing an exhibition.

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

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60.HERBAL GARDEN

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

OBJECTIVES:

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

With the growing of herbs, children can be easily guided on the value of herbs and their medicinal importance. Every School should make Herbal Garden with effort and resources. Every plant should have a label mentioning:

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

61.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 the importance of cultivation.
- To inculcate a sense of dignity of labour and environment protection/conservation
- To promote vegetarianism amongst students.

House wise Kitchen gardens may be developed around students' mess or any other convenient place where the movement of students/staff is not much. Saplings of locally available vegetables may be planted and for their growth compost (prepared properly using kitchen waste and other materials) should be used. A kitchen garden may be developed at multiple locations on 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 slots of around one and a half hours should be allotted to the students to work in Kitchen Garden.

62.ART IN EDUCATION PROGRAM

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

Objectives of Art in Education in School

- Incultation 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 textbook lessons etc.),
- Traditional performing Art,
- Dances – Classical,
- Youth choir
- Puppetry (Puppets Show)
- Visual Art-Sculpture, Painting, Pottery (Traditional & Modern) Crafts (Traditional and Modern),
- Weaving Martial Art,
- Poetry writing and Recitation Creative writing,
- Seminar and Debate,
- Ballet & Modern Dance Compositions,
- On the Spot Painting and Poetry Competition,
- Folk Theatre,
- Folk Music,
- Folk Ballads,

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 school.

- The 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 educationists 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, and Illustration on Panchtantra or Historical Places Stories, In this concept, Visual Artworks on Folk Art, Scroll Painting, Wooden Doll Making, Mask Making, Dance, Drama, Theatre, Youth Choir must be organized on certain occasions likewise World Health Day, World Literacy Day, Hindi Pakhwara, Quit India Movement Day, Ek Bharat Shreshtha Bharat activities, Art in Education Workshop, National Festivals and Birth Anniversaries of great personalities and freedom fighters.
- Preparing the students for singing and playing with instruments for that sufficient instrument 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 the Dining Hall, MP Hall, Library, the entrance of the Academic Block, Principal Office, Guest House etc.
- Documentation of art workshops in the form of brochures, Handouts and pamphlets to form a booklet to be onward submission.

Workshops to be organized:

S. No.	Category
1	Theatre
2	Performing Art
3	Creative Writing/Poetry/Student Seminar
4	Youth Choir
5	Visual Art (2D & 3D) / Indigenous Toys

63.KALA UTSAV

Kala Utsav is an initiative of the Department of School Education & Literacy, Ministry of Education (MoE), Government of India, launched in 2015 to promote arts in education by nurturing and showcasing the artistic talent of the school students in the country. The Utsav provides students with an opportunity to students to understand and celebrate cultural diversity at the school, district, state and national levels. Kala Utsav not only touches the life of students but also helps in fulfilling the NEP 2020 recommendations of creating active networking among artists, artesian, art institutions and schools. The Ministry of Education (MoE) recognizes the importance of aesthetics and artistic experiences for secondary-level students, which play a major role in creating awareness of India's rich cultural heritage and its vibrant diversity, in the context of the education of arts (Music, theatre, dance, visual arts and crafts).

Schools 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 a 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 displays of exhibits. The School students are highly talented and a proper platform is provided for the students to explore and showcase their talent through inter and Intra house activities.

The focus of Kala Utsav will be on any of the styles of traditional/classical / folk / contemporary art forms. The competition includes **Painting (2D & 3D), Vocal Music (Classical & Traditional Folk), Instrumental Music (Percussive & Melodic), Dance (Classical & Folk), Indigenous Toys & Games and Drama – Solo Acting.**

The aim of the school is the holistic development of students and ensure the linkage of the community and the School through different activities like this KALA UTSAV programme. Different facts of traditional & contemporary art of community are introduced as part of activities. The school Principal will ensure the participation of students in each category of activities.

Organization of Joint Visual Art & Performing Art students and Teachers on the same platform.

VISUAL ART& PERFORMING ART (FOR STUDENTS- Boys & Girls)

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

64.SCHOOL BAND TEAM

A School band evokes a spirit of oneness, belongingness and a deep sense of pride among the school children. To inculcate and promote positive values, the school band is comprised of students who rehearse and perform instrumental music together. The school band showcase prowess on important occasions which include Independence Day, Republic Day, Sports Day and Annual Day etc. The rhythm of a band instils passion, action, courage, motivation, teamwork and creative thinking in young minds.

The Inter School Band Competition is organized at various Levels. The competition will be for both boys and girls. However, the school may enter only one girl or one boy's band in each category. The Categories of Bands are given below:

1. Pipe Band Group (Cymbal should not be included).
2. Brass Band Group.

Terms and conditions:

Eligibility: No professional groups/artists shall be allowed to participate /accompany any Band Groups.

Team Members: The Band Groups should have 25-33 participants including the Drum Major.

Instruments and Paraphernalia related to the Band:

Basic Set:

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

Pipe Band Set:

1. Bagpipers
2. Chanter
3. Shahanai
4. Side drum
5. Bass drum

6. Cymbal

7. Drum Major Stick

Ceremonial Band Set / Brass Band Set :

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

Band Uniform: Colorful/impressive Band Uniform appropriate to the band.

Band Group:

The indicative strength is as follows:

Pipe Band: i) Pipe -12, ii) Side drums- 08, iii) Tenor drums – 02, iv) Brass drums – 01 and v) Conductor(leader stick) -01

Similarly, for Brass Bands, the same indicative strength may be followed.

Time Limit: Maximum time limit for the performance shall be 09 minutes including entry and exit.

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

Membership:

A selected group of children 25 to 32 (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 the 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 tunes:

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

6. Guard of Honour - for ceremonies
7. Patriotic - for Band Competition

Training:

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

Gujarat Council of School Education (GCSE) - Samagra Shiksha

65.NCC (NATIONAL CADET CORPS)

The main aim of introducing NCC in Schools is to develop character, comradeship, discipline, leadership, secular outlook, and spirit of adventure and the ideal of selfless service amongst the students to create a human resource of organized, trained and motivated youth and to provide leadership in all walks of life and always be available for the service of the nation. In School, 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 the 4th Sunday of November every year. All efforts are to be made to begin NCC for both boys and girls in consultation with the NCC directorate of the concerned district. All the efforts are to be made to train the cadets by CTO/ANO so that more students can participate in the Republic Day parade.

Note: Schools must do efforts to open NCC units in their School.

66.STUDENT POLICE CADET (SPC)

The Students Police Cadet (SPC) Project is a School-based initiative implemented jointly by the Departments of Home and Department of Education, Government of India, and supported by the Departments of Transport, Forest, Excise and local Self-Government of the State. It is a youth development initiative that trains high school students to evolve as future leaders of a democratic society by inculcating within them respect for the law, discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. The project also enables youth to explore and develop their innate capabilities, substance abuse, deviant behaviour, and anti-establishment violence. Equally, it strengthens their commitment towards their family, the community, and the environment.

VISION: Giving training to high school students to respect the laws, practice discipline and civic sense, and develop empathy for vulnerable sections of society. It also strengthens commitment towards the family, community, and the environment, enabling them to resist negative tendencies such as substance abuse, and deviant behaviour.

MISSION: To unlock the potential of youth through systematic training and make them capable of becoming social leaders with a global vision guided by humanitarian values.

OBJECTIVES:

- To mould a generation of youth who willingly respect and abide by the law, and who practice civic sense, democratic behaviour and selfless service to society as the natural way of life.
- To facilitate the development of good health, physical and mental fitness, self-control and discipline in youth, thereby enhancing their capacity for hard work and personal achievement.
- To enable youth to work with police and other enforcement authorities including Forest, Transport, and Excise in preventing crime, maintaining law and order, promoting road safety, and improving internal security and disaster management.
- To develop social commitment in youth and empower them against deviant behaviour in themselves and others, thereby preventing the growth of social evils such as drug and alcohol abuse, intolerance, vandalism, separatism and terrorism in society.
- To enable youth to explore and develop their inner potential in achieving success, by inculcating in them leadership, teamwork skills, innovative thinking and problem-solving ability.
- To increase knowledge and understanding of the effective use of information and Communications Technology (ICT) among youth, preventing its negative influence and enabling them to benefit from the vast potential of ICT.
- To motivate youth to develop a secular outlook, respect for other's fundamental rights and

willingness to carry out their fundamental duties as enshrined in the constitution of India by developing in them qualities of Patriotism, Open-mindedness, Large-heartedness, Inclusiveness, Capability and Effectiveness (POLICE)

- Under the guidance of the Teacher, every School will ensure to establish a unit of SPC by selecting students based on their aptitude and interest for the academic year as per the norms. For further details, the website of the Department of Home Affairs, Government of India, may be visited.

Gujarat Council of School Education (GCSE) - Samagra Shiksha

67.ACTIVITIES OF SCOUTS AND GUIDES

The Scouts and Guides movement was started by **Lord Baden Powell** and **Lady Baden Powell** in London in 1899. This movement gradually spread throughout the world. The Scouts and Guides movement helps in instilling self-confidence which is vital in developing the personality at a tender age with a **Motto 'BE PREPARED'**.

SCOUTS AND GUIDES UNIT

- Each School shall have one functional unit with 32 Scouts and 32 Guides.
- All scouts and Guides must be provided with proper uniforms to get the feeling of belongingness and involvement.
- To make the unit functional and activities conducted, each unit should have a trained Scout Master and Guide Captain. Most of the Scout Masters & Guide Captains should have completed basic courses and advanced courses. The teachers who have completed the basic course/advanced course may be allowed to the next higher course to improve their performance further which in turn improves the activity among the children.
- State Scout & Guide officials may be deputed to the School once a year to supervise the activities conducted in the School.
- Each unit should organize activities every week under the supervision of trained teachers. In this regard, Coordination with local associations is a must. This is required for conducting camps at School Level.
- The Scout Masters & Guide Captains shall maintain logbooks to record all activities of the Scouts & Guides i.e. Programmes/Tests conducted in Pravesh, Prathama Sapan, Dwitiya Sapan and Tritiya Sapan. After completion of the Tritiya Sapan Test successfully, a Certificate should be distributed at School Level. [Sample Scout Test Card and Guide Test Card & Certificate of Tritiya Sapan shall be provided from State which will be taken up at School Level].
- Scouts & Guides shall be provided with an opportunity to participate in National Adventure programmes, Pachmarhi twice a year.
- If qualified Scout Masters /Guide Captains are not available at School Level, nominate suitable teachers who will be given the necessary training. Each School must have a minimum of two Scout Masters and Two Guide Captains to train the Scouts /Guides.
- Order of **training programmes for Scout Masters /Guide Captains**: After completion of one training minimum 6 months gap is necessary.
 - Basic Course Training
 - Advanced course Training.
 - HWB

- Pre-ALT(Adult Leader Trainer)
- ALT
- LT(Leader Trainer)
- **Order of the training programmes for Scouts and Guides:** After completion of one training minimum 6 months gap is necessary.
 - Pravesh
 - Prathama Sopan
 - Dwitiya Sopan
 - Tritiya Sopan
 - Rajyapuraskar Camp
 - Pre-Rashtrapati Camp- by NHQs, BS & G's only.
 - Rashtrapati Camp –by NHQs, BS & G's only.

Review of scouts and guides activities:

- **Activities at School Level** (As per Scout Test Card/ Guide Test Card).
- **Strategies for Rajyapuraskar Testing Camp:** A database concerning Scouts /Guides and Scouts Masters/ Guide Captains from each School shall be compiled. After qualifying Tritiya Sopan at School Level, Scouts / Guides are eligible for attending Rajyapuraskar **Testing Camp**. Logbooks shall be submitted at the time of Camp. Camps can be organized in any School where the availability of resource persons is sufficient. (That means HWB, ALT and LT Holders).
- **Strategies for Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp:** After qualifying for the Rajyapuraskar, Scouts /Guides shall be eligible for **Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp**. These tests will be conducted by the 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.

68. YOUTH PARLIAMENT COMPETITIONS

To strengthen the roots of democracy, inculcate healthy habits of discipline, and tolerance of the views of others and enable the student community to know about the working of Parliament; State will introduce the scheme of Youth Parliament competition in Schools. **Youth parliament has special importance in developing an insight into young students. Thus, the purpose of having Youth Parliament in School is:**

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

69.HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is concerned with the total health of the learner and the community. Besides physical health, it includes the 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 schools 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 stakeholders and staff nurses should ensure that health and hygienic conditions prevail everywhere on the school campus. Children should be encouraged to develop healthy habits. There should be regular visits (at least twice a week) of doctors to the school. Staff Nurses should coordinate the conduct of Medical Camps (Dental, ENT, Eye, Oral Hygiene, General Health, Gynec issues, Vaccination etc.) with the assistance of District Medical Authorities. A balanced diet should be provided to the children. Health Report Cards of all the students from classes VI to XII are to be maintained and updated twice a year by the Staff Nurse. (Annexure – 21 for the Health Record Formats)

SPORTS AND PHYSICAL EDUCATION:

The school being residential, emphasize is on all-round development of students. Physical Education & Sports is an integral part of the life of students in the school which aims at providing the opportunity for self-development and creative expression through games & sports and to groom them as competent and self-confident individuals. All schools should have the facilities for Physical Education and Sports as mentioned below: -

- Engagement of PET male and female in each School.
- 1.45 hours per day for Physical Fitness / Sports games activities in addition to theory classes. Morning Physical Training for 45 minutes and Evening Games one hour is provided in all School.
- Fitness assessment of every child twice a year.
- Basic Sports Infrastructure like 400/200-meter track, Basketball, Volleyball, Kho-Kho, Handball, Kabaddi, Hockey / Football Grounds, Multi GYM etc. in all Schools at Permanent sites.

Organization of Physical Education and Health Activities:

Physical Education at the School level has 3 important Aspects

- (1) Physical Education for Health and Fitness
- (2) Fitness Assessment for Age-specific Fitness
- (3) Sports-specific Training and Competitions

1) Physical Education for Health and Fitness:

- Morning Physical Training aims at developing general fitness levels and core capabilities among all the students.
- Students may be divided into different groups (minimum six groups) to perform the different exercise fitness drill programs in the morning session.
- First 5-10 minutes of general warm-up in a group.
- Separate Fitness drills/exercises may be allotted to each group.
- The activities would be assigned to each group in rotation.
- Additional activities may also be added as and when required (as per the suggested list).
- PET should plan the schedule in such a manner that each group may perform all six activities in a week.

Broad Composition of morning exercise:

Exercises	School
Yoga, Calisthenics and Rhythmic activities that include aerobic exercise, march past, Exercise with reliable equipment, for speed, strength, and endurance development.	<ol style="list-style-type: none"> 1. To condition all the body muscles for mobility, agility, speed and endurance. 2. To develop an awareness of self and surrounding through synchronized activities. 3. Conditioning of body for minor and major sports activities.

List of Suggested Activities

SN	Name of Activity	Fitness Outcomes
1	Relay–30 Mtrs. Dash (Competition between teams)	Speed development
2	Circuit training, minimum 5 stations	Speed agility, coordination, strength, balance
3	Run with medicine ball shuttle run (1kg-2kg)	Strength and speed for throwers (explosive strength for hands)

	as per the age group	
4	Push-ups, pull-ups, sit-ups	Core muscles development
5	Aerobics	Cardiovascular endurance
6	Yoga	Meditations, concentrations etc.
7	Fitness combo – Cone hurdles, ladder jump	Explosive strength
8	Hurdle Jump (with both legs) over the cone (Height 1 ft. to 2 ft.)	Develop explosive strength (legs)
9	Running between the wickets practice with a cricket bat (two temporary pitches to mark with both side stumps) competition between two teams	Develop coordination reflex action, and speed, with a cricket bat
10	Gym ball – Swiss ball	Back core muscles, abdominal muscles
11	Power running – with weight	Speed strength development
12	Ring ladder exercise	Agility speed
13	Tug-of-war	Strength for leg, hand and shoulder muscles
14	Rope skipping	Endurance and speed
15	Utter the disc two different colour disc	Reflex action with speed, focus ability
16	Resistance tube for leg, upper body, abs	Strength development
17	Callisthenic exercise	Co-ordinations
18	Rope climbing	Speed strength of shoulder muscles
19	Training rope – waves formation	Neuro-muscular Co-ordinations
20	Modify cross country	Endurance ability

Physical Education (P.E) Periods during academic hours:

All classes should allow 1 to 2 P.E. periods in a week. The main focus should be on General Health & Sports awareness including promoting physical fitness as per the curriculum. The PETs may also utilize this slot for the Fitness Assessment (Physical Fitness for School Going Children Program) of students as per the Khelo India Fitness Assessment App.

Class wise activities for Physical Education Periods:

Class	Syllabus	Fitness assessment	Resources
VI-VIII	Split up syllabus	PFSGC (KheloIndia Fitness)	<ul style="list-style-type: none"> • split up the syllabus. • NCERT Publication 'Health & Physical Education: A teacher guide' for VI, VII & VIII

		assessment)	(Link at Annexure - 1) • Mainstreaming Health and Physical Education (Link at Annexure - 1)
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2) Fitness Assessment for Age-specific Fitness

The fitness assessment of all students should be conducted twice in an academic session i.e., July - August & January - February and the details should be maintained in the records accordingly. Khelo India Fitness Assessment Tests and Platform should be used to conduct the Fitness Assessment of School students. However, the students with specific medical issues (to be certified by a staff nurse) may be given tests as per their endurance only. Each School should compile the average fitness score (Class-wise) and it would be submitted to RO in September and February. Along with fitness assessment, screening should be done for VI class students to identify posture-related issues and necessary remediation.

Khelo India Fitness Assessment in Schools

Khelo India under the aegis of the Ministry of Youth Affairs & Sports started the Physical fitness assessment of School going children Program in the year 2019 to assess the fitness level of children across age groups on a set of scientifically driven standards tests and create a standard fitness index for schools. In the long run, identify the potential talent among the children who could become the next Olympians.

The steps to be followed by the school for using the Khelo India Fitness Assessment Platform are given below:

- PET should download Assessor App and register as Assessor.
- School profile creation –School to register and create the profile on the Khelo India School portal.
- A principal should link PET as Assessor for School on 'School profile'.
- Students' data uploaded – The School uploaded the list of students with basic details on the portal in an Excel file.
- Fitness Assessment should be conducted as per the instructions given in the Khelo India Assessment brochure on the portal and the performance of students would be uploaded on the portal.
- School-wise / Class wise / Student wise reports can be generated and downloaded from the portal.

Khelo India Fitness Assessment Tests & List of Equipment: Age group 9 -18 + years

Test	Equipment Required
Body Composition (BMI)	Height Measuring Tape, Weight Machine, Flat surface.
Coordination (Plate Tapping)	Table (adjustable height), 2 yellow discs (20 cm diameter), rectangle (30 x 20 cm), stopwatch
Balance (Flamingo Balance Test)	Stopwatch, Beam of a standard brick shape and height.
Strength Abdominal (Partial Curl-up)	Stopwatch, Gym/Yoga mat, Marking Tape (for 6 inches parallel strips)
Muscular Endurance (Push Ups for Boys, Modified Push Ups for Girls)	Gym/Yoga mat
Flexibility (Sit & Reach)	Sit and Reach box with the following dimensions:12" x 12" (sides) 12" x 10" (front and back) 12" x21" (top) Inscribe the top panel with centimeter/mm. (The vertical plane against which the subject's feet will be placed must be exactly at the 23 cm mark.) Gym/Yoga mat
Cardiovascular Endurance (600 mtrs Run/Walk)	200 or 400 mtrs track with 1.22 mtrs (minimum 1 meter) width lane, marking of starting and finish line. Stopwatch (1 per line)
Speed (50 mtrs. Dash)	Stopwatch (1 per lane), cone markers, Marked track of at least 60 mtrs. with 1.22 meter (minimum 1 meter) lane, marking of starting and finish line.

Fitness Assessment for PET and Staff-

The fitness assessment for PET and School staff is also a crucial health awareness factor for the School. PETs of the School would conduct a Fitness Assessment of themselves and all the school staff using the group registration feature of the **Fit India Mobile App** once a year, consolidated individual-wise report should be downloaded and submitted to the principal for record. However, the staff with specific medical issues may be given tests as per their endurance.

The tests given in the App are -

- BMI
- Flamingo Balance Test
- Partial curl up – 30 seconds
- Push up (for boys and modified push up for girls)
- 2 km Run / Walk
- V-Sit & Reach Test

3) Sports-Specific Training and Competitions:

List of sports disciplines in school: Handball, Chess, Hockey, Cricket, Badminton, Yoga, Kho-Kho, Athletics Archery, Boxing, Wrestling (freestyle), Judo, Taekwondo, Table Tennis, Kabaddi, Basketball, Volleyball, Football, Rope Skipping

- Evening games time should be utilized by the PETs for the development of sports-specific skills and training of students in particular disciplines of sports.
- The PET should employ scientific training tools for training of sport skill, strategies, techniques and tactics of the related sports and monthly performance to be assessed for the quality performance of players and teams.
- Identifying talent in sports through sports-specific battery tests that can be conducted before selecting a student for a particular game.
- Indigenous sports may also be conducted in evening sports activities.
- The activities may be conducted group-wise on a rotation basis so that all students get the opportunity to play all games as per the infrastructure available.
- All students must take part in sports activities and the facilities of games and sports should be utilized at optimum level.
- Every school should focus on 4 selected sports (team events) in alignment with the sports adopted by the State. Athletics should be compulsory for all schools. Two team games for Boys and Two team games for Girls for two age categories i.e., Under 14 or 17 or 19 (any two categories). For Individual sports events (Under 14, U-17 & U-19) The SCHOOL should select five individual games of three categories, but Athletics is compulsory in individual games events as per benchmark.
- Each Student is to be mapped with at least two games as per his/her interest and potential. The list of students (individual & team events) event-wise should be maintained according to class/age at the level of PETs.
- Major sports events (as per infrastructure), the team game and individual events may be conducted under the supervision of PETs in the prescribed location of the event on the school

campus. The layout of the playground must be marked with Lime powder / Cone with proper demarcation according to the sports events for full utilization.

- Proper maintenance of Sports fields should be carried out periodically from the School M&R fund.
- PET should ensure to place the sports equipment/apparatus required for the Games in/near the playground before the start of sports time, so that the sports activities may start without delay.
- The means and ways of improvisation must be followed to engage all students in evening sports activities, no students should be left out.
- Warm-up exercise/drill may be introduced to all the groups before the start of main sports activities.
- The beginners/learner may have separate groups (individual or team events) as per the age/class of the students.
- Special training/coaching should be given to the players selected for sports competitions and a record of performance has to be maintained for future reference.
- The students who are selected for regional/ national level may be allowed extra time for practice and extra nutritious snacks may be provided for selected sports persons under the existing budgetary provision.
- For nurturing identified sports talent, Coaches may be arranged from SAI/ Sports academies for special coaching camps. Likewise, special camps may be organized for Yoga as well.
- The school may involve the retired sports persons of National/ International repute available in the district for motivation and guidance/ training of students in the sport.
- The CwSN students should also be involved in sports activities as per their potential.
- Teachers vs. student friendly matches may be organized occasionally and teachers should be encouraged to play with students.
- Inter-house competitions should be conducted in all the available games, The planning of these competitions along with the Annual sports meetings should be incorporated into the Institutional Plan of the School.
- The participation in Inter house competitions should be as per Sports Authority of India (SAI) / Khelo India age criteria i.e., U-14, U-17 & U-19.
- Competition in Traditional games may also be organized in the school along with mainstream sports events.
- Inter-school competitions with other schools in the district should be conducted frequently which would establish the school as a pacesetter Institution and would fulfil the criteria for Fit India 5 Star rating as well.

- Para sports events may also be organized by the school by involving other schools in the district.
- Schools should coordinate with District Sports Officials for the participation of high-performer school students in District / State level competitions.
- The focus should be on attaining minimum benchmark.

Coaching Camp:

- Sports coaching is a process of motivating, guiding and training an individual or team in better sports performance.
- The duration of the Coaching Camp should be decided by the school depending on open the need/requirement of the game/event. In any case Coaching Camps should not exceed more than 10 days. The methodology of teaching skills, strategy & tactics of the game should be practically performed during the coaching camp.
- Coaching Camp should be scientifically planned for all events and necessary sports Infrastructure / Equipment & good quality Coaches / Trainers should be engaged to provide training and coaching. The reputed national/international players / SAI Coach may be arranged for a coaching camp (If required). Sports counselling for the team is to be arranged for motivation at the coaching centre.
- Weaknesses and shortcomings should be analyzed and removed during the coaching camp.
- Practice matches / Bout should be planned/scheduled by the host Principal / Coach / Manager/ at the Coaching venue as well as at the outside venue with local teams / Schools etc.
- For participating teams or individuals, the study classes should be arranged by the principal at the coaching venue for the students during the off time of camp to compensate for the loss of study.

Khelo India Youth Games / Khelo India School Games - Students should be permitted to participate in a Competition / Tournament organized by Khelo India School Games / Khelo India Youth Games.

YOGA:

Yoga 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 enhances flexibility, endurance as well as muscle tone. It involves techniques of controlling the body and the mind and is very effective in reducing stress levels and helping in

acquiring emotional skills. All schools should make the children do regular Yogasanas under the supervision of PETs regularly as per the timetable.

International Yoga Day should be wonderfully celebrated every year on 21st June. Renowned guest speakers who are experts in Yoga should be invited for demonstration and interaction with students. Those Teachers who have been provided with Yoga Training have to play an active role in bringing awareness among children about the importance of yoga asanas by conducting practical sessions. Children should be guided and encouraged to participate in yoga competitions.

YOGA – SUGGESTIVE TIME-TABLE FOR THE YEAR

IX-X	VIII	VII	VI	Class
ArdhaMatyendr asana,	Vrukshasana, Padahasthasana	Chakrasana, Paschimotasa	-	April
Sirashasana,	Dandasana, Noukasana	Salabasana, Bhujangasan	Padmasana, Siddhasana	July
Kukutasana, Bakasana	Gomakasana, Matyasana	Dhanursasa na,	BaddaPadmasana , Parvatasana	August
Chakrasana, Sasankasana	DyogaMutrasana ,	PurnaDhanu rasana,	Vajrasana, Sarvasana	September
PurnaChakrasana	Makarasana, PawanMukasan	Sirasasana, Kukutasan	Sarvangasana , Halasana	October
Surya Namaskar	Surya Namaskar	Surya Namaskar	Practice In Previous	December
Surya Namaskar,	Surya Namaskar,	Surya Namaskar,	Surya Namaskar	January
Practice In Previous Asana	Practice In Previous Asana	Practice In Previous	Meditation Surya	February

XI-XII	MayuraPadmasan	SirshaPadmasana	Sakunasan aShalbha	Hanumanasana, Natarajasana	Viruchikasana, Omkar Asana	Surya Namaskar,	Surya Namaskar	Practice In Previous
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Mainstreaming Health and Physical Education (HPE):

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 innovatively through the strands detailed hereafter.
- It will be mandatory for the school to upload a report of work accomplished across the strands of Class 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 to ensure lasting and lifelong benefits for their students.
- The following subjects of internal assessment are being subsumed in Health and Physical Education from the session:

Class-IX-XII

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

As the above subjects of internal assessment are being subsumed in Health and Physical Education (HPE), the schools should not allocate any period to these subjects. 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, and XI and the 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 in 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 strands 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 over 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, cheerleader, commentator, event manager, coach, organizer, reporter for School magazines, etc.
- The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidence such as Portfolios, Journals, Essays, Video recordings etc. in the case of SEWA may be kept ready for scrutiny by the concerned department at any time during the year.
- Schools are encouraged to place the activities they undertake in various strands on their website under the 'Sports Corner' which should be updated at regular intervals.

Strands	Marks	Period (Approx.)	Levels *
1. Games <ul style="list-style-type: none">● Athletics/Swimming● Team Games● Individual Games/Activity● Adventure Sports	50 Marks	90 Periods	Up to 25 Marks: Learning 26-40 Marks: Proficiency 41-50 Marks: Advanced

2.	Health and Fitness	25 Marks	50 Periods	Up to 12 Marks: Learning 13-20 Marks: Proficiency 21-25 Marks: Advanced
3.	SEWA	25 Marks	50 Periods	Up to 12 Marks: Learning 13-20 Marks: Proficiency 21-25 Marks: Advanced
4.	Health and Activity Card	No Marks	10 Periods	
TOTAL		100 Marks	200 Periods	

70.FIT INDIA MOVEMENT

FIT INDIA Movement was launched on 29th August 2019 by the Honorable Prime Minister to make fitness an integral part of our daily lives. The mission of the Movement is to bring about behavioural changes and move towards a more physically active lifestyle. All schools are required to take up timely completion of activities and submission of reports. At the school level PETs should be entrusted with the responsibility of conducting/coordinating activities under the Fit India Movement. There are 4 major Initiatives under Fit India Movement-

Fitness Assessment: Fit India Mission along with SAI has developed 2 applications for fitness assessment of students and the General public.

- **Khelo India Fitness Assessment App-** School Version of this App is being used for the Fitness Assessment of students by the schools. The App includes a Battery of Tests with age-specific parameters/grading criteria, instructions and demonstration videos for the assessment process.
- **Fit India Mobile App-** This app has a 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.

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

I. FIT INDIA SCHOOL - The following parameters would apply:

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

II. FIT INDIA 3-STAR SCHOOL

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

- All teachers are to be physically fit and spend 60 minutes or more every day on physical activities.
- The school has at least two trained teachers (including one PET), each well-versed in any two sports.

- Sports facilities for 4 sports including the 2 outdoor sports.
- Every student learns and plays 2 sports – one of which could be a traditional/indigenous/local game.

III. FIT INDIA 5-STAR SCHOOL

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

- The school conducts monthly Intra-School sports competitions, participates in Inter-School sports competitions and celebrates Annual Sports Day.
- All teachers are trained in PE
- The school has 2 or more sports coaches. These may be PE teachers
- The school follows structured PE curriculum, prescribed by NCERT / School board
- The school conducts annual fitness assessment of all children
- School opens its playground(s) after school hours for neighbouring communities, and the same is actively used. Reasonable fees 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 the 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 a certificate and commendation letter.

Fit India Activities: Under Fit India Movement all Schools are required to conduct monthly activities as per the Fit India Monthly activity calendar formulated by Fit India Mission. The same would be circulated to the school in due course of time.

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 endeavours 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 the provision of cash awards for

students & schools participating in State and National rounds of quizzes. The national round quizzes would be telecast on Star Sports and National Television.

A school can register a minimum of 2 students for the Quiz after conducting school-level selection. There is no upper limit for several students to be registered. The level of question would be that which can be answered by students in Class VIII and above.

All schools should register their teams for Fit India Quiz. School PETs should guide students in sports-related general awareness and prepare them for Fit India Quiz.

Gujarat Council of School Education (GCSE) - Samagra Shiksha

71.ORGANISATION OF ANNUAL SPORTS MEET IN SCHOOL

Sports and Games play a great role in improving and maintaining health and fitness, mental skills and concentration levels. The importance of sports and games in schools encompasses more than just the benefit of physical activity. The Annual Sports Day is about joining in and having fun as it is about competitiveness and winning. The teams from other Schools in the district can also be invited to participate in the event. The activities, races and games are likely to include simplified, fun versions of track and field events for Junior students along with events of Inter-House / Inter-School Team and Individual sports competitions. Suitable trophies/awards should be arranged for the winners in the competitions on the occasion of the Annual Sports Day. Annual Sports Day may be organized by School in November/ December.

Gujarat Council of School Education (GCSE) - Samagra Shiksha

73.CULTURAL EXCHANGE & EXPOSURE TO THE STUDENTS

As regards the Cultural Exchange and Cultural Exposure to the students and art in education are to be effectively implemented in all Schools to realize the objective of promoting/developing the value of national integration. In addition to these two, having a practice which ensures exposure of all School students to the 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 School 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, studying the local market in different seasons, studying the supply chains of various products of our industry, National Park, Zoological Parks etc. In this regard, Schools are required to furnish an action taken report.

PROVIDING TOURISM EXPERIENCE FOR THE STUDENTS

The importance of taking the students out of the classroom, particularly to 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. Students should at least once a year visit places of tourist interest. Although students move out of the school 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 School gets one or the other opportunity to visit places of interest. During various tours like sports meets, science-related workshops and cultural meets etc., the plan of the tour should be worked out in such a way that children get the opportunity to visit places of interest on the way. This will optimize the expenditures. The School tours:

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

Gujarat Council of School Education (GCSE) - Samagra Shiksha

74.PROMOTION OF INNOVATION AND CREATIVE AND CRITICAL THINKING

“Knowledge is constructed in the mind of the learner”

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

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

75.SCHOOL INNOVATION COUNCIL

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

Objective:

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

register the same on the SIC website.

- The Principal/Vice Principal of the School shall initiate the process of registration for the School Innovation Council by constituting the SIC committee.
- The Schools registered for School Innovation Ambassador Training Program (SIATP) will be automatically upgraded to SICs with existing details and login credentials. Such Schools can update the details and furnish additional details after the first login on the SIC website.

School Innovation Council committee:

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

A. Executive representatives:

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

B. Teacher representatives:

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

C. Social Media Coordinator-

1. Teacher/non-teaching staff nominated by the principal with experience and interest in social media management.

D. Student representatives:

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

E. External Expert Representatives:

1. Successful entrepreneur: Start-up founder/ co-founder or alumni entrepreneur from School or entrepreneur from nearby Higher Educational Institute (HEI).
2. Expert member: MIC will facilitate linking of IIC/ Higher Education Institute with SICs to help Schools onboard expert representatives.

- The officer from the nearby Incubation/ pre-incubation Centre And/ or
- Technology/ finance/ sales/ banking expert from nearby industry/bank/ institution. And/or
- President/ convener/ member of the Institution's Innovation Council established by MIC in nearby HEI (IIC website <https://iic.mic.gov.in>) And/ or
- IPR Expert. And/ or
- Senior industry experts having experience in sales/ marketing/ product design/ product manufacturing etc.

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

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

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

G. Activities for Schools under SIC:

1. **SIC Calendar Activities:** The SICs have to follow a set of monthly activities defined by MIC in the 'SIS Calendar of activities for the year.
2. **MIC Driven Activities:** Under MIC Driven Activities, the Schools will be given periodic activities by MIC in addition to SIC Calendar Activities. (a) Formation of an "Innovation wall" in each School to promote the free flow of ideas, where students can creatively showcase their innovation. (b) The School Innovation Council committee meets twice a year at the beginning of the first and second half of the calendar activities for planning and coordination of these activities.
3. **Self-Driven Activities:** The Schools are encouraged to do Ideation, Innovation, Entrepreneurship, IPR, and Start-up related activities in addition to SIC Calendar Activities and

MIC Driven Activities. Financial Literacy (FL) and Legal Literacy (LL) can be initiated by the SIC through a club/unit/team of qualified teachers

H. Report Submission:

The Schools are required to submit the compliance report for the activities every month to the MIC through SIC Website (<https://sic.mic.gov.in>). The format of the reporting will be available in the School Login on the SIC website.

I. The credit point system and performance rating:

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

(Link of **School Innovation Council Guidelines of MoE at Annexure - 1**)

76.PROMOTION AND DEVELOPMENT OF SCIENTIFIC TEMPERAMENT

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

- Organization of Regional Level Science Congress as decided by Government.
- To conduct Mathematics and Science Olympiad at various Levels
- Organization of exhibitions, seminars and quizzes at the school level and participate in such activities at various levels organized by GCERT and other state agencies.
- Visit various laboratories, industries, science museums, etc. for developing a scientific spirit.
- To introduce new learning capabilities. This requires identifying and providing an environment for the children to develop communication skills, comprehensive skills, understanding abilities, etc.
- Enrichment of laboratories with adequate types of equipment, apparatus, chemicals, etc. and to conduct the practical regularly.
- Establishment of junior Science and Mathematics labs.
- Establishment of Science and Mathematics clubs.
- Establishment of Mathematics and Science Parks in open spaces.
- Any other activity related to the promotion of scientific spirit.

77.REGIONAL-LEVEL SCIENCE CONGRESS

To provide a forum for young talented school students to arouse and pursue their natural curiosity and to quench their thirst for creativity by watching and doing experiments, every year School has to organize Children's Science Congress involving the talented and creative students from School.

OBJECTIVES OF THE PROGRAMME:

- To help students meet eminent scientists face to face, interact with them and feel the thrill of this unique experience and make them role models.
- To nature and nourish creativity and innovativeness by helping them give knowledge and solve problems by relating their learning process to the physical and social environment around them.
- To promote an opportunity for 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 of experimental and investigative skills and help them to become scientists in 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 seminars, quizzes and other competitions on innovations and science promotion: The 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 the life of great scientists: A list of students/teachers who will be presenting papers is to be collected in advance for scrutiny and duplication is to be avoided.
- To provide maximum opportunity for 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 of 100 students will participate in Science Congress, however, if any School is having more than 100 students may exceed 100 to ensure maximum participation. student should be selected from class XI science stream who have topped in Science and Mathematics. Other students will be selected from class IX & XI based on their earlier performance in Science Exhibitions/ Competitions/ Investigatory innovative projects etc. School will decide the suitable dates in the month of September.

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 School. During all the sessions of Science Congress and visit to various scientific institutions, all the students should be in proper school Uniform.

DOCUMENTATION: Arrangement should 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.

APPRECIATION: Participation certificates must 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, books on nature and environmental protection, wildlife etc.

78.RASHTRIYA BAL VAIGYANIK PRADARSHANI (RBVP)

Every year Science exhibitions are organized at school, block, district, regional, state and national levels. The selected entries from the state level participate in Jawaharlal Nehru National Science, Mathematics & Environment exhibition for children (JNNSMEE), organized by NCERT. The exhibition (RBVP) provides a unique opportunity for young children from different parts of the country to get exposure to various facets of Science, Mathematics & Environmental issues, and also get the opportunity to share their varied cultures.

Objectives:

The main objectives of the exhibition are:

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

The school must have a good record of participation in science exhibitions organised by GCERT at various levels in the state.

79.NATIONAL 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 a scientific process. This involves close and keen observation, raising pertinent questions, building models, predicting solutions based on a model, trying out various possible alternatives and arriving at an optimum solution using experimentation, fieldwork, 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 the vernacular. The primary objective was to involve children in open-ended scientific projects of relevance to society. CSC has now become a nationwide program coordinated by **NCSTC (National Council for Science and Technology Communication)** 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 an NGO from Madhya Pradesh, taken in the early nineties.

OBJECTIVES

- To provide a forum for young scientists to pursue their natural curiosity and quench their thirst for creativity by experimenting with 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 neighbourhood;
- To encourage children throughout the country to visualize the future of the nation and help build a 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 teamwork, 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, are drop-outs, or are 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. The national venue will be informed shortly by NCSTC.
- Participation will be in 2 (two) age groups. The 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 age group.
- NCSC is not restricted to School-going children only but is also open to non-School children from the marginalized sections of 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 a self-explanatory title and in a well-marked local or geographical area.
- Observations are to be recorded in a well-maintained log book.
- The 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 are to be suggested.
- Action plan for follow-up to be devised.
- The 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

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

Note: It is to be ensured by the School that the result of the project work is verified with the original data at the source before presenting the project to 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 are to be submitted along with the report:

- Form A, Photostat copy of the Registration Form in English
- Abstract in English is compulsory, irrespective of the language in which the project is written. The total number of words in the abstract should be 250 - 300 words.

The report normally comprises the following:

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

ORAL PRESENTATION

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

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

- Teamwork
- Background correction (Only for District level)
- Report and Presentation

SN.	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.	Teamwork	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 in local languages
- Identification of Evaluators
- Conducting training of District level Resource Persons
- Training for guide teacher
- Conducting and coordinating mentoring after district/state level
- Keeping all documents of academic exercises and reporting as per formats

80. VISIT TO SCIENTIFIC INSTITUTES AND INSTITUTE OF HIGHER LEARNING

Visit to Scientific Laboratories:

Children's Science Congress gives opportunities to limited children. To provide wider opportunity, it is envisaged to arrange for a visit of children to more number of scientific institutes. During the Children's Science Congress students have visited some of the Scientific Laboratories also. To continue this effort it is envisaged to collaborate with the Department of Scientific and Industrial Research, Ministry of Science and Technology to seek the support of Scientific Laboratories for visits of students of School 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. Schools must make their 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 laboratories. Staying on the campus of the Laboratory will be a great advantage as the students and teacher will be able to feel the ambience 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. The 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 School 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, and Atomic Energy, some of such institutions in Gujarat are PRL, ISRO, IPR, NFS UNIVERSITY and IIT-G. etc., This requires careful planning and a good liaison with the institutes.

Visit of students to IITs:

School students to nearby IITs must be initiated. Students can be stayed on the campus of IIT and interacted with the faculty in their laboratories. Such opportunities are lifetime

experiences for the School's students and teachers. During the academic year, selected students along with escort teachers can visit the nearby IITs for two days, interact with the staff and students, observe the facilities including labs, and workshops, and involve themselves in the interactive sessions. A detailed report on this shall be submitted regarding the arrangements made every year by the concerned schools.

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81.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 conceptual understanding, logical reasoning, laboratory skills, and above all, the ability to apply problem-solving skills to novel situations, both theoretical and experimental. Training is included in the third stage of the programme and the first two stages do not necessarily require any specialized coaching outside the regular school system.

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

82.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 of selecting and training the Indian team for participation in the International Mathematical Olympiad every year. The students, who register for Indian Olympiad Qualifier in Mathematics (IOQM), should be given proper coaching by the concerned Mathematics Teachers/ experts. 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.htm>

83.VIGYAN JYOTI PROGRAM

Vigyan Jyoti Program is a flagship Initiative launched by the Department of Science & Technology (DST). It is intended to create a level-playing field for the meritorious girls in High School to pursue Science, Technology, Engineering, and Mathematics (STEM) in their higher education. It also offers exposure for girl students from rural backgrounds 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 careers in the STEM field
- Escalating girl's participation in under-represented areas of STEM and ensuring gender parity
- Giving exposure to various scientific careers
- Inspiring girl students towards careers in STEM field through experiential learning
- Imparting Knowledge in Association with Knowledge Partners
- Facilitation of conducive environment for girls from School level to College Level to achieve the goal

ROLE OF SCHOOL IN VIGYAN JYOTI

- For the implementation of the Vigyan Jyoti Program to cater girls from small cities and rural areas for more diversity in STEM. Location of the School provides 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 IV is being implemented in Schools. It is supporting girl students from Class-IX – XII. As part of the Vigyan Jyoti program, several key interventions are being implemented to inculcate a 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.N	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 Days)	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

84.VIDYARTHI VIGYAN MANTHAN

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 Education, Govt. of India. Schools have performed an excellent Online Examination of VVM. The results are encouraging and therefore, for the academic year all the Schools 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 smartphone (mobile), laptop, desktop (School lab) or tablet. The School level examination at the national level will be conducted on the day and time opted for by the School exam coordinator on specific given dates (either on working or non-working days). The mode of registration in both 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. The school will provide classrooms and invigilators to conduct the examination. The registration fee is Rs.100/- per student. Rs. 20 per student should be retained by the School as a service charge from organizers and the 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 a chance to undertake study tours.

For the Academic Year, all the Schools will go through the official website <http://vvm.org.in> for detailed information about VVM and Registration of candidates.

85.MISSION LIFE: LIFESTYLE FOR ENVIRONMENT

LiFE i.e. lifestyle for the environment was introduced by Hon. Prime Minister - at COP26 in Glasgow on 1st November 2021- as a mass movement for 'Mindful and deliberate utilization, instead of mindless and destructive consumption' to protect and preserve the environment. It aims to nudge individuals and communities to practice a lifestyle i.e. Synchronous with nature and does not harm it. Those who practice such a lifestyle may be recognized as **Pro Planet People**.

Guidelines/directions will be issued to adopt environment-friendly features in the daily routine of the school. Following suggestive actions may be initiated in each School:

- Use LED bulbs/ tube-lights
- Install a solar water or solar cooker heater on rooftops
- Switch off appliances from plug points when not in use
- Use gas for cooking instead of firewood
- Keep the temperature of Air Conditioners to 24 degrees
- Prefer pressure cookers over other cookware
- Keep your electronic devices in energy-saving mode
- Defrost fridge or freezer regularly
- Create rainwater harvesting/rooftop rainwater storage infrastructure
- Reuse water from washed vegetables to water plants and for other purposes
- Pre-soak heavy pots and pans before washing them
- Do not discard unused stored water every time there is fresh water coming from taps
- Use buckets instead of hose pipes to water plants/ floors/ vehicles
- Fix leaks in flushes, taps and water pipes
- Reuse water drained out from AC/RO for cleaning utensils, watering plants and others
- Prefer a water purification system that wastes less water Single Use Plastic Reduced
- Reuse glass containers/ packaging plastic items as storage boxes
- Prefer using non-plastic eco-friendly cutlery during functions/celebrations.
- Turn off running taps when not in active use
- Use recycled plastic over virgin plastic
- Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste
- Include millet in diets
- Compost food /kitchen waste

- Developing house-wise kitchen gardens
- Ensuring no food wastage
- Practice segregation of dry and wet waste at the source
- Recycle and reuse old newspapers, magazines
- Set printer default to double-side printing
- Repair, reuse and recycle old furniture
- Do not discard waste in water bodies and public spaces
- Encourage the use of millets in food and indigenous herbs and medicinal plants for nutrition and well being
- Plant medicinal plants such as Neem, Tulsi, Giloy, Mint, Curry leaves, Ashwagandha, etc. in herbal gardens.
- Repair and use electronic devices over discarding the devices

Note: The school should assess the implementation of the above points every quarter. Link for “Link to Mission LiFE a lifestyle for the environment” at Annexure - 1.

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

- To establish an EBSB Club in the School.
- To appoint a Nodal Teacher in charge in the School 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.
- Organize these activities in coordination with the partner State/UT.
- 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:

- All Schools have to maintain a record of the activities conducted under 'Ek Bharat Shreshtha Bharat'.
- A monthly report in the format with at least two photos and 1 short video of each activity has to be submitted to the concerned Office by each School in the last week of every month.
- School 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 the enrichment of knowledge of partner states 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 a deep belief in unity in the diversity of the nation.

Calendar and List of Activities for School under Ek Bharat Shreshtha Bharat

SN	Activity	Suggested Month / Day	Organizeby	Learning Outcome- Skills/ Values to be Enhanced
1	Exposure of students to the alphabet, songs, proverbs, and unique words through 100 sentences in the languages of the State/UT of the paired State/UT	Every month during the academic year	School	<ul style="list-style-type: none"> • Linguistic Skills • National Integration • Spirit of Patriotism and Unity
2	Essay Competition among students related to the State/UT of the paired State/UT	Any time during the academic year (at least once a year)	School	<ul style="list-style-type: none"> • 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 State/UT	As per time table during the academic year	School	<ul style="list-style-type: none"> • Linguistic Skills • National Integration • Spirit of Patriotism and Unity
4	Drama/folk theatre/role play on culture, history, and tradition of the State/UT of the paired State/UT	Any time during the academic year (at least once a year)	School	<ul style="list-style-type: none"> • 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	Any time during the academic year	School	<ul style="list-style-type: none"> • Linguistic Skills • Information Literacy • Media Literacy • Sense of Affinity with the

	State/UT			paired State/UT
6	<p>‘Theme-based Display Board/Wall Magazine’ on the State/UT of the paired State/UT (Historical Monuments,Dressing Style, Painting, Dance, Music, folk art, Handicrafts, Alphabet and Basic Sentences, flora and fauna, wild-life, knowledge of plants used for traditional medicine climate, ecosystem, etc. of the State/UT of the paired State/UT)</p>	<p>Once a month activity throughout the academic year on a different theme</p>	School	<ul style="list-style-type: none"> • Linguistic Skills • Communication Skills • Creative Skills • Research Skills • Science and Environment Literacy • Sense of Affinity with the paired States/UT
7	<p>Pledge on Swachhata /single-use plastic/water saving/ National Unity in the language of the State/UT of the paired State/UT</p>	<p>At least twice every month during the morning assembly</p>	School	<ul style="list-style-type: none"> • Linguistic skills • Communication skills • Creativity skills • Environmental Literacy • Enhance social responsibility
8	<p>Talks by students and teachers on the State/UT of the paired State/UT 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</p>	<p>Two days every month during the Morning Assembly</p>	School	<ul style="list-style-type: none"> • Communication skills • Creativity skills • Research Skills • Sense of affinity with the paired State/UT

	State/UT			
9	Question Answer Session on the State/UT of the paired State/UT	At least once in the academic year	School	<ul style="list-style-type: none"> • Communication skills • Sense of affinity with the paired States/UTs
10	State/UT Day Celebration of the State/UT of the paired State/UT	Once a year on the State/UT Day of the paired State/UT	School	<ul style="list-style-type: none"> • 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 State/UT may be demonstrated through Fusion)	At least once a year	School	<ul style="list-style-type: none"> • Communication skills • Creative skills • Artistic skills • Spirit of patriotism and unity
12	Literary Fest (Quiz competition, Poetry recitation, Extempore, Speech, Debate, Translation of the popular regional script of the State/UT of the paired State/UT)	At least once a year	School	<ul style="list-style-type: none"> • 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 State/UT)	31st October each year (National Unity Day) for EBSB Utsav; Pledge and Project work throughout the year; Virtual meet/s whenever possible	School	<ul style="list-style-type: none"> • Sense of unity • Communication skills • Constitution literacy • Value of citizenship
14	Scrapbook on the State/UT of the paired State/UT by students	One Scrap Book per student per academic year	School	<ul style="list-style-type: none"> • Record Maintenance Skills • Communication Skills • Creativity Skills
15	'Ek Bharat Shreshtha Bharat' School Report	Annual	School	<ul style="list-style-type: none"> • 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 State/UT and in the language of the paired State/UT that reflects the culture of that State/UT	Any time during the academic year	School	<ul style="list-style-type: none"> • Knowledge of the 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 a diversity of culture in India	Any time during the academic year	School	<ul style="list-style-type: none"> • 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	School	<ul style="list-style-type: none"> • 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 State/UT	In accordance with the School timetable for sports/games periods	School	<ul style="list-style-type: none"> • Psychomotor skills • Knowledge of traditional sports/games
20	Learning the folk painting /art/craft of the State/UT of the paired State/UT	Classes as per timetable; exhibition at least once a year	School	<ul style="list-style-type: none"> • Creativity • Original thinking • Sensitivity towards the need to conserve the environment, water, etc.
21	Toy-making: Learning to make hand-made toys of the State/UT of the paired State/UT and preparing a class-wise collaborative report on it.	Any time during the year	School	<ul style="list-style-type: none"> • Communication skills • Critical thinking skills • Creativity skills • Sensitivity to environmental concerns • Understanding of the history and culture of the state

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

87.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 careers in Research. This Program is being implemented since 2009-10.

INSPIRE aims to identify, sustain and strengthen human capacity for the Research and Development base of the country. Inspired research achieved through 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 careers (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 transferred directly into the bank accounts of the students through Direct Benefit Transfer. The selected students in DLEPCs participate in 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 in the country whether Government, private, semi-private, aided, or 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 shortlisting of students for INSPIRE award MANAK and mentoring will be provided by the National Innovation Foundation (NIF), Ahmadabad, an autonomous organization of DST, based on the idea submitted by the student. The selection criteria will be based on the innovation, creativity and novelty of the project that a student proposes to undertake, as submitted in the synopsis. DST/NIF will make a conscious effort to represent girls and students belonging to SC/STs.

All Schools must participate in 'INSPIRE MANAK' by encouraging 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.

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88. PETROLEUM CONSERVATION RESEARCH ASSOCIATION (PCRA)

‘Conserve Fuel - Save Future

Petroleum Conservation Research Association (PCRA) is a registered society set up under the aegis of the 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 the 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 World environment day, World energy day, various festivals etc. The main objective behind this is to promote strategies and measures for accelerating the conservation of petroleum products leading to environment protection, energy security and sustainable development and to create awareness among the 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 & environmental protection, the organization aims at establishing associated institutions such as Schools/colleges and other educational institutions, 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. Schools need to register themselves online and step by step enroll the students for participating in various competitions. As members of this initiative, you will regularly receive Emails, Literature about 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 is "Where conservation fails pollution starts". PCRA also bundles events like quizzes, painting, drawings and slogan writing competitions for the students. A list of topics that can be covered is provided below:

- Energy Scenario and Energy Security
- Energy Conservation Act 2001 & Energy Conservation Building code
- Challenges to conservation for a developing country

- Bio – Fuels and alternate sources of energy
- Water and Waste Management

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 energy. All Schools must register with PCRA so that the talent of the school's students can be highlighted and our students' ideologies and creativity can be better reflected and ventilated to contribute to the movement of Petroleum and Energy Conservation in the Country.

89.PACE SETTING ACTIVITIES

One of the basic objectives of the School scheme has been to enable the School to play the role of a pace setting institution in the field of School education in the respective districts. The pace-setting activities aim 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 School 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 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 neighbouring Schools in the co-curricular activities of the School
- Competitions and exhibitions
- Programmes for the neighbouring 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 sessions and workshops on fine arts and performing art.

Community Services:

- Coaching rural children for School
- Organizing camps for immunization, health check-up, first aid training, pollution control, cleanliness drive & literacy campaign etc.
- Providing mobile library for rural learners

- Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet, disaster management, RTI and consumer laws, child labour and right to education.
- Organizing street plays for promotion of scientific spirit, conservation of nature and energy, water harvesting, tree plantation, family planning, education of the girl child, balanced diet, safe drinking water & pollution control as well as creating awareness on the evils of dowry system, untouchability, female feticide, alcohol and drug addiction, gambling, illiteracy and superstitions etc.
- Computer literacy programme
- Any other activity

Note: Such activities are to be planned once for each class and should be organized every month by the School.

90.ALUMNI: HIGHLY POTENTIAL RESOURCES OF THE SCHOOL

School alumni are not only icons of the success of the school, but they are also “Brand Ambassadors” of the school in larger society disseminating the vision, mission and value of the School. Active involvement of Alumni with the school can be a great resource for the School in many ways, especially in inspiring, counselling and mentoring the current students and supporting them in their journey after School.

To encourage the active involvement of Alumni and to keep them well connected with the school, the Alumni Meet should be regularly organized at the School level. To systematize the organisation of the Alumni Meet, the following methodology should be adopted:

Maintaining Record of Alumni:

In every school, the batch-wise record of all alumni is to be maintained which should include their contact details, current status, field of expertise, and special achievement, if any and make effort to register every alumnus in the school Alumni Portal.

The school should invariably maintain the batch-wise record of all passed-out students of Class XII. The Alumni of previous batches from the starting year of the school should be contacted and their record should be updated.

- An alumni Committee at the school level is to be constituted to maintain the record and to coordinate the organisation of Alumni Meet in the school. The constitution of the Alumni Committee is given below:
 - Vice Principal/ Senior Most Teacher – In-charge
 - Station Senior Teacher – Member
 - Two Students
 - LDC/UDC of the School – Member Secretary
- The Batch wise record should be maintained by the office of the school in soft copy as well as in hard copy.
- The school should regularly update the Alumni data in the record, especially after the Alumni Meet indicating the Department, designation, place of work and contact details of notable alumni.
- The school may also utilize the school-wise Directory of alumni registered on the alumni portal for connecting with the alumni and getting their details updated on the portal as well as in the School record.
- Schools should also maintain a separate record of Alumni of others holding important positions in the district.

Display of Profiles of Notable Alumni:

- A brief Profile along with photographs of the High Achiever Alumnus of the School should be displayed in the 'Hall of Fame' in the academic/administrative block to inspire the present generation of students. The profile of these notable alumni should be displayed on the website of the school as well. The school may publish the achievement of alumni as well as details of a selection of alumni in different competitive examinations in the annual magazine.

School Level Organisation of Alumni Meets: -

Schools should provide a platform for the alumni to reach out to their alma mater and get in touch with fellow alumni for the common purpose of supporting their school and making a collective contribution to society.

- Every school should conduct an Alumni Meet once a year on the first Sunday of December.
- The school should invite ex-students for the Alumni Meet being organized on a particular date (1st Sunday of December) by brief advertisement in the local newspaper as well as through social media / SMS/email etc.
- A Registration Desk for alumni attending the Meet may be arranged by the school for updating the record of alumni.
- The following programmes may be conducted during the Alumni Meet:
 - Welcome of alumni
 - Special talk by notable alumni and interaction with students.
 - Special lunch with all Staff members and students.
 - Friendly sports Matches/ Fun games.
 - A brief cultural programme may be organized in the School where ex-students may be invited to participate. However, the items of the cultural program should be strictly appropriate for a co-educational residential School.
 - The expenditure on refreshments, lunch, tea etc. should be met from the Mess budget of the School.
 - Identification of support by Alumni for the School and mentoring of current students.
 - Information may be updated in Alumni Records at School.
 - Address by officials
 - Lunch

The session with Notable Alumni in School:

- Schools should invite Notable Alumni including Alumni of other schools working in the district for special talks/enrichment/ career guidance sessions etc. They may also be invited to the Annual Day /Annual Sports Day of the School.

91.SCHOOL MAGAZINE

A School 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 school 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 school should prepare Annual Magazine to recognize both individual and school achievements as well as to circulate news, and articles, on matters of concern, and for pupils to appreciate one another's talents.

Every school should form an Editorial Board for preparing the School Magazine at the end of the academic year. The Editorial Board should consist of a Principal / Vice-Principal, an 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 the 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 with all the stakeholders for gathering information about the various events, competitions and activities with good-quality photographs on a continuous and regular basis. The data collected is to be compiled in proper order with due weightage to the events and topics.

Academics Achievements in board and non-board classes and Awards, Visits of dignitaries to School, Achievements in Co-Scholastic activities including games and sports, organization of Regional / National Meets, Sports teams and their remarkable achievements, participation of students in Regional and National Level competitions in various areas, School clubs, Swacch School, Teachers, Changes in School and joining of new teachers, School 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 School development.

Articles written by students and staff are to be incorporated into the Magazine. They may be asked to write opinion articles, letters to the editor, and editorials, presenting their creative ideas and experiences about School life, new experiences, social and emotional integration with School school's 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 drew 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 School Magazine. Articles in Hindi, English and Gujarati Language are to be included in the Magazine.

The Magazine about the school 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 School. A few coloured printed copies may be made available in the library as a reference for the staff and students. One such copy is to be given to the Chairman and other members of the School Management Committee separately so that they could get firsthand exposure to the achievement and activities of the school.

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

92.PREPARATION OF SCHOOL BROCHURE

It is presumed that every school must have a school Brochure that serves as the “School Profile”. The school brochure of a School 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, SMC, 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 over 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. The brochure may be released on occasions such as School Annual Day Celebrations/important Meets to make it available to parents and other guests and district-level officers to give them a glance at the School's objectives, vision, mission and highlighting achievements.

93.SCHOOL SIGN BOARD

Being residential schools, signboards at various strategic points specifying direction and location accuracy are of great significance in schools. At the main entrance of the school, the Name board is to be fixed distinctively and impressively containing all necessary details like: Name of the school, address of the organization, logo of the school, year of establishment etc. These details are to be given in all three languages: Gujarati, Hindi, and English 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 school. Directional Sign boards of the school are to be placed at various junctions leading to the venue of the school.

94.GENERAL GUIDELINE

The schools must adhere strictly to the above guidelines in letter and spirit. The facilities mentioned in the guidelines must be provided to all students by all schools. The students must not be charged any cost/fees/any amount in any form except the amount of Fee Voucher given to the admitted student by the Education Department as per the Government Resolution dated 31.07.2021 or any subsequent amendment thereof including Government Resolution dated 22.09.2023.

Gujarat Council of School Education (GCSE) - Samagra Shiksha