



F.NO. NESTS/EMRS/CAC/109/2021-22/2026

Dated 09-03-2026

**The Principals,
All EMRS.**

Subject: Implementation of Standardized Teachers' Diary, Students' Diary and Monitor Diary for Academic Year 2026-27-reg.

NESTS has developed standardized Teachers' Diary, Students' Diary, and Monitor Diary with the objective of ensuring uniformity in academic planning, classroom management, student monitoring, and systematic documentation across all EMRSs.

Fund requirement for Printing these diaries can be met from the Operational Expenditure component of the recurring grant of schools.

Further, the procurement of the aforesaid diaries shall mandatorily be undertaken through the Government e-Marketplace (GeM). The Purchase Advisory Sub-Committee (PASC) shall duly deliberate and record its recommendations.

In view of the above, principals shall ensure that the procurement process is completed well in advance so that adequate printed copies are available before the commencement of the Academic Year 2026-27. The diaries shall be distributed to all teachers, students and class monitors prior to the start of the session and shall be brought into use from the first working day of the academic year. Additionally, principals shall also ensure regular monitoring of their proper and effective usage and strict adherence to the prescribed standardized format.

The PDF file of these diaries are being sent along with this letter and printable file being attached along with the e-Mail.

This issues with the approval of the competent authority.

--sd--

(Vipin Kumar)
Joint Commissioner, NESTS

Encl.:

- 1. Teacher Diary**
- 2. Student Diary**
- 3. Monitor Diary**

Copy to :

1. The Nodal Officer, State/UT EMRS Societies, as per list for information please.



EKLAVYA MODEL RESIDENTIAL SCHOOL

एकलव्य आदर्श आवासीय विद्यालय

TEACHER DIARY

SESSION : 2026 - 2027

Name / नाम :

Designation / पदनाम :

Employee I.D / कर्मचारी आई.डी:

Subject / विषय :

Name of School / स्कूल का नाम :

School I.D/ स्कूल आई.डी:

TRIBAL TRANSFORMATION THROUGH EDUCATION
शिक्षा के माध्यम से जनजातीय उत्थान



MESSAGE

This Teacher's Diary has been specifically designed to support the professional practice and daily responsibilities. It serves as a comprehensive tool where teachers can document their daily lesson preparations, outline topics, and maintain detailed records of their teaching activities, methods, and student engagement strategies.

This diary enables teachers to track student attendance and performance systematically, facilitating better planning and reflection on the teaching approaches. Additionally, it provides dedicated sections for recording participation in professional development activities such as workshops, training programs, and school events that enhance skills.

Teachers can also document the administrative duties, committee responsibilities, and maintain records of important incidents, student achievements, and communications with parents, colleagues, and authorities. This organized documentation will strengthen accountability and improve coordination.

By using this diary consistently, teachers will develop stronger organizational skills, identify areas for improvement, and build a valuable record of professional growth. This practice will ultimately enhance teaching quality and contribute to better learning outcomes for tribal students.

NESTS

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹[SOVEREIGN, SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the **²[unity and integrity of the Nation];**

IN OUR CONSTITUENT ASSEMBLY this twenty –sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f.3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f.3.1.1977)

FUNDAMENTAL DUTIES

Fundamental Duties - It shall be the duty of every citizen of India

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- To develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the ages of six to fourteen years.

1. RESUME OF THE TEACHER

1. Name of the Teacher:
2. Designation:
3. Qualifications:
4. Employee Code:
5. Date of Birth:
6. Date of Joining EMRS:
7. Date of joining in present EMRS:
8. AADHAR No.:
9. PAN No:
10. Residential address (with phone No/Email id):
.....
.....
11. School e-mail ID:



ACADEMIC TARGETS

[illegible]

MY NOTABLE/REMARKABLE ACHIEVEMENTS

[illegible]

2. CODE OF CONDUCT

For Teachers

The profession of teaching is a vocation that demands high personal standards of ethics, responsibility, and accountability. A teacher must lead by example, as their conduct within the school environment significantly influences students. As responsible, educated adults, teachers are expected to adhere to the following norms:

EMRSs are co-educational residential schools where both staff and their families reside within the same premises as students. This unique setup calls for teachers and all staff members to exhibit exemplary conduct at all times, maintaining a professional, respectful, and disciplined environment suitable for communal living.

The provisions of the CCS (Conduct) Rules, 1964 shall apply *mutatis mutandis* to all employees of Eklavya Model Residential Schools (EMRSs). In addition, the following Conduct Guidelines shall be applicable to Principals, teachers, and all non-teaching staff. Violation of any of these provisions shall render an employee liable for action under the CCS (CCA) Rules, 1965.

1. All Staff shall uphold the dignity of the teaching profession at all times, act as a role model for students, maintain the highest standards of honesty, integrity, and ethical behavior, and refrain from any action that could bring disrepute to the school or the profession.
2. All Staff shall, by precept and example, instill in students a love for the motherland, respect for law and order, tolerance for all religions, and promote universal brotherhood.
3. No Staff shall be a member of any political party or carry on activities, either openly or covertly, in support of any such party. They shall not associate with any organization whose activities run counter to the aims and objectives of NESTS.
4. No Staff shall be a member of the State or Central Legislature. They must resign from service before contesting Elections.
5. Every Staff member shall take a stand against unhealthy and undesirable customs and practices in society and promote cooperation and social service among students.
6. Staff shall work in collaboration with others to improve the moral, mental, and physical well-being of pupils.
7. Every teacher shall treat all students impartially, be particularly sympathetic and helpful to slow bloomers, and regard each individual student as capable of unique development.
8. Every teacher shall commit to lifelong learning and plan their professional work systematically and diligently.
9. Every staff must exhibit temperance and sobriety in their habits and avoid smoking, chewing betel leaves, or engaging in any undesirable behaviour in the school premises.
10. Every staff must maintain exemplary moral character and avoid any inappropriate interaction with members of the opposite sex that could bring discredit to themselves or the institution.
11. Every staff shall promote the dignity and solidarity of their profession and advocate for freedom of thought, expression, and scientific temper.
12. EMRS staff shall not indulge in or encourage any form of malpractice related to examinations or school activities.
13. Confidential matters relating to the institution shall not be disclosed by any staff member.
14. No teacher shall undertake private tuition, employment, or any business engagement without prior approval.

15. All staff must present themselves in a clean, neat, and dignified manner, particularly while on residential school duty.
16. Punctuality and teamwork shall be maintained by all Staff in carrying out academic and administrative responsibilities.
17. All Staff shall abide by school rules, respect authority, and diligently carry out duties assigned by the principal or higher authorities.
18. EMRSS staff must avoid all monetary transactions with students or parents and refrain from exploiting their influence for personal gain.
19. No staff shall prepare, publish, or use textbooks, keys, or other educational material without prior approval from NESTS.
20. Staff shall not engage in canvassing or act as agents for any commercial enterprise.
21. All staff shall route applications for external assignments through proper channels and shall not apply directly.
22. Grievances must be submitted through proper channels without canvassing for external support.
23. School property and funds must be treated with care and diligence as though personally entrusted.
24. All Staff members shall not accept or permit their family members to accept gifts from students, parents, or others associated with their professional role, except as allowed under Rule 13 of CCS (Conduct) Rules, 1964.
25. No Staff member shall make public statements or publish documents adverse to the policies or actions of the Government without prior approval.
26. No Staff member shall solicit or collect contributions or donations without prior sanction from competent authority.
27. It shall be the duty of every teacher to:
 - Respect the National Flag and National Anthem;
 - Promote harmony and brotherhood transcending diversities;
 - Renounce practices derogatory to the dignity of women;
 - Develop scientific temper, humanism, and spirit of reform;
 - Safeguard public property and abjure violence;
 - Strive for excellence in all spheres of individual and collective endeavor.
28. All staff must report any arrest or conviction by a court of law to their immediate superior at the earliest possible time.
29. All staff shall at all times
 - Maintain absolute integrity,
 - Maintain devotion to duty;
 - Refrain from acts unbecoming of an employee of NESTS.
 - However, this does not prevent teachers from:
 - Appearing for examinations to improve qualifications;
 - Being members of literary, scientific, or professional organizations;
 - Making respectful representations for genuine grievances.
30. Teachers shall not see mobile phones in classrooms to ensure an undisturbed teaching-learning process.
31. Every staff must ensure the safety and security of students, especially during excursions, tours, NCC Camps, cultural & Sports Meets, etc.

32. A teacher is described as a role model, a guru from time immemorial and must maintain moral and ethical values and set an example to the children. He/ She must not demonstrate unethical activities towards the children. He should keep reasonable distance from the female students and female teachers and shall not indulge in unwelcome sexually determined behaviour like:
 - i. physical contact and advances
 - ii. demanding or requesting for sexual favor's
 - iii. passing on sexually coloured remarks
 - iv. showing any pornography and any other unwelcome physical, verbal or non-verbal conduct of sexual nature.
33. No teacher shall knowingly or willfully neglect duties or excuse themselves from scheduled classes without valid reasons.
34. Discrimination against any student based on caste, creed, religion, sex, economic status, disability, language, place of origin, or background is strictly prohibited.
35. Neglect in correcting students' classwork or homework is not permissible.
36. Leave must be sanctioned prior to absence. Absence without sanction or leaving the country without prior approval is strictly prohibited. Leave is not a right and may be denied based on exigencies of service.
37. Teachers shall maintain academic records including Class Attendance Registers, Plan Books, Daily Diaries, and Examination Registers. Responsibility for their upkeep lies solely with the teacher. Teachers must adapt their teaching to the individual needs of students.
38. Teachers must get their Plan Book signed fortnightly and Daily Diary signed weekly.
39. All EMRS staff must refrain from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment. Corporal punishment is strictly prohibited and will be viewed seriously.
40. All EMRS staff shall foster a relationship of trust with parents and guardians to support the holistic development of students. They must refrain from any action that may undermine the dignity of children or their parents/guardians and must actively promote respect for India's rich and diverse cultural heritage among students.

These Guidelines are binding on all Principals, teaching and non- teaching staff of EMRSs and is intended to uphold the values, integrity, and discipline essential to a model residential education system.

3. CHILDREN’S RIGHTS

Do You Know About the Rights of Children?

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. India has agreed to these rights.

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 4: The government has a responsibility to make sure their rights are protected. They must help their family to protect their rights and create an environment where they can grow and reach their potential.

Article 5: Children’s family has the responsibility to help them learn to exercise their rights, and to ensure that their rights are protected.

Article 6: Children have the right to be alive.

Article 7: Children have the right to a name, and this should be officially recognized by the government. Children have the right to a nationality (to belong to a country).

Article 8: Children have the right to an identity – an official record of who they are. No one should take this away from them.

Article 9: Children have the right to live with their parent(s), unless it is bad for them. Children have the right to live with a family who cares for them.

Article 10: If they live in a different country than their parents do, Children have the right to be together in the same place.

Article 11: Children have the right to be protected from kidnapping.

Article 12: Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 13: Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14: Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong, and what is best for them.

Article 15: Children have the right to choose their own friends and join or set up groups, as long as it isn’t harmful to others.

Article 16: Children have the right to privacy.

Article 17: Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information they need.

Article 18: Children have the right to be raised by their parent(s) if possible.

Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 20: Children have the right to special care and help if they cannot live with their parents.

Article 21: Children have the right to care and protection if they are adopted or in foster care.

Article 22: Children have the right to special protection and help if they are a refugee (if Children have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23: Children have the right to special education and care if Children have a disability, as well as all the rights in this Convention, so that they can live a full life.

Article 24: Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

Article 25: If they live in care or in other situations away from home, Children have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26: Children have the right to help from the government if they are poor or in need.

Article 27: Children have the right to food, clothing, a safe place to live and to have their basic needs met. They should not be disadvantaged so that they can't do many of the things other kids can do.

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29: Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30: Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Article 31: Children have the right to play and rest.

Article 32: Children have the right to protection from work that harms them, and is bad for their health and education. If they work, Children have the right to be safe and paid fairly.

Article 33: Children have the right to protection from harmful drugs and from the drug trade.

Article 34: Children have the right to be free from sexual abuse.

Article 35: No one is allowed to kidnap or sell them.

Article 36: Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37: No one is allowed to punish them in a cruel or harmful way.

Article 38: Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: Children have the right to help if they've been hurt, neglected or badly treated.

Article 40: Children have the right to legal help and fair treatment in the justice system that respects their rights.

Article 41: If the laws of the country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42: Children have the right to know their rights! Adults should know about these rights and help them learn about them, too.

4. FEATURES OF NEP 2020

National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows:-

- ❖ Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- ❖ Ensuring quality early childhood care and education for all children between 3-6 years;
- ❖ New Curricular and Pedagogical Structure (5+3+3+4);
- ❖ No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- ❖ Establishing National Mission on Foundational Literacy and Numeracy;
- ❖ Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- ❖ Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- ❖ Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- ❖ Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- ❖ A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- ❖ Robust and transparent processes for recruitment of teachers and merit-based performance;
- ❖ Ensuring availability of all resources through school complexes and clusters;
- ❖ Setting up of State School Standards Authority (SSSA);
- ❖ Exposure of vocational education in school and higher education system;
- ❖ Increasing GER in higher education to 50%;
- ❖ Holistic and Multidisciplinary Education with multiple entry/exit options;
- ❖ NTA to offer Common Entrance Exam for Admission to HEIs;
- ❖ Establishment of Academic Bank of Credit;
- ❖ Setting up of Multidisciplinary Education and Research Universities (MERUs);
- ❖ Setting up of National Research Foundation (NRF);
- ❖ 'Light but Tight' regulation;
- ❖ Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- ❖ Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
- ❖ Internationalization of Education
- ❖ Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

- ❖ Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education.
- ❖ Establishing a National Mission for Mentoring.
- ❖ Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- ❖ Achieving 100% youth and adult literacy.
- ❖ Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- ❖ All educational institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity.
- ❖ The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- ❖ Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Panch kosha:-

“Panch kosha” refers to the five layers or sheaths that encapsulate the human being according to Vedantic philosophy. These layers are:-

- ❖ Annamaya kosha: The physical sheath composed of food.
- ❖ Pranamaya kosha: The vital energy sheath.
- ❖ Manomaya kosha: The mental sheath.
- ❖ Vijnanamaya kosha: The intellectual sheath.
- ❖ Anandamaya kosha: The bliss sheath, representing the deepest layer of consciousness where one experiences pure joy and unity with the universe.

These layers are believed to envelope the true self or Atman, and the journey of spiritual growth involves transcending each layer to realize the ultimate reality.

Continuous Professional Development (CPD):-

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Career Management and Progression (CMP):-

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST.

Professional Standards for Teachers:-

A common guiding set of National Professional Standards for Teachers (NPST) was developed in 2022 by the National Council for Teacher Education in its restructured form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher educational institutions.

The standards covered expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for each stage. They also comprised standards for National Education Policy 2020 performance appraisal for each stage, which was carried out on a periodic basis. The NPST also informed the design of pre-service teacher education programmes.

5. EDUCATION WITH SOCIAL COMMITMENT

Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.

1. Eliminate Poverty
2. Erase Hunger
3. Establish Good Health and Well-Being
4. Provide Quality Education
5. Enforce Gender Equality
6. Improve Clean Water and Sanitation
7. Grow Affordable and Clean Energy
8. Create Decent Work and Economic Growth
9. Increase Industry, Innovation, and Infrastructure
10. Reduce Inequality
11. Mobilize Sustainable Cities and Communities
12. Influence Responsible Consumption and Production
13. Organize Climate Action
14. Develop Life Below Water
15. Advance Life on Land
16. Guarantee Peace, Justice, and Strong Institutions
17. Build Partnerships for the Goals

Mission LiFE

An India-led global mass movement to nudge individual and community action to protect and preserve the environment. Life is a public movement to mobilize individuals to become 'Pro-Planet People'.

Mission LiFE can become a mass movement of Environmentally Conscious Lifestyle. What is needed today is Mindful and Deliberate Utilization, instead of Mindless and Destructive Consumption.

Mission Lifestyle for Environment recognizes that Indian culture and living traditions are inherently sustainable. The importance of conserving our precious natural resources and living in harmony with nature are emphasized in our ancient scriptures. The need of the hour is to tap into that ancient wisdom and spread the message to as many people as possible. Mission LiFE seeks to channel the efforts of individuals and communities into a global mass movement of positive behavioural change.

Life Themes

- Save Energy
- Say No to Single Use Plastic
- Reduce Waste and Adopt Healthy Lifestyles
- Save Water
- Adopt Sustainable Food systems
- Reduce E-waste

Change in Demand (Phase I):

Nudging individuals across the world to practice simple yet effective environment-friendly actions in their daily lives

Change in Supply (Phase II):

Changes in large-scale individual demand are expected to gradually nudge industries and markets to respond and tailor supply and procurement as per the revised demands

Change in Policy (Phase III):

By influencing the demand and supply dynamics of India and the world, the long-term vision of Mission LiFE is to trigger shifts in large-scale industrial and government policies that can support both sustainable consumption and production.

6. READY RECKONER FOR TEACHERS

A. Important/Useful Phone Numbers/Website Links

Topic	Phone No.	Website
National Emergency Number	112	
Disaster Management	109	
Childline	1098	https://www.childlineindia.org
NCPCR Samvedana	18001212830	https://ncpcr.gov.in
Manodarpan	8448440632	https://manodarpan.education.gov.in
Cyber crime reporting	1930	https://cybercrime.gov.in https://www.cert-in.org.in
Women Helpline	1091 7827-170-170	https://www.ncwwomenhelpline.in
Ministry of Woman and Child Development	011-23381611	https://wcd.nic.in

B. Online Resources

S.No.	Source	Website Details
1.	CBSE	https://www.cbse.gov.in
2.	NCERT	https://ncert.nic.in
3.	Ministry of Education	https://www.education.gov.in
4.	DIKSHA	https://diksha.gov.in
5.	NISHTHA	https://itpd.ncert.gov.in
6.	e-Pathshala	https://epathshala.nic.in
7.	Swayam	https://swayam.gov.in
8.	Swayamprabha	https://swayamprabha.gov.in
9.	PM eVidya	https://pmevidya.education.gov.in
10.	Digitally Accessible Information System (DAISY)	https://www.dinf.ne.jp
11.	Barkha: A Reading Series for 'All'	https://eklavyapitara.in/
12.	HANDBOOK On Sexual Harassment of Women at Workplace	https://wcd.nic.in/sites/default/files/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf
13.	POCSO Act	https://wcd.nic.in/sites/default/files/POCSO%20Act%202012.pdf
14.	NIPUN Bharat Mission	https://nipunbharat.education.gov.in

7. RESPONSIBILITIES

[illegible]

7. RESPONSIBILITIES

[illegible]

8. TIME TABLE

8.a. CLASS TIME TABLE

Day	1 st period	2 nd period	Break			3 rd period	4 th period	5 th period	Break			6 th period	7 th period	8 th period
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Saturday														

8.b. TEACHERS TIME TABLE

Day	1 st period	2 nd period	Break			3 rd period	4 th period	5 th period	Break			6 th period	7 th period	8 th period
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Saturday														

9. SPLIT-UP SYLLABUS

[illegible]

Principal/Vice Principal/HM's Signature

9. SPLIT-UP SYLLABUS

[illegible]

Principal/Vice Principal/HM's Signature

9. SPLIT-UP SYLLABUS

[illegible]

Principal/Vice Principal/HM's Signature

9. SPLIT-UP SYLLABUS

[illegible]

Principal/Vice Principal/HM's Signature

9. SPLIT-UP SYLLABUS

[illegible]

Principal/Vice Principal/HM's Signature

10. STUDENTS' PROFILE

(for Class Teacher only)

[illegible]

10. STUDENTS' PROFILE

(for Class Teacher only)

[illegible]

11. LIST OF STUDENTS REQUIRING SPECIAL REMEDIAL ASSISTANCE AND MEASURES PLANNED TO IMPROVE THE STUDENT'S PERFORMANCE

Name of Student	Class	Subject	Focus Area	Measures Planned	Remarks

11. LIST OF STUDENTS REQUIRING SPECIAL REMEDIAL ASSISTANCE AND MEASURES PLANNED TO IMPROVE THE STUDENT'S PERFORMANCE

Name of Student	Class	Subject	Focus Area	Measures Planned	Remarks

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11. LIST OF STUDENTS REQUIRING SPECIAL REMEDIAL ASSISTANCE AND MEASURES PLANNED TO IMPROVE THE STUDENT'S PERFORMANCE

Name of Student	Class	Subject	Focus Area	Measures Planned	Remarks

11. LIST OF STUDENTS REQUIRING SPECIAL REMEDIAL ASSISTANCE AND MEASURES PLANNED TO IMPROVE THE STUDENT'S PERFORMANCE

Name of Student	Class	Subject	Focus Area	Measures Planned	Remarks

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Name of Student	Class	Subject	Focus Area	Measures Planned	Remarks

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.A. RECORD OF REMEDIAL CLASSES TAKEN

[illegible]

11.B. LATE BLOOMERS' RECORD OF PROGRESS

[illegible]

11.B. LATE BLOOMERS' RECORD OF PROGRESS

[illegible]

11.B. LATE BLOOMERS' RECORD OF PROGRESS

[illegible]

11.B. LATE BLOOMERS' RECORD OF PROGRESS

[illegible]

12. LIST OF GIFTED CHILDREN AND STEPS TAKEN FOR FURTHER IMPROVEMENT

[illegible]

12. LIST OF GIFTED CHILDREN AND STEPS TAKEN FOR FURTHER IMPROVEMENT

[illegible]

12. LIST OF GIFTED CHILDREN AND STEPS TAKEN FOR FURTHER IMPROVEMENT

[illegible]

12. LIST OF GIFTED CHILDREN AND STEPS TAKEN FOR FURTHER IMPROVEMENT

[illegible]

13. RECORD OF THE SUBJECT COMMITTEE MEETINGS

[illegible]

13. RECORD OF THE SUBJECT COMMITTEE MEETINGS

[illegible]

13. RECORD OF THE SUBJECT COMMITTEE MEETINGS

[illegible]

13. RECORD OF THE SUBJECT COMMITTEE MEETINGS

[illegible]

14. FOLLOW UP OF OBSERVATIONS/SUGGESTIONS GIVEN BY SUPERVISING AUTHORITIES AFTER CLASS ROOM OBSERVATION

[illegible]

14. FOLLOW UP OF OBSERVATIONS/SUGGESTIONS GIVEN BY SUPERVISING AUTHORITIES AFTER CLASS ROOM OBSERVATION

[illegible]

14. FOLLOW UP OF OBSERVATIONS/SUGGESTIONS GIVEN BY SUPERVISING AUTHORITIES AFTER CLASS ROOM OBSERVATION

[illegible]

14. FOLLOW UP OF OBSERVATIONS/SUGGESTIONS GIVEN BY SUPERVISING AUTHORITIES AFTER CLASS ROOM OBSERVATION

[illegible]

14. FOLLOW UP OF OBSERVATIONS/SUGGESTIONS GIVEN BY SUPERVISING AUTHORITIES AFTER CLASS ROOM OBSERVATION

[illegible]

16. TEACHER'S OBSERVATION NOTES ON STUDENTS

(Discipline, Leadership Quality etc.)

Name of Student	Class	Date & Place	Noted Observation	Suggestions/ guidance by the Teacher

16. TEACHER'S OBSERVATION NOTES ON STUDENTS

(Discipline, Leadership Quality etc.)

Name of Student	Class	Date & Place	Noted Observation	Suggestions/ guidance by the Teacher

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Name of Student	Class	Date & Place	Noted Observation	Suggestions/ guidance by the Teacher

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(Discipline, Leadership Quality etc.)

Name of Student	Class	Date & Place	Noted Observation	Suggestions/ guidance by the Teacher

16. TEACHER'S OBSERVATION NOTES ON STUDENTS

(Discipline, Leadership Quality etc.)

Name of Student	Class	Date & Place	Noted Observation	Suggestions/ guidance by the Teacher

17. LIST OF SUGGESTED READING MATERIALS FOR STUDENTS

[illegible]

17. LIST OF SUGGESTED READING MATERIALS FOR STUDENTS

[illegible]

18. LIST OF E-CONTENT PREPARED/UPLOADED/ SHARED BY THE TEACHER

[illegible]

18. LIST OF E-CONTENT PREPARED/UPLOADED/ SHARED BY THE TEACHER

19. DETAILS OF WORK DONE AS HOUSE MASTER/MISTRESS

[illegible]

19. DETAILS OF WORK DONE AS HOUSE MASTER/MISTRESS

19. DETAILS OF WORK DONE AS HOUSE MASTER/MISTRESS

19. DETAILS OF WORK DONE AS HOUSE MASTER/MISTRESS

19. DETAILS OF WORK DONE AS HOUSE MASTER/MISTRESS

20. FORTNIGHTLY LESSON PLAN

(1st day of and 16th day of every Month)

PART A: General Facts

Date:	Class:	Name of Unit/Lesson/Topic:	No of periods required:
	Subject:		

PART B: PLAN

Curricular Goals	Competencies	Content/ Gist	Learning Outcomes (Lesson Specific)	Pedagogical Strategies (including group activities/experiments/hands on learning)	Integration (intra/inter/multi/trans disciplinary including SIL/AIL)	Assessment Strategies (Assessment as/of/ for Learning)	Resources	Infusion of 21 st Century Skills/ Vocational skills	Real life Applications

PART C: Inclusive Practices

PART D: Planning for remedial teaching

Part E: Reflective practices (Self-assessment by the teacher after execution of lesson plan):

- Were all students engaged in all activities?
- Were the questions posed to test students' understanding appropriate?
- Was I able to move through the various stages successfully?
- Was I able to keep time?
- How satisfactory has been the implementation of the plan?
- Do I need any modifications in the plan?

Signature of Teacher

Signature of Principal

(1st day of and 16th day of every Month)

PART A: General Facts

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21. DETAILS OF MULTI-DISCIPLINARY PROJECTS ASSIGNED

[illegible]

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[illegible]

22 RECORDS OF BRIDGE COURSE TOPIC FOR NEW ENTRANTS

[illegible]

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[illegible]

23. RECORD OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME ATTENDED

[illegible]

23. RECORD OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME ATTENDED

[illegible]

24. RECORD OF PARENT-TEACHER MEETINGS

[illegible]

24. RECORD OF PARENT-TEACHER MEETINGS

[illegible]

25. RECORD OF LEAVE

[illegible]

26. NOTES

[illegible]

26. NOTES

[illegible]

26. NOTES

[illegible]

26. NOTES

[illegible]

27. EMRS ACTIVITIES CALENDER

[illegible]

27. EMRS ACTIVITIES CALENDER

[illegible]

27. EMRS ACTIVITIES CALENDER

[illegible]

27. EMRS ACTIVITIES CALENDER

[illegible]

DOs & DON'Ts

✓ DOs

Daily Preparation

- Teachers should prepare and plan their lessons in advance, outlining the topics to be covered each day and organizing the activities to be conducted in the class.

Daily Recording

- Record daily teaching activities: lesson topics, methods, and student engagement.
- Include date, class, subject, and period for each entry.

Student Attendance & Performance

- Note attendance and punctuality of students.
- Record students' participation, achievements, and progress.

Planning & Reflection

- Include lesson plans, homework assignments, and evaluation notes.
- Reflect on what worked well and what needs improvement.

Professional Activities

- Record participation in workshops, training programs, and school events.
- Note administrative duties and committee responsibilities handled.

Clarity & Accuracy

- Write neatly, legibly, and in chronological order.
- Use factual and professional language.

Reporting & Communication

- Mention important communications with parents, colleagues, or authorities.
- Report incidents, achievements, or student welfare concerns promptly.

× DON'Ts

Avoid Omissions

- Do not leave blank entries or skip days.
- Do not miss recording significant incidents or achievements.

Avoid Informality

- Do not use casual language, slang, or personal opinions about students.
- Do not write incomplete or unclear sentences.

Avoid Personal Bias

- Do not include personal grievances or negative comments about colleagues or students.
- Do not exaggerate achievements or incidents.

Avoid Confidential Breach

- Do not disclose sensitive student or staff information to unauthorized persons.
- Do not share diary content outside official purposes.

Avoid Disorganization

- Do not mix up dates, subjects, or classes.
- Do not scribble or overwrite maintain a neat and organized format.



“A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them.”

- **Mahatma Gandhi**

ACADEMIC CALENDAR 2026-27

April 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



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