

Empowering Education: Transforming Lives through Holistic Approach and Student- Centric Focus, Narayan Bagar, 2023

Report

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J.P. Dabral Sir's Perspective: Bridging the Educational Divide in backwards areas of Uttarakhand.

J. P. Dabral, an education visionary, has organized a remarkable educational program in Narayan Bagar, Uttarakhand. This program, initiated in 2017, has since expanded to include Dugudda, Paukhal, and Jawahar Navodaya Vidyalaya Khaira Sain, all located in the Pauri Garhwal district. The primary objective of the program is to elevate the quality of education, increase exposure to competitive exams, and empower students for successful careers.



Impressive Success Stories:

The program's impact has been transformative, with numerous success stories that highlight the positive outcomes achieved. Students who participated in the program have achieved remarkable milestones, including selections in esteemed institutions such as NDA, Govind Ballabh Pant University (CS), NIT Srinagar (Mechanical Engineering), and BSc Nursing programs. These achievements demonstrate the effectiveness of the program in preparing students for competitive exams and securing admissions to renowned educational institutions.

Heightened Educational Standards:

Through J. P. Dabral Sir's program, the educational landscape in Pauri Garhwal district has witnessed significant improvements. The program's comprehensive approach has increased the exposure of students to competitive exams, enabling them to develop essential skills for success. Additionally, the program has contributed to an overall elevation in the quality of education, empowering students with enhanced knowledge, critical thinking abilities, and a strong academic foundation. This has positively impacted the education standards, fostering a culture of excellence and preparing students for a bright future.

1. Introduction

1.1 Project Overview

Our teaching project aims to support a group of at least 200 students in achieving outstanding results in the JEE Advanced, NEET exams and various other competitive exams. We strive to guide and equip 20 to 30 students to excel in these highly competitive exams. Through a carefully designed curriculum, personalized attention, and intensive coaching, we aim to enhance students' subject knowledge, problem-solving skills, and study habits. By focusing on individualized learning plans and providing exams every Sunday, we aim to foster confidence and readiness for success. Our project seeks to make a significant impact on students' academic and professional futures while inspiring a culture of achievement within the academic community.

1.2 Objectives and Goals

The objective of our teaching project is to empower students from rural backgrounds, who lack access to quality education in government schools, to excel in life and become well-rounded individuals. Our goals are to provide them with the necessary knowledge, skills, and opportunities to succeed academically and personally, enabling them to overcome barriers and achieve their full potential.

1.3 Project Timeline

Our teaching project has a duration of 2 months from 15 May to 15 July, divided into four slots of 15 days each. Each slot is led by a group of 10 to 15 volunteers from IIT Delhi.

2. Project Implementation

2.1 Project Design and Structure

The educational program in Narayan Bagar is designed with a well-structured project design that emphasizes comprehensive learning and student engagement. This report focuses on the project's design and structure, highlighting the daily schedule, tutorial classes, doubt-solving sessions, and the incorporation of practice questions during the afternoon tutorials.

The program follows a carefully planned daily schedule to optimize learning outcomes for students. The schedule is divided into different segments, providing a balanced approach to academic instruction and practice. Let's explore the structure in detail:

Morning Session: The program commences at 8 am and includes three classes, with each class lasting for two hours. These morning classes are dedicated to core subjects and cover a wide range of topics. The extended duration of each class allows ample time for in-depth exploration of concepts and encourages interactive discussions among teachers and students.

Lunch Break: Following the morning session, a 45-minute lunch break is provided to students, offering them a well-deserved break and an opportunity to rejuvenate. This break is essential in fostering a positive and healthy learning environment, enabling students to refresh their minds and prepare for the subsequent sessions.

Counselling Sessions: After the lunch break a 30 min session of counselling is delivered to the students of all classes in which they were made aware of all the plethora of career opportunities available in different streams. Right from various engineering exams, law, design, film, and television to journalism and mass communication. Annexure A gives the complete details about the counselling sessions conducted.

Afternoon Tutorials: After the counseling session, the program resumes with three tutorial classes, each spanning one hour. The afternoon tutorials are designed to reinforce the topics covered in the morning session. These tutorial classes provide students with additional support and allow them to delve deeper into the subject matter. During these sessions, students are given 10 to 20 practice questions to solve, which aid in the application and consolidation of their knowledge.

Self-Study Session: Once the students have attended the classes and tutorials, they are given time to soak in what they learnt through the day and get their doubts ready for the doubt-solving classes from 5:50 to 7:00 in the evening.

Doubt-Solving Classes: In addition to the structured classes and tutorials, the educational program in Narayan Bagar includes doubt-solving classes from 8 pm to 10 pm. These evening sessions are dedicated to addressing individual student queries and providing personalized support. The doubt-solving classes ensure that students have access to guidance and clarification even outside of regular class hours.

2.2 Curriculum Development

Class 9th and 10th: For students in classes 9th and 10th, the curriculum focuses on four core subjects: physics, chemistry, mathematics, and biology. These subjects are fundamental to understanding the scientific and mathematical principles that form the basis of higher education and career paths in science and related fields. The curriculum emphasizes conceptual understanding, problem-solving skills, and practical application of knowledge.

Class 11th and 12th: In classes 11th and 12th, the curriculum narrows down to three subjects: physics, chemistry, and mathematics/biology. Students can choose either mathematics or biology based on their interests and career aspirations. The curriculum at this level delves deeper into the subjects, covering advanced topics and concepts. It aims to provide students with a strong foundation in these disciplines to prepare them for higher education or professional endeavors in science, engineering, medicine, or related fields.

Class 9th

Subject	Content taught
Physics	Basic Laws and Fundamentals of Physics, Motion, Force, Momentum, Gravitation, Newton's Laws of Motion, Work, Energy, and Power, Kinematics, Vector Algebra, Current and Electricity, Sound
Chemistry	Matter in our surroundings, Matter around us pure, Atom and molecule, Structure of Atom
Mathematics	Real Number, Polynomial, coordinate geometry, Heron's formula, Triangles, Linear Equation in 2 variables, Lines and Angles, Surface area and volume, Heron's formula, Polynomial, Quadrilaterals
Biology	The fundamental unit of life, Osmosis, Diffusion, Air Pollution, Greenhouse effect, Water Pollution, Diversity in living organisms (introduction), Improvement in food resources, Tissue
English	Basic speaking practice e.g.- Introduction, Aim, Hobbies. Tense, Speaking and Writing practice on various topics, Debate

Class 10th

Subject	Content taught
Physics	Electricity, Optics (Problems done), Magnetism, Magnetic Effects of Electric Current, Human Eye and the Colorful World
Chemistry	Chemical reaction and equations, Acids, bases and salts, Metals and Non-Metals, Carbon and its compounds done up to homologues series based on NCERT headings. Periodic Table and Classification of elements, Some extra exemplar questions and practice
Mathematics	Arithmetic Progression, Quadratic Equation, Introduction and Application of trigonometry, Triangles, started complex number, Surface Area and Volume, Statistics, Co-ordinate geometry. Area related to a circle, Polynomial, Probability, Logical Reasoning
Biology	Life Processes, Heredity and Evolution, Control and Coordination in Plants and animals, Life Processes
English	Basic speaking practice e.g.- Introduction, Aim, Hobbies. Tense Speaking and Writing practice on various topics, Debate

Class 11th

Subject	Content taught
Physics	Free fall, Vectors, Projectile, Friction, Work Energy Power, Center of Mass, Rotational Dynamics, Collision, Rigid Body Dynamics, Fluid Mechanics Conservation of Energy and Momentum, SHM, Kinetic Theory of Gases, Introduction to Thermodynamics
Chemistry	Structure of atom, Some basic concepts of chemistry including, Mole concept, Molarity, Molality, Mole fraction, Empirical formula, Molecular formula, Significant figures, and rounding off, Stoichiometry, Chemical Bonding (till Valence Bond Theory), Thermodynamics, IUPAC, Redox Reactions, Chemical Bonding.

Mathematics	Sets, Trigonometry, Limits and Continuity, Complex Number, Relation and Functions, Binomial Theorem, Principle of Mathematical Induction, Linear Equations and Plotting
Biology	Basic of cell, Nomenclature and Taxonomy, Cell structure and function, cell cycle basics, biological classification, Breathing and exchange of gases, Digestion and absorption (half), Biomolecules, Living Kingdom
English	Functional grammar (Tenses, Subject-verb agreement, Preposition, voices), comprehension, essay-writing, debate, Spoken English (Introduced in 2 nd slot) Speaking and Writing practice on various topics, Debate, Direct Indirect Speech

Class 12th

Subject	Content taught
Physics	Electrostatics, vectors, trigonometry, Basic mathematics and calculating limit, Brief introduction to dimensional analysis, Electric Current, Wave optics and Ray optics, Capacitors
Chemistry	Solutions, Surface chemistry done based on Jee and board syllabus, s-block, p-block up to Group 15, Redox Reactions, Chemical Bonding up to Hybridization
Mathematics	Matrix, Determinants and Limits, Inverse Trigonometry, Basics of Trigonometry, Logarithm, Modulus, Inequality, LCD, Differentiation, Application of Derivatives except Monotonicity and LMVT, Integration, Vedic Maths
Biology	Sexual reproduction in flowering plants, Human health and disease, Heredity, Evolution and Variation, Genetic diseases, protein synthesis through DNA, Evolution, Biomolecules, Microbes in human welfare, Reproductive Health, Biotechnology-Principles and Processes, Biotechnology and its uses
English	Functional grammar (tenses, subject-verb agreement, preposition, voices), comprehension, essay-writing, debate, spoken English. (Introduced in 2 nd slot) Speaking and Writing practice on various topics, Debate, Direct Indirect Speech

2.3 Teaching Methods and Strategies

Student-centric teaching methods and strategies (like translating topics in Hindi), including personalized attention and individualized learning plans, are employed to cater to students' unique learning needs. Interactive lectures, engaging sessions, practice exercises, and regular assessments are utilized to reinforce conceptual understanding and develop effective study habits, time management skills, and exam strategies.

2.4 Classroom Environment and Management

The classroom environment is thoughtfully designed to foster inclusivity, support, and active student participation. Well-structured classroom management strategies ensure a disciplined and focused learning environment, while regular attendance and tutorial classes provide additional

guidance and support to facilitate students' learning progress and success. Any in-disciplinary activity is not entertained at all, as it is essential to maintain a respectful and conducive atmosphere that promotes effective teaching and learning. The educational program in Narayan Bagar emphasizes the importance of discipline, responsibility, and mutual respect among students and faculty, creating a positive and safe educational environment for all.

3. Student Engagement and Progress

3.1 Student Selection Process

To select students for our program, we conducted two tests on two consecutive Sundays during our slot. Students **who scored less than half of the class average** were not eligible to continue in the program. This was however further modified as the summer camp progressed. However, they were encouraged to return the following year with complete preparation.

3.2 Exam Pattern and Result Declaration

1. Exam Pattern for Classes 9th and 10th:

The examination pattern for classes 9th and 10th is designed to assess students' knowledge and skills in physics, chemistry, mathematics, and biology. The question paper consists of 240 marks, with 60 questions in total. Each subject carries 60 marks, divided equally among physics, chemistry, mathematics, and biology. The questions are carefully categorized to challenge students at different difficulty levels. In each subject, there are 15 questions, including 5 easy, 5 medium, and 5 difficult questions. This balanced approach ensures a comprehensive evaluation of students' understanding and proficiency in these subjects.

2. Exam Pattern for Classes 11th and 12th:

For classes 11th and 12th, the examination pattern remains similar, with some variations to accommodate the advanced curriculum. The question paper also carries a total of 240 marks, distributed evenly among physics, chemistry, and either mathematics or biology. Each subject is assigned 80 marks. In these higher classes, the question paper contains 20 questions per subject, including 6 easy, 7 medium, and 7 difficult questions. This pattern allows for a more in-depth assessment of students' conceptual understanding and analytical skills in their chosen subjects.

3. Result Declaration Process:

The examination is conducted on Sundays from 9 AM to 12 noon, providing students with a dedicated time frame to demonstrate their knowledge and skills. Following the examination, there are no classes for the remainder of the day. Teachers then diligently evaluate the answer sheets, ensuring a fair and accurate assessment of student performance. The result declaration takes place on the very next day, Monday, allowing students to promptly receive their scores and feedback. This efficient result declaration process enables students to reflect on their performance, identify areas of improvement, and engage in constructive discussions with teachers to enhance their learning journey.

Overall, the exam pattern for classes 9th, 10th, 11th, and 12th emphasizes a balanced assessment approach with varying difficulty levels. The prompt result declaration further supports student

engagement by providing timely feedback and enabling effective communication between students and teachers for continuous improvement.

3.3 Initial Assessment and Baseline Data

For our program, we opted for a one-week study period without conducting an initial assessment. Following this period, an initial assessment test was administered on Sunday to gauge the baseline data of the students' academic abilities.

We have received over 180+ registrations, following are the names of the students.

Class 9th

S.No.	Name	Phone No.	Father's Name	Phone No.	School	Principal's Name	Phone No.
1	Neeraj Singh		Mahendra Singh	7302561562	Rishikul KE penty	Udai singh	9012527176
2	Abhishek Kumar		Gajpal lal	7088528665	GHSS Sankot	Harish lal	8941869789
3	Chandani		Dulap Singh	9690173811	GHSS Sankot	Harish lal	8941869789
4	Raunak		Sanjay singh	8449791479	GIS	Virendra Singh	8126222594
5	Aman Ravat		Prem singh	7060828019	GIS	Virendra Singh	8126222594
6	Prem		Manbar Singh	7060035499	GIS	Virendra Singh	8126222594
7	Rohit		Laxman singh	8979867679	GIS	Virendra Singh	8126222594
8	Arpit Singh		Dikpal singh	817560883	GIC	Virendra Singh	8126222594
9	Himanshu Bisht	7536818147	Rakesh singh		GIC	Virendra Singh	8126222594
10	Sahil Negi	7455019426	Mahaveer singh	7455019426	GIC Bhagwati	Bharat Prasad Gawd	
11	Ekta		PUshkar	8923212267	GIC AshedSimli	MS Negi	
12	Lakshmi		Jagdeesh	9389311909	GIC AshedSimli	MS Negi	
13	Amisha		Ispav	8755074637	GIC AshedSimli	MS Negi	
14	Ishant Bharti		Dinesh bharti	8126594326	GIC AshedSimli	MS Negi	
15	Arun kumar		Gajpal lal	7417266327	GIC AshedSimli	MS Negi	
16	ohit kumar		Dheendra Kumar	6283676890	GIC AshedSimli	MS Negi	
17	Sumit		Pushkar singh	7310610407	GIC AshedSimli	MS Negi	
18	Arman		Bhagrat	8057907297	GIC AshedSimli	MS Negi	
19	Laxman		Kanchan Singh	9119702296	GHSS	DC Maletha	8650532582
20	Satyam		Sri Rajulal	8439051754	GHSS	DC Maletha	8650532582
21	Aditya		Sri sanjay singh		GHSS	DC Maletha	8650532582
22	DHruvi		Sri sohan singh	9557659426	GHSS	DC Maletha	8650532582
23	Amrita		Sri virendra singh	745209828	GHSS	DC Maletha	8650532582
24	Komal		Surendra singh	9720613833	GHSS	DC Maletha	8650532582
25	Aditi		Kanchan Singh	9119702296	GHSS	DC Maletha	8650532582

26	Bhavna		Sohan lal	9068531701	GHSS	DC Maletha	8650532582
27	Neeraj Singh		Harendra singh	8851656411	GHSS Jhinjhan	Mahipal Bhandari	4849330372
28	Neharika		Rakesh Sati	9634035037	GGIC		
29	Ishika		Manoj	7668509642	RUMV Nalgaon	Vikash	8006202708
30	Sumit Kumar		Khushal Tamte	7895432896	Uttaranchal Vidyalaya	Rajendra singh	8126471251
31	Mahima		Divendra singh	9193002350	GGIC NB		
32	Akansha		Prakash Bisht	817138671	GGIC NB		
33	Gunjan		Dikpal singh		GGIC		
34	Harshita		Harpal Ravat	9557521603	GGIC		
35	Anjali		Jitendra shah	8755500522	GGIC		

Class 10th

S.No.	Name	Phone No.	Father's Name	Phone No.	School	Principal's Name	Phone No.
1	Sachin	8979216885	Ranjeet Singh	9520715479	Rishikul KE Panty	Uday Singh	9012527176
2	Arjun Kumar	9756703391	Basant Lal	8057489401	Kimoli Janta High School	Bimla Joshi	7351710942
3	Kumari Laxmi		Shravan Kumar	8979938467	Shaheed Memorial	Bimla Devi	
4	Anisha Negi		Jaiveer Singh Negi	9389694833	Uttar High School	J. P Sati	
5	Sita Negi		Tanveer Singh	7536879607	SGRMHS	Bimal Joshi	7351710942
6	Deepak Kumar		Jagdish Ram	8076159011	SGRMHS	Bimal Joshi	7351710942
7	Naveen Singh		Gabbar Singh	7037730088	Janta High School	Bimla Joshi	7351710942
8	Varsha	9557037187	Ambika Ram	9729387510	Nilari	Ramesh Chandra	8126275972
9	Babli		Virendra Singh	9045162576	Sankot Govt. School	Harish Lal	8941869789
10	Himanshu Singh		Pushkar Singh	9958721508	Sankot Govt. School	Harish Lal	8941869789
11	Hritik		Surendra Singh	7248362955	Sankot Govt. School	Harish Lal	8941869789
12	Narendra		Munish	7819835572	Sankot Govt. School	Harish Lal	8941869789
13	Gaurav Singh		Chandra Singh	9756745319	Sankot Govt. School	Harish Lal	8941869789

14	Vivek Singh		Ravindra Singh	8447817515	GIC, NB	Virendra Singh Negi	8126222594
15	Gaurav		Mahindra Singh	7033797474	GIC, NB	Virendra Singh Negi	8126222594
16	Himanshu Negi	8923108384	Dalbir Singh	9012523382	GIC, NB	Virendra Singh Negi	8126222594
17	Sandesh Negi	7078349515	Manbhar Singh	9560679915	GIC, NB	Virendra Singh Negi	8126222594
18	Shyam Raj		Sudarshan Kumar	8979241516	GIC, NB	Virendra Singh Negi	8126222594
19	Amit Bisht	7536818147	Rakesh Singh	8954766731	GIC, NB	Virendra Singh Negi	8126222594
20	Vineeta		Virendra Singh	8476962424	Thanoli	Hari Lal	9639050804
21	Divyanshu	9639335811	Prem Singh	9639335811	Rishikul KE Panty	Uday Singh	9012527176
22	Vivek Bisht		Virendra Singh	8476962424	GHSS kimoli	Hari Lal	9639050804
23	Naval Kishore		Ravindra Singh	7817826129	GHSS saingkhai	J. P Sati	
24	Varsha		Anil	7466007884	GIC AsedSimli	MS Negi	
25	Nisha		Jagdeesh Prasad	8865961865	GIC AsedSimli	MS Negi	
26	Divyanshu		Dheerendra	7017947195	GIC AsedSimli	MS Negi	
27	Riya		Sabar Singh	7417716511	GIC AsedSimli	MS Negi	
28	Sakshi		Virendra Singh	8755326487	GIC AsedSimli	MS Negi	
29	Sneha		Lakhpat singh	8449948566	GIC AsedSimli	MS Negi	
30	Arun Rawal		Ishpal Singh	8755074637	GIC AsedSimli	MS Negi	
31	Bharat		Mahaveer Singh	8755406774	GHS, Meeng	Dinesh	8650534582
32	Arun		Darshan Singh Negi	8755482100	GHS, Meeng	Dinesh	8650534582
33	Shweta		Pradeep Kumar	9997130710	GHS, Meeng	Dinesh	8650534582
34	pallavi		Kripal	7351679659	GHS, Meeng	Dinesh	8650534582
35	Riya		Mahesh	9557486091	GHS, Meeng	Dinesh	8650534582
36	Naman		Mohan Singh	7500437080	GHS, Meeng	Dinesh	8650534582
37	Mohit Gusain		Rakesh Gusai	8267870509	GIC, NB	BS Negi	8126222594
38	Divyanshu		Dheerendra Singh	8057596686	GIC AsedSimli	Mahendra Singh Negi	
39	Divya	8273043135	Bhaktdarshan	7464909273	GHSS, Jhinjhon	Manipal Singh	4849330372
40	Sneha Kandari		Jaspal Singh	8979867331	GGIC NB	Kushwar singh bhandari	8979472028

41	Sneha Nainwal	7456925869	Mohan Prasad	8171038893	GGIC NB	Kushwar singh bhandari	
42	Priyanka	7060776349	Vikram Singh	7060776349	GGIC NB	Kushwar singh bhandari	
43	Unnati	7618304530	Gambheer Singh Negi	7895536942	GGIC NB	Kushwar singh bhandari	
44	Tushar	8057464583	Sanjay Singh	7895088470	GIC AsedSimli	MS Negi	
45	Mahak		Jadgeesh Sati	7500281206	GIC AsedSimli	Kushwar Singh Bhandari	
46	Shreya sati		Ram Prasad Singh Sati	7351325867	GIC AsedSimli	Kushwar Singh Bhandari	
47	Shalini		Karan Kandari	9837839588	GIC AsedSimli	Kushwar Singh Bhandari	
48	Rishabh		Rajendra Kumar	8920789085	UVN NB	RS ravat	8126471251
49	Ria		Ahsok Gaur	7251821160	UVN NB	RS ravat	8126471251
50	Pragya		Ashok Negi	8267853539	UVN NB	RS ravat	8126471251
51	Varsha	7895306812	Dinesh		RIC Bhagvati	Bharat Prasad	9675656017
52	Neha	7817938428	Harsh Vardhan	7817973944	RIC Bhagvati	Bharat Prasad	9675656017
53	Divyanshu Bisht		Dheerendra Singh	8057596680	GIC AsedSimli	MS Negi	
54	Tushar Rawat	805764583	Sanjay Rawat	6398569712	GIC AsedSimli	MS Negi	
55	Deepika	7895441892	Vikram Singh	7895441892		Ramesh Chandra	
56	Priya		Raju Lal	8439051754	MGHS, Meeng	Dinesh	8650534582
57	Divyanshu Bisht		Dhirendra Singh	8057596686	GGIC AserSimli	MS Negi	

Class 11th Mathematics

S.No.	Name	Phone No.	Father's Name	Phone No.	School	Principal's Name	Phone No.
1	Kamleesh Bisht	6396009863	Bharat Singh Bisht	9568634316	AUGIC Garkoot	Ms. Sarojini Patel	9927939045
2	Mukul Bisht		Narendra Bisht	7252221203	Kapholi	Ima singh	9761243443
3	Vivek Rawat		Vikram Singh	9927435393	RhSS KE Penty	Udai singh	9012527176
4	Prince		Virendra Slngt	7060075637	GHS Meeng	Dinesh	8650534582

Class 11th Biology

5	Disha Godiyal	9760161575	Rakesh Lal Godiyal	8192940775	GIC paintoli	Subhash Chaudhary	9634347228
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6	Khushi	9997452819	Pradeep Bisht	7500817640	Khainoli	Hari Raudhiyal	9639050804
7	Sumit	9756638161	Ganga Shiddiqui	9756638767	GIC ghaurul	Yogen Bashit	9675850593
8	Praphul Bhadari		Vikram Bandhari	9520240569	Rajkiya Vidyalaya	Vikash Ashwar	
9	Shashank Negi		Mahavir negi	9720720057	GIC rain Chopta	Madan lal	
10	Riya Bandari		Surendra singh	8755219723	GGIC NB	KS bhandari	
11	Priyanka		Prem singh	8171030524	GGIC NB	KS bhandari	

Class 12th Mathematics Students

S.No.	Name	Phone No.	Father's Name	Phone No.	School	Principal's Name	Phone No.
1	Priyanshu		Mohan Prasad	9761243323	GIC Narayan Bagar	B. S. Negi	8126222594
2	Aman	7456926327	Sishupal	9568404322	GIC Narayan Bagar	B. S. Negi	8126222595
3	Shubham	9650205932	Bhupendra Singh	7351495245	GIC Narayan Bagar	B. S. Negi	8126222596
4	Prince	8650638275	Devendra Singh	9761839454	GIC Narayan Bagar	B. S. Negi	8126222597
5	Vipin Singh	8171410665	Dhirendra Singh	9557115065	GIC Narayan Bagar	B. S. Negi	8126222598
6	Aman Singh	7452056223	Ukkham Singh	8755877276	GIC Narayan Bagar	B. S. Negi	8126222599
7	Sahil Singh Negi	6395328196	Surendra Singh	6395328196	GIC Narayan Bagar	B. S. Negi	8126222600
8	Vipin Singh	7895330524	Prem Singh Rawat	7895330524	GIC Narayan Bagar	B. S. Negi	8126222601
9	Sumit	7895406493	Tribhuvan Singh		GIC Narayan Bagar	B. S. Negi	8126222602
10	Chandra Prakash	8650626166	Shishupal	9634835158	GIC Narayan Bagar	B. S. Negi	8126222603
11	Mohit Singh	7454896402	Pooran Singh	7983472112	GIC Kafoli	Jaman Singh	9761243443
12	Divyanshu	8171002392	Harendra Singh	8958809702	GIC Kafoli	Jaman Singh	9761243444
13	Priyanshu	8171430217	Kuldeep Singh	9720151881	GIC Kafoli	Jaman Singh	9761243445
14	Nikhil Singh		Mahaveer Singh	7452823126	GIC Kafoli	Jaman Singh	9761243446
15	Himanshu Singh	8923896402	Kuldeep Singh	9720151881	GIC Kafoli	Jaman Singh	9761243447
16	Laxman Lal	8267853443	Chandri Lal	8057257720	GIC Kafoli	Jaman Singh	9761243448
17	Gaurav Kumar	9520795863	Guddu Lal	9520795863	GIC Kafoli	Jaman Singh	9761243449
18	Sachin	8533980473	Mahipal Lal	9759587093	GIC Kafoli	Jaman Singh	9761243450

19	Mukesh Joshi	9520219674	Hariprasad	8630856875	AUGIC	Brajmohan Singh	9639922731
20	Priyanshu Negi	9258230382	Bhupendra Singh	9927600499	AUGIC	Brajmohan Singh	9639922732
21	Piyush Negi	8717828680	Paan Singh Negi	9761430584	AUGIC	Brajmohan Singh	9639922733
22	Ajay Kumar	7078752107	Shishupal Lal	9568404322	GIC Narayan Bagar	B. S. Negi	8126222602
23	Mayank Bhandari	8755219723	Surendra Singh	8755219723	GIC Narayan Bagar	B. S. Negi	8126222602
24	Piyush Butola	9389698416	Brijbushan Singh	9568129233	GIC Azer Simli	M. S. Negi	
25	Priya		Sri Dileep Singh	8126809348	GGIC Narayan Bagar		
26	Nidhi		Ashok Kumar Gaur	7895433101	GGIC Narayan Bagar		
27	Anjali	8938960817	Surendra Singh	9557474292	GGIC Narayan Bagar		
28	Jyoti		Mukesh	8272881865	GGIC Narayan Bagar		

Class 12th Biology Students

S.No.	Name	Phone No.	Father's Name	Phone No.	School	Principal's Name	Phone No.
29	Kamini	7500689006	Devendra Singh Negi	8650430450	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472028
30	Prachi	9760591667	Navendra Singh	7807081088	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472029
31	Rani	7451920117	Bhupendra Singh Bhist	9999910637	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472030
32	Monika Rana		Ranjeet Singh	9837742379	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472031
33	Nidhi	8979406416	Harak Singh	8945891412	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472032
34	Sapna	9548228922	Bikram Singh	8449353595	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472033
35	Prachi		Jagdanba Prasad	9520715400	GIC Asher Sindi	Mahendra Singh	
36	Sapna	7300959828	Rajendra Kumar	8859923261	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472033
37	Deeplata	7983985032	Mahendra Singh	7428148688	GIC Rainschopta	Madan Lal	
38	Nidhi	7310516586	Pradeep Singh	9761243161	GIC Rainschopta	Madan Lal	
39	Ashutosh	9634892809	Kamlesh Prasad	9027951644	GIC Narayan Bagar	B. S. Negi	8126222600
40	Rajvardhan Singh	9258411994	Prem Singh Rawat	8755182864	GIC Narayan Bagar	B. S. Negi	8126222600
41	Rohit Kumar	8273620734	Sri Suresh	7055859247	GIC Rainschopta	Madan Lal	
42	Sahil Kumar	8865040997	Jagdish Nash	847607713	GIC Rainschopta	Madan Lal	

43	Gagan Singh	9084068801	Mahipal Singh	9149024439	GIC Rainschopta	Madan Lal	
44	Tammana	8864924402	Hukum Singh	9927056223	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472032
45	Priyanka		Sridant Singh	9639757456	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472032
46	Ria Negi		Devendra Singh	8979859452	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472032
47	Anjni	9525201058	Abal singh		GGIC	Khushkar singh bhadari	8979472028
48	Tammana Gusai	9536751073	Narendra singh	8449639176	GGIC	Khushkar singh bhadari	8979472029
49	Shobha	8126839588	Karan singh Kandhari	9837839588	GGIC	Khushkar singh bhadari	8979472030
50	Shristi	7830807500	Laxman Bisht	7302190441	GGIC	Khushkar singh bhadari	8979472031
51	Neha	9258584500	Umesh Singh	8865051795	GGIC	Khushkar singh bhadari	8979472032
52	Tanuja		Ambani	7060904200	Bhagvati	Bharat Bhatt	9675656017
53	Varsha	7895306812	Dinesh		Bhagvati	Bharat Bhatt	9675656018
55	Neha	9068860551	HarshVardhan	7817973944	Bhagvati	Bharat Bhatt	9675656019
56	Maheshwari	9068754735	Dalveer Ram	9837043094	Hanskoti	Deena Bhatt	8979967588
57	Niteesh Barmola	9068754735	Chandra Prakash	9997455578	GIC bhagwati	Bhara Gaur	
58	Mohit Prasad	9389436808	Sukhdev prasad	8958560048	GIC NB	BS negi	
59	Kuldeep	9634605990	Lakshman prasad	9084791692	GIC hanskoti	Deena Bhatt	8979967588
60	Girish	9557932850	Virendra Ram	9756856008	GIC hanskoti	Deena Bhatt	8979967588

3.3 Student Progress Monitoring

The progress of students in our program is monitored based on two criteria: their performance in tests and their consistency in attending both regular classes and tutorial sessions as well as their class response.

3.4 Student Attendance and Participation

In our teaching program, a significant number of students initially enrolled. However, as the program progressed and the rigorous nature of the curriculum became apparent, only a dedicated handful of students remained committed, demonstrating a genuine desire to pursue their academic goals. In order to uphold a focused and serious learning environment, the decision was made to allow the remaining students, who displayed a lack of seriousness, to discontinue their participation in the program.

4. Teacher Reflection and Professional Growth

4.1 Reflection on Teaching Strategies

Our educational program in Narayan Bagar, Chamoli District, Uttarakhand is designed to prioritize the understanding and learning of every student. To achieve this goal, our teachers have implemented a range of effective teaching strategies.

First and foremost, our strategies are centered around ensuring that each and every student comprehends the topics being taught in the classroom. Our teachers understand that every student has unique learning needs and styles, and they strive to cater to these individual differences. They employ various instructional methods, hands-on activities, and real-life examples, to make the learning process more engaging and accessible to all students.

Moreover, our teachers regularly interact with students during the teaching process. They make a conscious effort to ask questions to individual students, checking if they understand the topic being discussed. This practice not only encourages active participation but also allows teachers to gauge the level of comprehension among students. By addressing any doubts or misconceptions immediately, our teachers ensure that no student is left behind.

Additionally, our teachers employ a proactive approach by occasionally inviting students to solve problems on the blackboard. This strategy serves multiple purposes. Firstly, it encourages students to actively participate in the learning process and boosts their confidence. Secondly, it provides an opportunity for peer learning, as students can observe and learn from their classmates' problem-solving techniques. Lastly, it helps teachers identify any gaps in understanding and provides an opportunity for immediate clarification.

By implementing these teaching strategies, we aim to create an inclusive and supportive learning environment where every student can thrive. We believe that the active involvement of teachers, combined with individualized attention and interactive teaching methods, fosters a comprehensive understanding of the subjects being taught. This approach not only enhances academic performance but also nurtures a passion for learning and encourages students to develop critical thinking and problem-solving skills.

Through regular reflection and evaluation of these teaching strategies, we continually strive to improve our practices and ensure the overall professional growth of our educators. By adapting to the evolving needs of our students and the community, we aim to provide quality education that empowers the students of Narayan Bagar and prepares them for a brighter future.

4.2 Challenges Faced and Lessons Learned

The educational program in Narayan Bagar, Chamoli District, Uttarakhand has encountered several challenges, which have provided valuable lessons for our teachers' reflection and professional growth.

1. Firstly, it is crucial to acknowledge that not every student has the same learning pace and capacity. Consequently, we have learned the importance of adjusting the pace of our lessons to ensure that every student can grasp the concepts effectively. By adopting a more patient and accommodating approach, we can cater to the diverse learning needs of our students and promote a supportive learning environment.
2. Another challenge we encountered was dealing with talkative students who performed well academically. Through this experience, we have realized the significance of creating a balance between encouraging academic excellence and maintaining discipline in the classroom. Our teachers have learned various classroom management techniques to address this issue, fostering an atmosphere conducive to both effective learning and respectful behavior.
3. The composition of our class, consisting of students from both Hindi and English medium backgrounds, presented an additional challenge. To overcome this hurdle, we have embraced a bilingual teaching approach. By incorporating both languages into our lessons, we ensure that students from different language backgrounds can comprehend and actively participate in classroom activities.
4. One lesson learned was the need to guide students towards a logical and analytical thinking approach when solving problems. Many students tended to guess answers without utilizing proper reasoning. Consequently, we consistently emphasize the use of pen and paper and encourage critical thinking skills. By reinforcing the importance of thinking before solving and understanding the question at hand, we aim to foster a more logical and methodical problem-solving mindset among our students.
5. Lastly, individual student challenges, such as illness or absences, have impacted the overall progress of the class. These situations have taught us the importance of flexibility and adaptability. When a student is absent or falls behind, we ensure that the missed content is adequately covered upon their return, ensuring that no student is left behind and the class can progress smoothly.

By reflecting on these challenges and the lessons learned, our teachers continuously strive to enhance their professional growth. Adapting our teaching methods, classroom management techniques, and fostering a supportive learning environment are key takeaways that enable us to overcome obstacles and provide quality education to the students of Narayan Bagar.

4.3 Professional Development Opportunities

The pursuit of professional development is a cornerstone of effective teaching and continuous growth in the field of education. In the context of our educational program in Narayan Bagar, Chamoli District, Uttarakhand, providing our teachers with opportunities for professional development is paramount. This subtopic delves into the various avenues our teachers explore to enhance their skills, expand their knowledge, and refine their teaching practices. By actively seeking professional development opportunities, our teachers demonstrate their dedication to improving their instructional methods, classroom management techniques, and ability to meet the diverse needs of our students. These opportunities serve as catalysts for their professional growth and contribute to the overall quality of education provided in Narayan Bagar.

1. They focus on areas such as differentiated instruction, classroom management, language acquisition, critical thinking, and personalized learning.
2. These opportunities enhance their skills, knowledge, and teaching strategies.
3. Professional development empowers our teachers to adapt to diverse student needs and foster a positive learning environment.
4. It promotes continuous professional growth and ensures high-quality education for the students of Narayan Bagar.

4.4 Collaboration and Support and Visit by Chief Education Officer

Collaboration and support have played a crucial role in addressing various challenges faced by our educational program in Narayan Bagar. Together, with the consistent efforts of **J.P. Dabral Sir, Mr. Khushal Singh Tolia (BEO), and B.S Negi (School's Principal GIC, Narayan Bagar)**, significant progress has been made in resolving several issues.

1. Shortage of water in the bathroom, no lights in the classroom, and the absence of whiteboards in some classes were among the challenges that required immediate attention. Some teachers were there on night duty to ensure a safe and conducive learning environment for the students.
2. The high printing cost of test papers and the expensive notebooks used by students presented additional obstacles. To overcome these financial barriers, J.P. Dabral Sir took the initiative to procure hundreds of notebooks from Delhi at lower cost and personally brought them to Narayan Bagar, alleviating the burden on students and their families. However, the issue of the high printing cost of test papers is still pending resolution.
3. The collaborative efforts of J.P. Dabral Sir, the BEO, and the School's Principal highlight the importance of working together to address challenges and find sustainable solutions. By pooling their resources, expertise, and determination, they have made significant strides in improving the learning environment and supporting the students of Narayan Bagar.

However, it is important to acknowledge that some challenges still remain. The issue of high printing costs for test papers continues to pose a financial burden. Addressing this challenge will require ongoing collaboration, resource allocation, and potential exploration of alternative printing options to ensure accessible and cost-effective assessment materials for the students.

In summary, collaboration and support have been instrumental in resolving various challenges faced by our educational program. The collective efforts of J.P. Dabral Sir, the BEO, and the School's Principal have made a positive impact, improving infrastructure, reducing financial burdens, and creating a conducive learning environment for the students of Narayan Bagar. Although some challenges persist, their dedication and collaborative approach continue to pave the way for ongoing progress and improvements in the program.

Assessment and Visit by Chief Education Officer

As the programme has gotten widespread publicity in the local area, it has attracted the attention of the Chief Education Officer, Chamoli, Mr. Kuldeep Gairola, who had paid a visit to the summer camp and assessed the efficacy of the programme by interacting with the students, teaching volunteers, and other personnels. The efforts were applauded by the CEO and the following points were raised/resolved:

1. Mr. Gairola suggested the idea of conducting a more refined version of the camp at a larger scale by shortlisting students from a number of villages and to conduct the next camp at Gopeshwar. The suggestion was well received by Mr. J. P. Dabral and an initial version of the idea has been drafted into a concept note to be proposed to the relevant local authorities.

5. Student Reports and Evaluation

5.1 Assessment Methods and Tools

1. **Tests Conducted on Sundays:** Regular tests are conducted on Sundays as a key assessment method in this program. These tests provide an opportunity to evaluate students' understanding of the material covered in the classroom and their ability to apply concepts to solve problems. The tests are designed to assess students' knowledge, critical thinking skills, and ability to effectively communicate their understanding.
2. **Continuous Evaluation:** In addition to the Sunday tests, continuous evaluation is an ongoing assessment method used in Narayan Bagar. This evaluation considers student performance in class, including their active participation, attentiveness, and engagement in learning activities. Observations are made regarding their understanding, responsiveness, and willingness to ask questions or seek clarification when needed.
 - a. **Surprise tests:** During the second slot, new surprise tests were also introduced that were designed to gauge the continuous learning level of the students. Each day during the week, one surprise test for one subject was conducted and the evaluation done on the same day. The marks were used to gauge and guide the pedagogical approach to ensure most students understand the concepts.

The assessment methods and tools employed in the educational program in Narayan Bagar are designed to provide a comprehensive evaluation of student learning and progress. Through regular Sunday tests, continuous evaluation of classroom performance, written assessments, classroom participation, projects, assignments, and peer assessment, Narayan Bagar aims to assess students' knowledge, critical thinking skills, and eagerness to learn. These assessment

methods and tools contribute to a holistic evaluation of students' academic development and provide valuable feedback to guide their learning journey.

5.2 Student Performance Evaluation

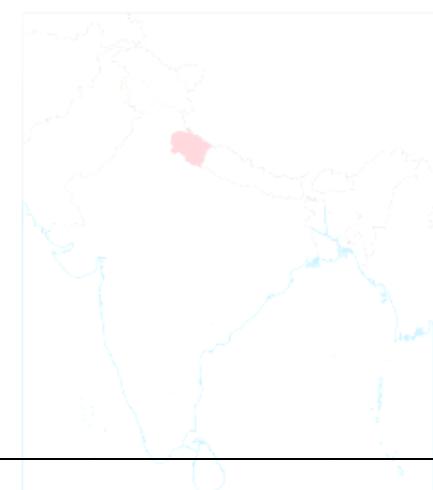
The evaluation process in Narayan Bagar involves conducting regular assessments to gauge students' understanding and progress. These assessments are designed to assess their knowledge, comprehension, problem-solving skills, and application of concepts. The evaluation process aims to provide a comprehensive view of students' performance and identify areas that require improvement.

The results of the students of all the tests conducted are shown below:

Class 9th

Name	Test 1 (240)	Test 2 (240)	Test 3 (240)	Test 4 (240)	Test 5 (240)	Test 6 (240)	Test 7 (240)	Test 8 (240)	Test 9 (240)	Total (2160)
Anushka	152	146	163	192.5	176		121.75	154.5	127.77	1233.52
Himanshu Bisht	124	95	125	140	126.5	129.1	130.625	143.5	139.15	1152.88
Sahil Negi	108.5	108.5	118.5	169	147.5	98.1	79	129	114.96	1073.06
Anjali	107	122	94.5	99.5	138	106.5	117.25	135	116.65	1036.40
Harshita	102	94.5	85	98	126	93.1	87.5	124	119.23	929.33
Mahima Rawat	57.5	52	75	111.5	91	95	111	101	74.12	768.12
Akansha	52	33	56	63.5	101.5	70.5	86	82.5	63.31	608.31
Lakshman Singh	45.5	60.5	83.5	70	68	79.5	84.5			491.50
Niharika	62.5	32	55	46	74	50.8	47.75	59	44.92	471.97
Sristi		41	70.5	115	111					337.50
Sumit	62.5	46	71	97						276.50
Arpit Negi	71.5	55	42	60						228.50
(HS) Aditi Kathait	31	41.5	74	49						195.50
(HS) Komal Rawat	54.5	49	72							175.50
Ishika	101	67.5								168.50
Tanuj Negi	46	57	63							166.00
Bhawana		31.5	63.5	64						159.00
Gunjan Butola	51		52.5	49						152.50
Raunak Rawat	52	91.5								143.50
Amrita Negi	75	67								142.00
Abhinay Bhandari	43.5	35	50							128.50
Chandani Bisht	53	52								105.00
Akshat negi		38	61.5							99.50
Neeraj Singh	46.5	27.5								74.00
Sneha Negi	38	31								69.00
Abhishek Kumar	38	29								67.00
Kumari Lakshmi Arya	56.5									56.50

Satyam	31	24.5								55.50
No name	54									54.00
(HS) Dhruvi Negi	27.5	15								42.50
Amandeep		42								42.00
Divyanshu Bisht	27	14.5								41.50
(HS) Saraswati Negi	18	18								36.00



Class 10th

Name	Test 1 (240)	Test 2 (240)	Test 3 (240)	Test 4 (240)	Test 5 (240)	Test 6 (260)	Test 7 (240)	Test 8 (240)	Test 9 (240)	Total (2180)
Sneha Kandari	154	159	140.5	121.5	135.5	194.5	167.5	180.5	176.5	1429.5
Himanshu Singh	126	103	143.5	136.5	90.5	152	161.5	158.5	152.5	1224
Divya Negi	106	51.66	79	88	93	124	106	136.5	125	909.16
Kumari Laxmi	65.5	61	61.5	56.5	98	122.25	89.5	104	138.5	796.75
Ravindra	46.5	51.5	84	80.5	85	109.5	80	82	109.5	728.5
Seeta Negi	54	66.5		53.5	80.75	101.75	80.5	77.5	101	615.5
(HS) Prabha	49.5	42.5	62	77.5	71.75	78.5	53	102	78	614.75
Sachin	65.5	53	53.75	65.5	62.5	85.75	41.5	83	64.5	575
(HS) Anisha Negi	41	42.16	30	45	56.5	46.5	66.5	46	65.5	439.16
Harshit	76.5	75	68			67	75			361.5
Mahak Sati	143	118								261
(HS) Pallavi	39	41.5	56.75	59.5						196.75
(HS) Saloni Rawat	64.5	48	69.5							182
Priyanka	120.5	45								165.5
(HS) Priya	29.5	29.5	55.75	29						143.75
Sneha Butola	83	44.5								127.5
Navneet Raturi	125.25									125.25
Shreya Sati	54.5	58.5								113
Unnati Negi	64	49								113
Ritik Nainwal	62.5	43.5								106
Hritik	47	48								95
Divya Bhandari	74	19.5								93.5
Himanshu Singh	59	13		17.5						89.5
Megha	66	21								87
Swyanm Raj	84.5									84.5
Rishab	81.5									81.5
Riya Gaur	79.5									79.5
Sakshi Bhandari	56	22.16								78.16
Arjun Kumar	44	31.5								75.5
Bhanu Prakash	64.5	10								74.5

Class 11th

Name	Test 1 (240)	Test 2 (240)	Test 3 (240)	Test 4 (240)	Test 5 (240)	Test 6 (240)	Test 7 (240)	Test 8 (240)	Test 9 (240)	Total (2160)
Priyanka Rawat	60.5	106.5	80.5	77	115	99	120.25	99.5	132.5	890.75
Khushi	65	75	65	61	95.5	60.5	120	117	113	772
Kamlesh Bisht	96	91.5	0	74.5	127.5	0	0	118	120	627.5
Riya Bhandari	69.5	89	66	48.5		89	115			477
Disha Godiyal	55.5	49.5		54	82					241
Diksha Bisht	52.5	46.5	58.5	40		0				197.5
Aarzoo Butola	40	37.5	57	48.5						183
Vivek Ravat	107.5									107.5
Vandana Rawat	87.5									87.5
Sumit Negi	36	42								78
Ansaj Sati	32	40								72
Mayank Raj	68									68
Shivam Saha	38.5	27.5								66
Deepak Kandari	35.65									35.65
Krishnegi	35									35
Dishant Kothiyal	19	14.5								33.5
Bhupendra Singh	29									29
Shashank	28.5									28.5
Himanshu	24									24
Ayush Singh	19									19
Ayush Kandari	15									15
Prince	13									13
Prafull	8									8

Class 12th

Name	Test 1 (240)	Test 2 (240)	Test 3 (240)	Test 4 (240)	Test 5 (240)	Test 6 (240)	Test 7 (240)	Test 8 (240)	Test 9 (240)	Total (2160)
Divyanshu Negi	191	152	166.5	187.25	172.5	145.25	176	202	188	1580.5
Jyoti	148.13	94.5	147	117	138	116.5	103.5	179.5	176	1220.13
Monika Rana	126	111	143.5	110	170	140.85	67	169		1037.35
Priyanka	85.5	91.5	95	43.25	131.5	127.5	115.5	138.5	152	980.25
Anjali	143	80	96.5	96.5	101	112.5	71	142	136	978.5
Shobha Kandari	94	71	91.5	82	103.5	117	98	157	162	976
Aman Bharti	130.25	85.5	120.5	70.5	90.5	84.5	91.5	145	145	963.25
Tanuja	85	45.5	65.75	61.25	113	88	65.5	129	122	775
Priyanshu Singh	65.5	46	66.5	68.5	76	91.25	94	74	150	731.75
Riya Negi	73	66	64	77.25	75.5	86	90.5	101.5	91	724.75
Ashutosh Sati	74	56	68	63.75	84	55.5	64.5	93	86	644.75
Shristi	58.25	53	61	63	78	69	58.5	97.5	79	617.25
Tamanna Gusain	52	42	48	61	62	65	42	71		443
Priyanshu Singh	109.5	52.5	78.25	0	73.5					313.75
Neha					55	41	55	74	82	307
Anchal	130.25	85.5	62							277.75
Priya	42	58	58.5	67.5	46					272
Nitin Rawat	65.5	25	71	54	41.5					257
Mayank	110.25	64		0						174.25
Laleeta	42	26	54.5	39						161.5
Piyush	0	74	77.25	0						151.25
Kapil Negi	90	58								148
Aman Singh	123	18.5		0						141.5
Mohit Prasad	124									124
Priyanshu Joshi	120									120
Kamini Negi	119.5									119.5
Chandra Prakash	52.5	20.5	45	0						118
Prince Negi	89	25								114

Vipin Singh	39		35.5	31						105.5
Kuldeep	45	57.5								102.5
Priyanshu Negi	75	26.5								101.5
Nidhi Rawat	99									99
Ajay Kumar	75	23		0						98
Neha Khatri	45.5	47.5								93
Maheshwari	89.5									89.5
Tamanna Rawat	88.5									88.5
Sumit	73	14								87
Sahil Singh Negi	55.5		23							78.5
Sapna	78									78
Sapna Patwal	77.75									77.75
Vipin Rawat		23.5	51.5							75
Sneha	60.5									60.5
Mukesh Joshi	0	59.5								59.5
Rajvardhan	51									51
Gagan Singh	44.75									44.75
Nidhi Negi	36									36
Bipin Singh	31									31
Varsha	29									29
Girish	21									21

5.3 Analysis of Results

Analyzing student results is a crucial aspect of the educational program in Narayan Bagar. This report focuses on the analysis of results, including the criteria for student retention or further preparation, consideration of the class average and providing additional opportunities to students whose performance fluctuates.

Criteria for Student Retention: In the program going on in Narayan Bagar, students who score below 40 marks out of 240 in their assessments are asked to leave and come back the following year with a higher level of preparation. This criterion ensures that students who are unable to demonstrate a minimum level of proficiency in the subjects are given the opportunity to improve their foundational knowledge before progressing further in the program. By encouraging students to return with better preparedness, the program aims to set them up for success in their academic journey.

Consideration of Class Average: During the analysis of results, the average marks of the entire class are taken into consideration. The class average provides insights into the overall performance of the cohort and serves as a benchmark for evaluating individual student results. Comparing individual performance with the class average helps identify students who may require additional support or intervention. It also enables educators to assess the effectiveness of instructional strategies and curriculum implementation.

Opportunity for Improvement: In recognition of the fact that student performance can fluctuate, Narayan Bagar provides one more chance to students whose performance dips in any one test. This approach acknowledges that individual circumstances or temporary setbacks can impact a student's performance. By offering a second opportunity, the program promotes a growth mindset and provides students with a chance to demonstrate their true potential. This additional chance encourages students to learn from their mistakes, develop resilience, and strive for improvement.

5.4 Individual Student Reports

In the educational program in Narayan Bagar, individual student reports provide a comprehensive overview of each student's performance, progress, and achievements. This report focuses on highlighting the **top performers** who have consistently excelled in the tests conducted during the entire summer camp.

S. No	Class 9 th	Class 10 th	Class 11 th	Class 12 th
1	Anushka	Sneha Kandari	Priyanka Rawat	Divyanshu Negi
2	Himanshu Bisht	Himanshu Singh Negi	Khushi	Jyoti
3	Sahil Negi	Divya Negi	Kamlesh Bisht	Monika Rana
4	Anjali	Kumari Laxmi	Riya Bhandari	Priyanka
5	Harshita	Ravindra	Disha Godiyal	Anjali

6. Continuous Feedback from student

Students are integral to the success of our educational program, and their feedback holds immense significance. We recognize that their input is crucial in assessing the effectiveness of the program, understanding their learning experience, and addressing any challenges they may face.

1. Our program places great emphasis on gathering continuous feedback from students to ensure their needs are met and their understanding of the topics is clear. We value their perspectives on various aspects, such as their comprehension of the subjects, any difficulties they encounter, and any language barriers they may face.
2. By actively seeking feedback from students, we aim to create a responsive and student-centered learning environment. This feedback allows us to identify areas for improvement, tailor our teaching methods, and address any barriers to effective learning.
3. We encourage students to express their thoughts openly, providing suggestions, concerns, and observations. Their feedback helps us gauge the clarity of our teachers' language, the effectiveness of our instructional approaches, and the overall learning experience within the classroom.
4. Regular feedback sessions are conducted, whether through informal discussions, anonymous surveys, etc. This ensures that student voices are heard and considered in the ongoing development and refinement of our educational program.
5. We value the feedback received from students and use it as a catalyst for continuous improvement. It guides us in making informed decisions, implementing necessary changes, and ensuring that our program remains student-focused and responsive to their evolving needs.
6. By maintaining an open feedback loop with students, we foster a culture of active engagement, trust, and collaboration. Students feel empowered to contribute to their own learning journey, and their feedback becomes an essential tool in shaping the program's success.
7. Teachers were given access to the WhatsApp groups of students where they continuously uploaded study material, test sheets, and worksheets to augment learning for serious students.
8. Teachers were lauded by the students for their efforts to make doubt-clearing more flexible by giving access to their personal numbers for communication purposes.

Continuous feedback from students serves as a vital channel for improvement, enabling us to enhance the quality of education and address any challenges students may encounter. By valuing their perspectives and actively seeking their input, we create an environment that prioritizes their learning needs and aspirations.

7. Teachers involved in Teaching (Slot 1, Slot 2, Slot 3 and Slot 4)

	<p>Ravi Shankar 9262873069</p>		<p>Vikash 6378077747</p>
	<p>Gyanendra 7317581690</p>		<p>Pratyush 9151571082</p>
	<p>Mohit Doon 9315517062</p>		<p>Ayush 8700719418</p>



Bhavneesh
7982425652



Navdeep
8899919880



Suresh
8890057274



Kanishka
94255 33891



Basil
9831183025



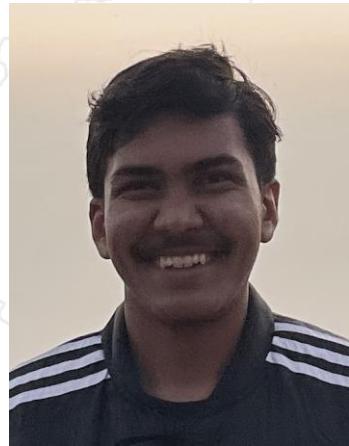
Shivani
6375429990



Gagandeep
7722897543



Amrita
8950242186



Rajat
8824431639



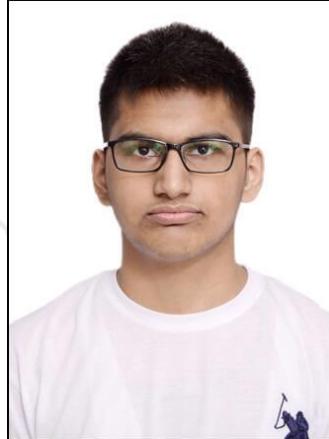
Atharv
7987862613



Harsh
9079619518



Manish
7239802016



Kunal
9643927985



Himanshu
8529728124



Neeraj
6376833567



Ayush
8209196832



Aahna
8950139605



Akarsh
8770744980

	
<p>Apoory 9660744668</p> 	<p>Sarthak 7894553970</p> 
<p>Purushottam 7232005258</p> 	<p>Bharti 8000982078</p> 



Shubham
8423255363



Aastha
7003535682



Arin
7889407728



Jenit Jain
7878708579



Aaruhi Garg
9680499062



Nehul Dahiya
7011720613



Bhavya Deshwal
8882093007



Rishit
6388488004



Arush Ramachandran
7060301723



Kamal Nehra
9664392159



Khushboo Chaudhary
6376647876

8. Mentorship Programme

The Mentorship Programme implemented in our educational program aims to provide lifelong guidance and support to our students. The primary objective is for every teacher to select at least one student and serve as their mentor until they are established in a successful career.

The mentorship extends beyond academic matters and encompasses various aspects of the student's life. Mentors provide guidance in areas such as career development, education choices, academic progress, financial planning, family support, and more.

The purpose of this comprehensive approach is to empower students with a strong support system that addresses their holistic growth and well-being.

Through regular meetings, open communication, and personal attention, mentors develop a deep understanding of their mentees' aspirations, challenges, and goals. This allows them to provide tailored guidance and support, assisting students in making informed decisions and overcoming obstacles.

The mentorship relationship fosters trust, encouragement, and a nurturing environment where students feel comfortable seeking advice and sharing their concerns.

The programme aims to create a lifelong bond between the mentor and mentee, extending beyond the school years and into the mentee's professional and personal life.

By fostering such mentorship relationships, we aim to equip our students with the necessary guidance and support to navigate their educational journey, make informed decisions, and ultimately lead fulfilling and successful lives.

The Mentorship Programme serves as a pillar of support for our students, ensuring they have access to personalized guidance and mentorship across various aspects of their lives. It empowers them to develop their full potential, make informed choices, and embark on a path of lifelong success.

As mentioned already students were filtered through the weekly tests so the following bright fellows survived till the last fourth slot:

Class 9 th	Class 10 th	Class 11 th	Class 12 th
Akansha	Anisha Negi (HS)	Kamlesh Bisht	Aman Bharti
Anjali	Divya Negi	Khushi	Anjali
Anushka	Harshit	Priyanka Rawat	Ashutosh Sati
Harshita	Himanshu Singh Negi	Riya Bhandari	Divyanshu Negi
Himanshu Bisht	Kumari Laxmi		Jyoti
Mahima Rawat	Prabha (HS)		Monika Rana
Niharika	Ravindra		Neha
Sahil Negi	Sachin		Priyanka
	Seeta Negi		Priyanshu Singh
	Sneha Kandari		Riya Negi
			Shobha Kandari

			Shristi
			Tamanna Gusain
			Tanuja

Mentors-Mentee List

Mentors	Student Assigned
Ravi Shankar	Priyanka (Class 12)
Mohit Doon	Priyanka (Class 11)
Gyanendra	Akansha (Class 9th)
Navdeep Chobhiyal	Mahima (Class 9th)
Harsh Yadav	Divyanshi Negi (Class 12)
Basil	Aman Bharti (Class 12)
Kunal Kumar	Monika Rana (Class 12)
Kanishka	Jyoti (Class 12)
Atharv Dabli	Tanuja (Class 12)
Suresh Kumar	Kamlesh (Class 11)
Shivani Meena	Himanshu Negi (Class 10)
Sarthak Panda	Himanshu (Class 9)
Bharti Mina	Kushi (Class 11)
Neeraj Kumar	Divya Negi (Class 10)
Purushottam Sharma	Seeta Negi (Class 10)
Aastha A K Verma	Sneha Kandari (Class 10)
Aahna Jain	Harshita (Class 9)
Akarsh Gupta	Sahil Negi (Class 9)
Rishit Jaiswal	Shobha Kandari (Class 12)
Nehul Dahiya	Riya Negi (Class 12)
Jenit Jain	Anjali (Class 12)
Himanshu Sharma	Kumari Laxmi (Class 10)
Aaruhi Garg	Anjali (Class 9)
Arin Sharma	Ravindra (Class 10)

9. Group Photograph

Class 9th



Class 10th



Class 11th



Class 12th



Last Teaching Day



10. Recommendations

1. To enhance result analysis and evaluation, it is recommended to separate the results of students in class 9th and 10th who have opted for the home science subject from those who have chosen mathematics. Currently, both sets of results are consolidated in the same excel sheet, which hinders a comprehensive assessment of individual performance and subject-specific analysis.
2. To facilitate a thorough evaluation, it is recommended to segregate the results of class 11th and 12th students in the subjects of Mathematics and Biology. Currently, their results are consolidated in a unified excel sheet, which restricts individual performance analysis and subject-specific assessment.
3. Shifting our focus towards providing education rather than eliminating students is crucial for the following reasons:
 - i) The current coaching comprises students who demonstrate a genuine desire to learn, ensuring a more receptive learning environment.
 - ii) With the reduced student population of approximately 70, it becomes manageable to provide focused attention and support through the involvement of 11 to 12 dedicated volunteers.
4. It is advisable to rearrange the timetable to allocate the home science subject towards the end of the schedule, allowing home science students the opportunity to depart for home promptly.
5. It is recommended to designate a room available for self-study purposes after 10 pm, catering to the needs of students residing within the school premises.
6. More work needs to be done on the fundamentals, mainly arithmetic. Students find issues in basic equation solving, taking transpose, adding fractions etc. Separate classes can be organized on a biweekly basis for students facing such problems.
7. The focus should be more on problem solving rather than on rote learning. The volunteers can motivate the students to do so.
8. Students tend to forget the previously taught topics while learning the current ones. This can be done by organizing a weekly revision session on Saturdays.

Annexure A: COUNSELLING SESSIONS

Students are exposed to the following topics in COUNSELING SESSIONS organized:

1. LAW

The Common Law Admission Test, also known as CLAT is a national-level law entrance exam that is conducted by the Consortium of NLUs for admission to 5-year integrated LLB (UG) and one-year LLM (PG) courses. The exam is conducted for admission to 24 NLUs for UG courses and 21 NLUs for PG courses. The exam is conducted in the offline, pen and paper format wherein candidates have to attempt questions from English, Current Affairs and GK, Legal Reasoning, Logical Reasoning and Quantitative Mathematics for UG course, and from Constitutional Law, and other law subjects like Jurisprudence, Torts, IPC, CrPC, CPC, Family Law, and IPR.

Criteria	Requirements
Educational Qualifications	Class 12 or equivalent exam with at least 45% marks (40% for SC and ST categories)
Age Limit	There is no age limit to take up the CLAT exam.
Minimum marks	General - 45% SC/ST - 40%
Number of attempts	No limit (Candidates who appeared for CLAT 2023 can also appear in CLAT 2024)

Following are the locations of NLUs:

1. National Law School of India University, Bangalore
2. National Law University, Delhi
3. National Academy of Legal Study & Research (NALSAR) University of Law, Hyderabad
4. The West Bengal National University of Juridical Sciences, Kolkata
5. National Law Institute University, Bhopal
6. National Law University, Jodhpur
7. Hidayatullah National Law University, Raipur
8. Gujarat National Law University, Gandhinagar
9. Dr. Ram Manohar Lohiya National Law University, Lucknow
10. Rajiv Gandhi National University of Law, Patiala

11. Chanakya National Law University Patna
12. National University of Advanced Legal Studies, Kochi
13. National Law University Odisha, Cuttack
14. National University of Study & Research in Law, Ranchi
15. National Law University & Judicial Academy, Assam
16. Damodaram Sanjivayya National Law University (DSNLU) Visakhapatnam
17. The Tamil Nadu National Law School, Tiruchirapalli
18. Maharashtra National Law University, Mumbai
19. Maharashtra National Law University, Nagpur
20. Maharashtra National Law University, Aurangabad
21. Himachal Pradesh National Law University, Shimla
22. Dharmashastra National Law University, Jabalpur
23. Dr B R Ambedkar National Law University Sonipat, Haryana

2.CAREERS IN DESIGN

Here are the most in-demand design job titles for 2023 and beyond.

1. Product Designer
2. Frontend Web Developer
3. Digital Designer
4. UX Designer
5. UI Designer
6. Motion Graphics Designer
7. Graphic Designer
8. Art Director
9. Animation Designer

Top National Level Design Exams

These are the various national level design exams that every design course aspirant must give:

- **UCEED**: Undergraduate Common Entrance Examination for Design commonly known as UCEED, is a computer-based examination conducted by the Indian Institute of Technology Bombay. IIT Bombay offers a bachelor course in design which is B.Des. It is conducted in the month of January every year. The duration of this exam is three hours, and the applicants are tested on their design thinking and problem-solving skills, environmental and social awareness knowledge: etc. The exam is conducted for 2 hours and 30 mins.
- **AIEED**: This exam is given to crack the entrance for Arch College of Design and Business and has two sections namely: General Aptitude Test and Creative Aptitude Test. The college offers undergraduate and postgraduate courses in the field of design. The applicants are tested on these skills: Lateral Thinking & Creative Problem Solving and Awareness of Design Principles. It is held for two hours and has maximum marks of 100.

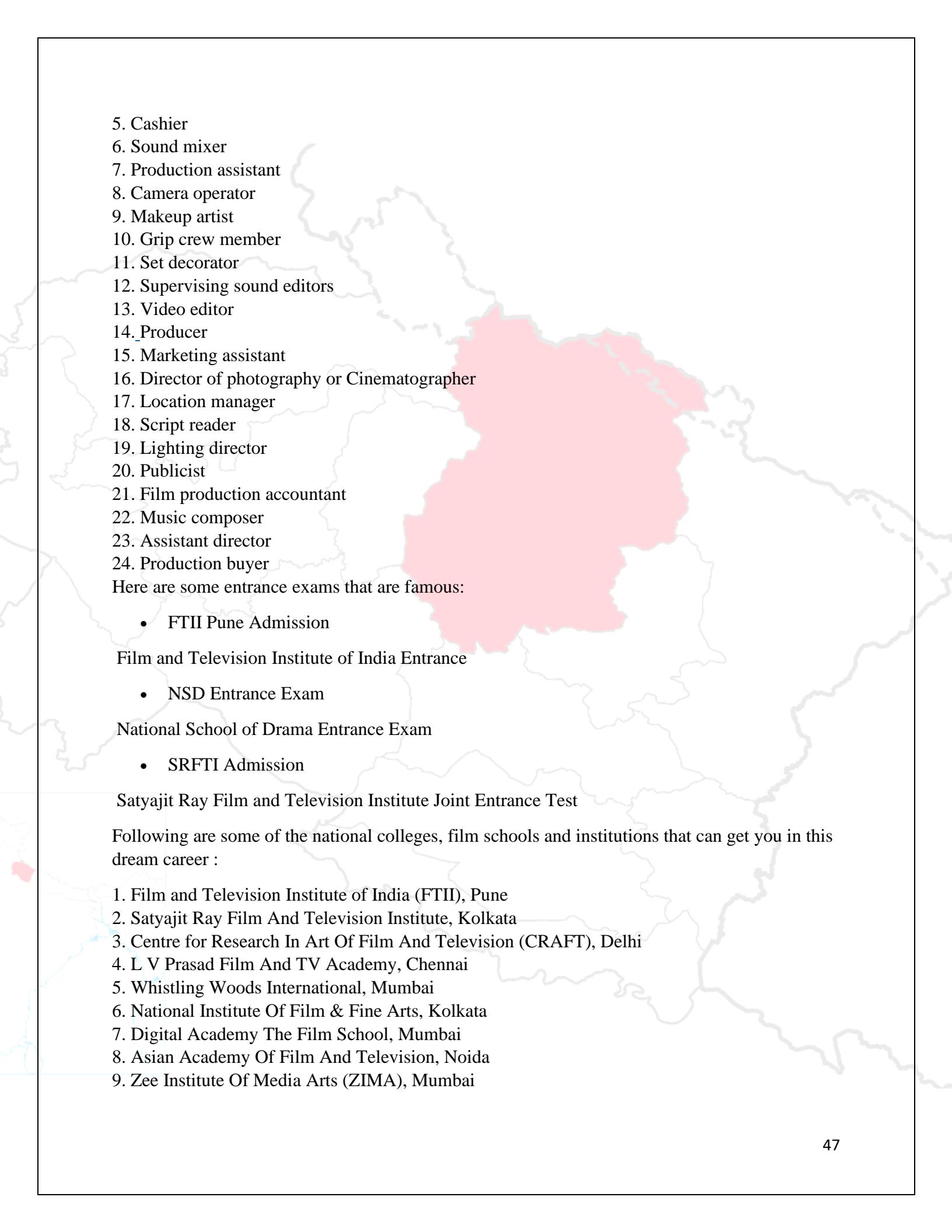
- **NIFT:** By giving the NIFT exam: students get to be a part of the most prestigious college in the country for fashion and design, that is the National Institute of Fashion & This exam is usually held in the month of January or February by the university itself. By giving this exam: the students are open to pursuing courses like Bachelor of Design, Bachelor of Fashion Technology = Master of Design, Master of Fashion Management and Master of Fashion Technology- The students are analysed on their creativity, illustration skills, current affairs: quantitative ability, etc. The exam is for two hours and is conducted in offline mode.
- **CEED:** It is for designing programmes for IITs, UPES and IISCs. The Common Entrance Examination for Design, popularly known as CEED is held especially for M.Des aspirants. The exam has two parts: Subjective and Objective questions. These skills are tested in the applicants in this examination: Environmental and Social Awareness, Creativity, Communication Skills.
- **EDDI:** FDDI AIST exam is best suited for fashion aspirants who are solely interested in footwear designing and want to pursue a profession only in that sphere. Footwear Design and Development institute offers programmes in both undergraduate and postgraduate design courses. This exam is conducted in the month of May every year and its syllabus focus on General Awareness, Verbal Ability and Quantitative Aptitude.
- **SEED:** Symbiosis International University: conducts the SEED exam that has objective type questions. There are almost 150 multiple choice questions that have to be attempted by the aspirant within a time frame of 2.5 hours. In this exam, the aspirants are tested on the basis of their creative thinking ability, their awareness about general designs, their knowledge about Indian culture and also about spheres and geometry. The syllabus focuses on Creative and Problem-Solving Abilities and the Application of Basic Knowledge of Science and Mathematics.
- **NID:** NID Exam is for the National Institute of Design. After clearing the aptitude test of NID, the aspirants are open to exploring undergraduate and postgraduate courses at the NID campus. The applicants are tested on their skills in optical illusion, innovation and creation, designing outlines for beginners, drawing fundamentals, colours patterns. The exam is for 3 hours and has both kinds of sections: Objective and Subjective.

4.FILM AND TELEVISION

There are many available careers in television and cinema. From the creative positions to the set builders or the marketing specialists who sell the movie, there are many types of jobs to choose from. In this article, we lists jobs in the TV and film industry to help you decide which one suits you best.

Here is a list of film and television jobs:

1. Actor
2. Hairstylist
3. Extra (background actor)
4. Floor runner

- 
5. Cashier
 6. Sound mixer
 7. Production assistant
 8. Camera operator
 9. Makeup artist
 10. Grip crew member
 11. Set decorator
 12. Supervising sound editors
 13. Video editor
 14. Producer
 15. Marketing assistant
 16. Director of photography or Cinematographer
 17. Location manager
 18. Script reader
 19. Lighting director
 20. Publicist
 21. Film production accountant
 22. Music composer
 23. Assistant director
 24. Production buyer

Here are some entrance exams that are famous:

- FTII Pune Admission

Film and Television Institute of India Entrance

- NSD Entrance Exam

National School of Drama Entrance Exam

- SRFTI Admission

Satyajit Ray Film and Television Institute Joint Entrance Test

Following are some of the national colleges, film schools and institutions that can get you in this dream career :

1. Film and Television Institute of India (FTII), Pune
2. Satyajit Ray Film And Television Institute, Kolkata
3. Centre for Research In Art Of Film And Television (CRAFT), Delhi
4. L V Prasad Film And TV Academy, Chennai
5. Whistling Woods International, Mumbai
6. National Institute Of Film & Fine Arts, Kolkata
7. Digital Academy The Film School, Mumbai
8. Asian Academy Of Film And Television, Noida
9. Zee Institute Of Media Arts (ZIMA), Mumbai

5.MASS COMMUNICATION AND JOURNALISM

Mass Communication in a general sense means using the various mediums of communication to communicate information to a large segment of the population. Mass communication as a career profile is not limiting in any sense as it spreads its reach from newspapers to magazines, radio, television, advertisements, public relations and event management. Below are the job profiles one can get into after pursuing a course in mass communication below:

- Desk writers.
- Reporters.
- Radio Jockey
- Anchor
- Editors.
- Video Editor.
- Graphic Editor.
- Sound Mixer and Sound Recorder.
- Journalist
- Illustrator/Cartoonist
- Public Relations Officer etc.

There are many colleges in India which offer admissions to various Journalism and Mass Communication courses through entrance exams. Candidates willing to pursue Mass Communication and Journalism after 12th can know about such entrance exams here below:

GMCET

GMCET is a national-level entrance exam that is being conducted since 2021 by Global Media Education Council (GMEC). Through GMCET, candidates can secure admission in BA-JMC and BJMC courses offered at different universities across India. The GMCET question paper includes total 100 multiple-choice questions of one mark each.

IIMC Entrance Exam

The IIMC Entrance Exam is conducted by the [Indian Institute of Mass Communication](#) (IIMC) for the regional language courses. From the year 2022, the admissions for PG diploma courses in journalism are given through CUET PG exam. IIMC is one of the well-known institutes in India which offer Postgraduate Diploma (PGD) courses.

JMI Entrance Exam

The [JMI Entrance Exam](#) is conducted by the renowned [Jamia Millia Islamia](#) annually in order to offer students admission to its Journalism and Mass Communication courses. From UG to PG to Diploma programmes, candidates from all over India appear for the JMI Entrance Exam to secure admission to its Mass Comm courses offered at the [A.J.K. Mass Communication Research Centre](#) (MCRC).

Some others are MASCOM, ACJ, FTII JET etc.

6.FOREIGN TRADE AND MANAGEMENT

Business Management courses are offered at Graduate, Postgraduate, Doctorate, and as well as at the Diploma level presently. Apart from that, there are plenty of business certificates offered by colleges as well as online websites like Coursera, Udemy, and edX.

Below are the job profiles one can get into after pursuing a course in management below:

1. Social media manager
2. Marketing manager
3. Human resources manager
4. Sales manager
5. Operations manager
6. Business analyst
7. Chief executive (CEO)
8. Accounting manager
9. Finance manager
10. Architectural and engineering manager

Candidates willing to pursue Management and foreign trade after 12th can know about such entrance exams here below:

Level	MBA Entrance Exam
National Level	<ul style="list-style-type: none">• CAT (IIMs and IITs)• CMAT (Business Schools)• XAT (Xavier School of Management)• IIFT (Indian Institute of Foreign Trade)• SNAP• NMAT by GMAC• IBSAT
State Level	<ul style="list-style-type: none">• TS ICET• AP ICET• JEMAT• MAH MBA CET
University Level	<ul style="list-style-type: none">• B-MAT• NIPER JEE MBA• CUSAT CAT

7.TEACHING

The job of a teacher is considered as one of the most reputable and respected professions. Becoming a teacher comes with huge responsibilities, wherein they are directly or indirectly responsible for developing the career of their students. Based on the responsibilities, job profiles and designations, Teachers are further classified in different types. Some of the types of Teachers according to various aspects are mentioned below:

- Preschool Teachers.
- Elementary School Teachers.
- Middle School Teachers.
- High School Teachers.
- Special Education Teachers.
- Bilingual Teachers.
- Home-School Teachers.
- Vocational Teachers.

List of entrance exams for teaching jobs:

Teacher Eligibility Test – TET Entrance Exam

TET Entrance Exam directed in two parts which is called Exam 1 and Exam 2 and it is prepared by both Central government and State government in India.

The test will be conducted once a year, separately by state governments and the Central.

There are two levels of TETs. A candidate may choose either or both of the tests.

1. Level 1 Test – This test is conducted for those who aspire to become a Primary teacher (Class I to V).
2. Level 2 Test – These tests are conducted for those who aspire to become a Secondary Teacher (Class VI to VIII).

Central Teacher Eligibility Test CTET

CBSE also conduct Central Teacher Eligibility Test CTET to be eligible to teach in the schools of the Central Government in India. States are free to conduct their own STET (State Teacher Eligibility Test) or honour CTET (Central Teacher Eligibility Test).

The CTET shall apply to schools of the Central Government (KVS, NVS, Central Tibetan Schools, etc.) and schools under the administrative control of UT's of Chandigarh, Dadra & Nagar Haveli, Daman & Diu and Andaman & Nicobar Islands and NCT of Delhi.

NET – National Eligibility Test

UGC NET Exam is conducted for determining the eligibility of Indian nationals for the Eligibility for Assistant Professor only or Junior Research Fellowship & Eligibility for Assistant Professor both in Indian Universities and Colleges. The Central Board of Secondary Education (CBSE) will be conducting the National Eligibility Test (CBSE NET) on behalf of the University Grants Commission.

SLET or SET – State Level Eligibility Test or State Eligibility Test

States opted to conduct their own test i.e. State Level Eligibility Test (SLET) for lectureship only. Candidates who qualify in the Test are eligible to apply for the post of lecturer within the jurisdiction of the Member-States of this SLET Commission.

Any Indian National who obtained master's degree with at least 55% marks is eligible to sit in the SET. However, in the case of SC/ST candidate the minimum requirement of mark is 50% on the subject he/she opts to appear. Those candidates who have even secured 54.99% marks in case of General candidates (or 49.99% marks in case of SC/ST candidates) in master's degree examination are not eligible for this Test.

CSIR UGC NET

Council of Scientific and Industrial Research (CSIR), New Delhi hold the Single MCQ Examination (Joint CSIR – UGC Test) for the Award of Junior Research Fellowship (JRF) NET and appointment for Lecturer (NET).

PRT, TGT, PGT

There are three levels of teaching jobs such as PRT, TGT, & PGT. PRT teacher can teach up to one to 5th level, TGT teacher can teach up to 10th level, & PGT can teach up to 12th level.

TGT PGT Eligibility Criteria

Age limit: The minimum age of applicant should be 21 as on 01 July

Maximum age : 35 years for TGT post

40 years for PGT post as on 31st January 2014.

TGT Trained Graduate Teacher (TGT) Exam

PGT Post Graduate Teacher (PGT) Exam

PRT Exam Primary Teacher Exam

- One can pursue B.Ed or integrated courses, and M.Ed. Besides these, there are many diploma courses as well.
- Diploma in Elementary Education [D.El.Ed.]
- Diploma in Education [D.Ed]
- Diploma in Nursery Teacher Training [NTT]

8. ALL INDIA SERVICES

ALL INDIA SERVICES are divided into two parts basically. First is Civil and second is allied services.

The Civil Services examination is one of the most prestigious examinations in India. It is conducted by the Union Public Service Commission (UPSC). The three types of services recruited through the Civil Services Examination are All India Services, Central Services, and State Services.

Although there are 23 different Civil Services, the most popular services are Indian Administrative Services (IAS), Indian Police Services (IPS), Indian Revenue Services (IRS) and Indian Foreign Services (IFS). The allotment of services to successful candidates depends on the rankings obtained in the examination.

Following are the allied services exams :

- Engineering Services Examination
- Combined Medical Services Examination
- Combined Defence Services Examination
- National Defence Academy Examination
- Naval Academy Examination
- Special Class Railway Apprentice
- Indian Forest Service Examination
- Indian Economic Service/Indian Statistical Service Examination
- Combined Geoscientist and Geologist Examination
- Central Armed Police Forces (Assistant Commandant) Examination

Pattern of UPSC CSE Exam

Stage 1: UPSC CSE Prelims Exam Pattern

Civils Exam Pattern – Prelims					
Paper	Type	No. of questions	UPSC Total Marks	Duration	Negative marks
General Studies I	Objective	100	200	2 hours	Yes
General Studies II (CSAT)	Objective	80	200	2 hours	Yes
Total UPSC marks for Prelims	400 (where GS Paper II is qualifying in nature with minimum qualifying marks fixed at 33%)				

Stage 2: UPSC CSE Mains Exam Pattern

UPSC CSE Exam Pattern – Mains			
Paper	Subject	Duration	IAS Total marks
Paper A	Compulsory Indian language	3 hours	300
Paper B	English	3 hours	300
Paper I	Essay	3 hours	250
Paper II	General Studies I	3 hours	250

Paper III	General Studies II	3 hours	250
Paper IV	General Studies III	3 hours	250
Paper V	General Studies IV	3 hours	250
Paper VI	Optional I	3 hours	250
Paper VII	Optional II	3 hours	250

Stage 3: UPSC CSE Pattern for Interview (Total marks 275)

State PSC or Public Service Commissions are the organisations under a respective state responsible for conducting the examinations for non-gazetted or gazetted posts. Every state has its own PSC Exam 2022-2023 for recruiting eligible candidates to various posts according to the eligibility criteria.

9.MERCHANT NAVY

A career as Merchant Navy usually involves the safe transportation of goods from one place to another. The role of a merchant navy officer is to take care of the country's commercial shipping. Individuals who opt for a career as Merchant Navy spend most of their life on a ship sailing through the sea, rather than on land. Therefore, it is more of a lifestyle than a career.

What is the role of the Merchant Navy?

In a career as a merchant navy, an individual is responsible for onboard compliance of everyone with rigorous health and safety guidelines, monitoring and maintaining life-saving equipment such as firefighting equipment and life-saving boats. He or she maintains all legal and operational records of the ship, checks the weather, navigates reports, and takes appropriate actions. The role of the Merchant Navy is to oversee the entire machinery of the ship for everyday use, inspect the mechanical and electrical equipment on board for smooth functioning.

The work conditions of the merchant navy vary. He or she works on a contractual basis and has to be full-time on deck depending on the contractual term which is for 6 months or 9 months.

After that, he or she gets relieved and may look for other employment opportunities. In a career as a merchant navy, individuals who work on a permanent basis get 2 to 3 months off after serving 6 to 8 months on deck.

Following are the entrance exams for merchant navy institutions:

Indian Maritime University Common Entrance Test (IMU CET), JEE Advanced, All India Merchant Navy Entrance Test (AIMNET)

10.BANKING SERVICES

The following skills will help you to build a career in banking sector:

- Customer dealing
- Customer satisfaction
- Analytical skills
- Good knowledge of numbers and accounts
- Mental mathematics
- Communication skills
- Patience
- Attention to minute details
- Confidence
- Critical thinking
- Technical skills
- Stress management
- Resilience

The different types of jobs in the banking sector are as follows:

- Bank clerk.
- Banking associate.
- Personal banker.
- Loan officer.
- Relationship manager.
- Investment banker.
- Treasury analyst.
- Probation officer.

Every year applications are invited for various government banks to fill in vacancies in different posts. SBI Clerk, SBI PO, IBPS SO, IBPS Clerk, and IBPS PO are some of the bank exams conducted every year. These are computer-based tests and are conducted in different phases to choose the right candidate for various posts such as clerk, Specialist Officer, Probationary Officer, Manager, Senior Manager and so on.