



सत्यमेव जयते
Ministry of Education
Government of India



Panch-Pran

**A Guidebook for PM SHRI
School Principals**



Panch Pran of Amrit Kaal

First Pran - Goal of Developed India

Second Pran - Remove any trace of colonial mindset

Third Pran - Take pride in our roots

Fourth Pran - Unity

Fifth Pran - Sense of duty among the citizens

Message



Dear Principals,

As we embark on the journey to realize our Hon'ble Prime Minister's vision of a New India, education has assumed an enormously critical role. The Panch Pran are not just guiding principles but the very foundation upon which a developed, inclusive, and culturally proud nation will be built. This guidebook is a testament to our commitment to Panch Pran, providing a credible framework for integrating these values into our schools. By embracing these principles, we remain steadfast in our commitment to academic excellence as also rootedness in our ethical and cultural values that define our nation.

The Panch Pran guidebook is a tool designed to empower our teachers, to nurture the minds and hearts of our future generations. Each action project outlined is an opportunity to instill in our students a sense of responsibility, pride in our heritage, and a commitment to unity and inclusivity. As you lead your schools in this endeavor, do take pride in your contributions to a national mission of immense significance. Let us work together to ensure that every student emerges from our education system as a proud, capable, and conscientious citizen of India.

Dharmendra Pradhan
Education Minister

Message



Dear Principals,

Our nation stands at a pivotal moment in its history, where the aspirations of our people align with the vision of a New India. The Panch Pran, as articulated by our Honorable Prime Minister, serve as a beacon guiding us towards this future. This guidebook is not merely a collection of guidelines but a powerful tool to transform these aspirations into reality within our schools. By implementing the activities and projects detailed in this guide, you are playing a crucial role in shaping a generation that will be proud of its roots, committed to unity, and equipped to lead our country towards unprecedented heights.

As you bring the Panch Pran to life in your schools, I encourage you to remember the profound impact you are having on the minds and hearts of our young learners. The principles of self-reliance, cultural pride, and civic responsibility are more than just ideals—they are the building blocks of a strong and vibrant society. Your dedication to these values will ensure that our students not only excel academically but also grow into responsible citizens who are ready to contribute to the nation's progress. Together, we can and will achieve the vision of a New India.

Jayant Chaudhary
Minister of State for Education,
MSDE (I/C)

Message



Dear Principals,

The Panch Pran guidebook represents a significant step forward in our collective mission to foster an education system that not only imparts knowledge but also inculcates the values and principles that will guide our students throughout their lives. This guidebook offers a clear and actionable path to embedding these values into the daily experiences of our students, ensuring that our education system contributes meaningfully to the nation's development.

By engaging in the activities outlined in this guidebook, you are actively shaping the future of our nation. Each action project is designed to resonate with the unique cultural and ethical fabric of our country, ensuring that students understand and appreciate their role in building a better India. Your leadership in this endeavour is vital. By fostering an environment where these values are lived and breathed, you are helping to create a generation that is not only knowledgeable but also deeply committed to the ideals that make our nation great. I urge you to embrace this opportunity to make a lasting impact on our students and our country.

Sanjay Kumar
Secretary
Department of School Education and Literacy
Ministry of Education

Preface



Dear Principals,

The **Panch Pran Guidebook** is a comprehensive guide, specifically crafted for PM SHRI School Principals, detailing action projects aligned with the Panch Pran articulated by our Honorable Prime Minister Shri Narendra Modi. It is a pivotal resource for advancing the vision of a New India and seamlessly integrating these core principles into our educational practices.

The guidebook meticulously covers the Panch Pran:

- **Goal of developed India**
- **To remove any trace of colonial mindset**
- **Take pride in our roots**
- **Unity**
- **Sense of duty among citizens**

Each section of this guidebook provides detailed plans and strategies for executing these action projects throughout the academic year. These initiatives are designed to ensure that the Panch Pran values are actively embodied in our educational framework and practiced by our students.

Let us collaborate in actualizing the Panch Pran within our schools, contributing meaningfully to shape our nation's future.

Vipin Kumar
Additional Secretary
Department of School Education and Literacy
Ministry of Education

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The Panch-Pran



01



Goal of developed India

02



To remove any trace of colonial mindset

03



Take pride in our roots

04



Unity

05



Sense of duty among citizens



Visionary Roles of PM SHRI School Principals



Display Panch Pran values in their own conduct as leaders



Orient teachers about Panch Pran guidebook and plan the implementation of action projects



Motivate and work closely with teachers to implement the given action projects



Create awareness about Panch Pran among students and encourage their participation.



Evaluate, refine, and effectively implement the Panch Pran action project within the school's context.



Acknowledge teachers for their efforts and recognize students for their participation.



Provide continuous support and follow-up with the teachers.



Document the implementation of Panch Pran action projects through the given google form.

Action Project Calendar

NOTE: The timelines are purely suggestive and can be adjusted according to the school calendar.

The planning for the activities however might start some days prior so that they can be implemented during the suggested week.

WEEK	SUGGESTIVE MONTH	PRAN	ACTION PROJECTS
1	September	Goal of developed India	Makers of the Country
2	September	To remove any trace of colonial mindset	Indigenous Sports Week
3	September	Take pride in our roots	Story Writing Festival
4	September	Unity	Themed Assemblies on Indian States
5	September/ October	Sense of duty among citizens	Exposure visit to Government Institution

WEEK	SUGGESTIVE MONTH	PRAN	ACTION PROJECTS
6	October	Goal of developed India	Strong Minds, Strong Nation
7	October/ November	To remove any trace of colonial mindset	Our History Our Pride
8	November	Take pride in our roots	Traditional Indian Art and Craft Workshop
9	November	Unity	National Figures
10	November	Sense of duty among citizens	Waves of Kindness

WEEK	SUGGESTIVE MONTH	PRAN	ACTION PROJECTS
11	November	Goal of developed India	Digital Literacy
12	December	To remove any trace of colonial mindset	Know your Local Culture
13	December	Take pride in our roots	Values in Action
14	December	Unity	My culture My Pride: Cultural Exhibition
15	January	Sense of duty among citizens	Civic Responsibility

WEEK	SUGGESTIVE MONTH	PRAN	ACTION PROJECTS
16	January	Goal of developed India	Nutrition Garden
17	January	To remove any trace of colonial mindset	Decoding Indian Constitutional Values
18	January/February	Take pride in our roots	Celebrating Maker of Modern India
19	February	Unity	Book of Diversity
20	February	Sense of duty among citizens	Yuva Sansad

WEEK	SUGGESTIVE MONTH	PRAN	ACTION PROJECTS
21	February	Goal of developed India	Health and Hygiene Campaign
22	February/March	To remove any trace of colonial mindset	Self-sustaining Village: Essay Competition
23	April	Take pride in our roots	Heritage Walk
24	April	Unity	Language Learning Spaces
25	April	Sense of duty among citizens	Let's Recycle Together

PRAN -1: GOAL OF DEVELOPED INDIA**Action Project: Makers of the Country**

OBJECTIVE(S)	MATERIALS
<p>For students to understand about different professions, their contribution in developing the nation and getting exposure to the career opportunities available.</p>	<ul style="list-style-type: none"> • Contact information of local professionals. • Schedule and outline for the week-long interactions. • Space and equipment for hosting the speakers (e.g., microphone, projector).

Preparation time - 3-4 Days
Implementation time - 2 Days

PROCESS

Step 1: Orient staff on the plan and take suggestions about the implementation.

Step 2: Assign teachers responsibility of contacting the professionals from the local community and sharing the objective and expectations with them.

Step 3: Finalize at least 5 professionals/alumni who can participate in the activity.

Step 4: Plan for the schedule, no. of speakers and space for effective implementation of activity throughout the week. For example , 30 mins in assembly for 5 days in the week.

Step 5: Share an outline of the interaction with the speakers.

Step 6: Felicitate speakers with a gift/memento made/created by the students.

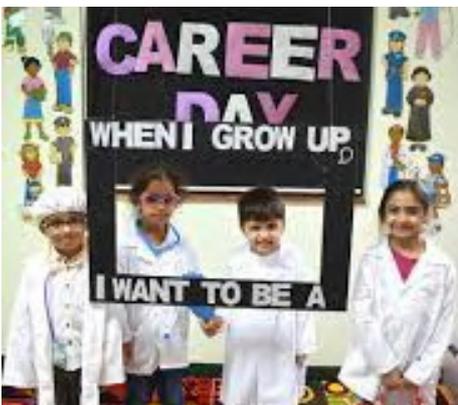
Step 7: Ask the students to write and share their learnings and how the students wish to take it forward

EXPECTED OUTCOMES

- Enhanced students' understanding of different professional fields.
- Strengthened connections between the school and local community professionals.
- Increased student interest in potential career paths and civic engagement.

EVALUATION

- Collect feedback from teachers, students, and professionals on the effectiveness and impact of the interactions.
- Observe student engagement and participation during the professional talks.
- Assess any changes in student behavior, attitudes, or knowledge based on the discussions.



PRAN -2: TO REMOVE ANY TRACE OF COLONIAL MINDSET

Action Project: Indigenous Games Week

OBJECTIVE(S)	MATERIALS
To promote physical activity in students through indigenous games of India thereby creating awareness about the traditional games of India and their benefits.	<ul style="list-style-type: none">• Posters on indigenous games.• Sign-up sheets for games activities.• Equipment and supplies for selected indigenous games.• Feedback forms for teachers and students.

Preparation time- 3 Days
Implementation time- 3 Days

PROCESS

- Step 1: Before sports week:** Conduct staff meeting to plan indigenous games week in school.
- Step 2: Before sports week:** Announce 'Indigenous Games Week' in the morning assembly.
- Step 3: Before sports week:** Stick posters on 'Indigenous Games Week' and the benefits of traditional sports, around the school.
- Step 4: Before sports week:** Provide sign-up sheets to class teachers to get student sign-ups under different games categories.
- Step 5: During sports week:** Implement selected games activities throughout the week under guidance of concerned teachers.
- Step 6: During sports week:** Instruct class teachers to discuss origins and health benefits of indigenous games with students.
- Step 7: Post sports week:** Roll-out feedback form to teachers and collate information for course correction.
- Step 8: Post sports week:** Post pictures from the games week on the school's social media page.

EXPECTED OUTCOMES

- Increased awareness and appreciation of indigenous games among students.
- Enhanced physical fitness and understanding of the health benefits associated with traditional games.

EVALUATION

- Collect and analyze student participation data from sign-up sheets to gauge interest and engagement in different games categories.
- Review teacher feedback forms to assess the effectiveness of the Games Week activities by evaluating participant engagement levels, the clarity of instructions, and the overall impact on students' understanding of key values. This will help identify areas for improvement and refine future activities.



PRAN -3: TAKE PRIDE IN OUR ROOTS

Action Project: Story Writing Festival

OBJECTIVE(S)	MATERIALS
To organize a program that encourages students to write stories inspired by Indian mythology, folklore, and history. Focus is to sharpen writing skills and deepen their appreciation for cultural heritage.	<ul style="list-style-type: none">• Story Books or resources on Indian mythology, folklore, and history• Guidelines for story writing and selection• Certificates and prizes for outstanding story writers

Preparation time- 2 days
Implementation time- 3-4 days

PROCESS

- Step 1: Before Story writing week:** Convene a meeting with teachers to design the program objectives, outline the details.
- Step 2: Before Story writing week:** Encourage teachers to share program details with students, sharing original stories inspired by Indian mythology, folklore, and history along with the necessary guidelines for theme selection.
- Step 3: During Story writing week:** Guide teachers in conducting sessions on effective story writing techniques, helping students write stories after discussing with parents, elderly, sibling, and community members.
- Step 4: During Story writing week:** Adjust the timetable to allocate dedicated time for story writing session.
- Step 5: During Story writing week:** Collect the completed stories and compile them into a booklet.
- Step 6: After Story writing week:** Evaluate the stories and distribute awards, certificates, or prizes to outstanding story writers.
- Step 7: After Story writing week:** Gather feedback from students and encourage teachers to collate the analysis of the program.
- Step 8:** Identify key takeaways for future improvements.

EXPECTED OUTCOMES

- Enhance creative writing skills of students.
- Foster collaborative skills and nurture a strong sense of community among both students and teachers.

EVALUATION

- Analyze students' performance based on the structure of the story (beginning, middle and end), element of creativity and collaboration, involving discussion with parents, elderly, sibling, and community members
- Teachers to analyze students' performance based on these metrics and share the feedback.
- Analyze feedback to identify successful aspects of the activity and areas for improvement.



PRAN -4: UNITY

Action Project: Themed Assemblies on Indian States

OBJECTIVE	MATERIALS
<ul style="list-style-type: none">• To impart a sense of unity in students through assemblies themed around Indian states and union territories.	<ul style="list-style-type: none">• Stationary materials: State maps and quizzes• Cultural posters• State themed collage showcasing crops grown, dance forms, cuisines etc.

Preparation time - 1-2 Days
Implementation time - 1 Day

PROCESS

Step 1: Plan and decide on different themes for the assemblies under the idea of "Unity in Diversity," such as "Cultural Festivals of India," "Languages of Our Nation", "Regional Arts and Crafts," and "Traditional Attire Across States."

Step 2: Create a themed assembly calendar

Step 3: Plan and conduct the assemblies according to the calendar, actively involving students in the process through roles like speakers, performers, or presenters.

Step 4: After each assembly, discuss the theme in the classroom, encouraging students to reflect on what they learned and how it applies to their daily lives.

EXPECTED OUTCOMES

- Students will gain more exposure to the diversity that each state and union territory holds in India.

EVALUATION

- Conduct at least 1 assembly around the theme of Indian states and union territories
- Plan discussions in the classrooms around these assembly themes



PRAN -5: SENSE OF DUTY AMONG CITIZENS

Action Project: Exposure Visits to Government Institutions

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> To facilitate students' understanding of how local government institutions function and their significance in practical contexts. 	<ul style="list-style-type: none"> Permission slips and consent forms. Observation checklists for students. Debriefing session materials (discussion guides, feedback forms).

Preparation time - 3-4 Days
Implementation time - 2 Days

PROCESS

Step 1: Define the educational objectives and create an interactive plan for visit to Government institutions such as Gram panchayat, Nagar Palika, Nigam, district administration office etc.

Step 2: Secure permissions from authorities and parents. If permission slips are not obtained, suggested alternative activities are:

- Role-playing scenarios demonstrating honesty and fulfilling duties (e.g., returning lost items, following community rules, reporting problems to authorities).
- Honesty pledges.

Step 3: Communicate the purpose of the visit to students.

Step 4: Coordinate with institutions for the tour.

Step 5: Arrange institution tour with officials as guides.

Step 6: Assign students to observe specific aspects of the institution.

Step 7: Conduct a debriefing session where students can share their observations and experiences.

Step 8: Gather feedback from students about the visit.

PRAN -1: GOAL OF DEVELOPED INDIA

Action Project: Strong Minds, Strong Nation

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • In this project, the school will organize a mental health session for the students. • Students will be told about basic concepts of mental wellbeing • Implement practices that can be adopted to ensure students' mental well-being. 	<ul style="list-style-type: none"> • Contact details of potential external speakers. • Session outline for the speaker or teacher. • Supplies for the session • Script for the awareness oath on mental well-being.

Preparation time - 3-4 Days
Implementation time - 1 Day

PROCESS

Step 1: Before the session: Conduct a meeting with teachers to decide whether someone external (Professional)/ internal (amongst Staff) would take the session.

Step 2: Before the session: In case external speakers are invited, reach out to a professional like a psychologist or a counselor.

Step 3: Before the session: Brief the speaker about the objective of the session and ask them to prepare accordingly.

Step 4: Before the session: If a teacher from the school is taking the session, support the teacher in planning the session with material provided.

Step 5: Before the session: Plan and manage logistics and time for the session.

Step 6: Before the session: Also allot some time for questions from the students.

Step 7: During the session: During the session: Make students take an awareness oath around mental well-being.

EXPECTED OUTCOMES

- Increased student awareness and understanding of mental well-being.
- Empowered students with strategies to manage their mental health.
- Foster a supportive school environment prioritizing mental health.

EVALUATION

- Gather feedback from students and teachers on the session's effectiveness and relevance.
- Monitor student engagement during the session and their participation in the Q&A segment.
- Conduct a follow-up survey or discussion to assess changes in student awareness and attitudes toward mental well-being.



 Ministry of Education
Government of India

MANODARPAN

is here to listen
Speak up, children



PRAN -2: TO REMOVE ANY TRACE OF COLONIAL MINDSET

Action Project: Our History Our Pride

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none">• To engage the students to learn about the contributions and sacrifices of the historic people of India and why we should take pride in our history• To learn how people of India have built the nation acting upon their Indian values, rich culture and knowledge	<ul style="list-style-type: none">• Stationery like charts, sketch pens etc. required for planning• Logistical arrangements as planned

Preparation time - 3-4 Days
Implementation time -1 Day

PROCESS

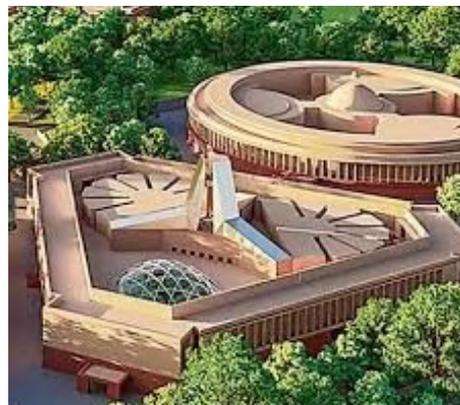
- Step 1:** Discuss with teachers and finalize the historic events to consider.
- Step 2:** Divide the students into groups and discuss which historic event they would like to do a skit on.
- Step 3:** Support the students in finalizing the script and details required for the skit.
- Step 4:** Finalize the date, time and venue for the skits' performances and plan necessary logistical arrangements.
- Step 5:** Invite the parents of the students and members from the community.
- Step 6:** Organize the performances of skits as planned while also reinforcing the message behind them.
- Step 7:** Collect feedback from the parents and the students on their experience and learnings.
- Step 8:** Discuss the topics and historic events in the classrooms later for reiterating the values.

EXPECTED OUTCOMES

- Students will present short skits on important historical events that have shaped our identity as a nation.

EVALUATION

- Gather insights from parents and the students on their experience and learnings from the activity.
- Discussions around the historic events can be included in the lessons plans as well.



PRAN -3: TAKE PRIDE IN OUR ROOTS

**Action Project:
Traditional Indian Art and Craft Workshop**

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none">• To introduce students to traditional Indian art forms.• To encourage appreciation and pride in India's cultural heritage.• To provide a platform for students to explore and showcase their artistic talents.	<ul style="list-style-type: none">• Art supplies (paints, brushes, paper, clay, etc.)• Reference materials on Madhubani painting, Warli art, and pottery• Display boards for showcasing finished artwork• Certificates of participation• Workshop schedule and agenda

**Preparation time - 3-4 Days
Implementation time - 2 Days**

PROCESS

Step 1: Identify traditional art forms to be included in workshops, such as Madhubani painting, Warli art, and pottery.

Step 2: Plan the workshop schedule, including dates, times, and duration.

Step 3: Procure necessary materials for art workshops, ensuring quality and quantity.

Step 4: Organize introductory sessions with art experts to provide background and context.

Step 5: Conduct workshops, monitoring student participation and providing guidance.

Step 6: Display students' artwork in school premises to celebrate their achievements.

Step 7: Evaluate the impact of the workshops using feedback forms and observations.

Step 8: Plan follow-up activities, such as art exhibitions or advanced workshops, to sustain interest in traditional arts.

EXPECTED OUTCOMES

- Students will develop an understanding and appreciation of traditional Indian art.
- Students will gain practical experience in creating traditional artworks.
- Foster pride and respect for India's cultural heritage.

EVALUATION

- Observe the quality and creativity of the students' artworks.
- Collect feedback from students about their learning experience.
- Conduct a reflection session where students share what they learned and how they felt about the workshop.



PRAN -4: UNITY

Action Project: National Figures

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none">• Students in groups will write stories about an incident/event related to a historical figure from their chosen state, highlighting their significance, virtues, and bravery. They will learn about the heroes' struggles and hard work in building our nation.	<ul style="list-style-type: none">• Information document to serve as a guide for students in their research and storytelling.• Guidelines to create the story.• Feedback forms.

Preparation time- 4-5 Days
Implementation time- 1 Day

PROCESS

- Step 1:** Introduce the project to teachers and orient them.
- Step 2:** Divide students into groups, based on class size and assign each group a different state.
- Step 3:** Instruct each group to choose a historical event/incident related to local unsung heroes from their assigned state.
- Step 4:** Ensure that the teachers guide the groups to write their incidents/events in a storytelling style highlighting the significance, virtues, and bravery of the figures in their scripts.
- Step 5:** Encourage the teachers to provide feedback to the groups while they will present their stories and scripts for feedback and help them finalize the script.
- Step 6:** Ensure that after one week, students present their stories in front of the class and teachers will ensure that each group has equal time to present.
- Step 7:** Conclude the day's activities with a summary by the teacher on the importance of unity and national pride and roll the feedback form to students and teachers.

EXPECTED OUTCOMES

- Students gain a deeper understanding of their nation's history and regional figures' contributions.
- Increased student engagement and interest in history and cultural heritage.

EVALUATION

- Organize a competition, encouraging all the groups to present their project.
- Collect learnings and insights from students and teachers about their project.
- Analyze the insights to identify successful aspects of the storytelling and areas for improvement.



Deen Dayal Upadhyaya



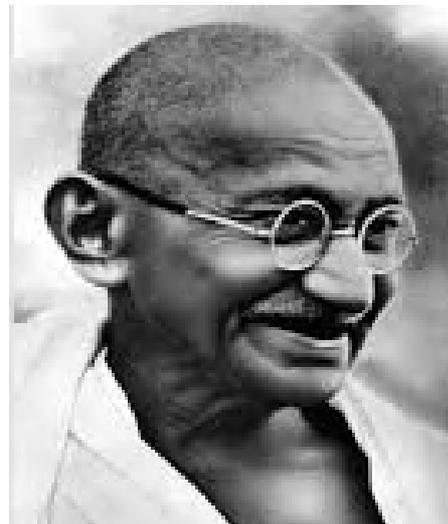
Swami Vivekananda



Rani Lakshmi Bai



Subhash Chandra Bose



Mahatma Gandhi

PRAN -5: SENSE OF DUTY AMONG CITIZENS

Action Project: Waves of Kindness

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • To engage students in community service. • To foster a sense of responsibility and empathy towards the elderly and underprivileged. 	<ul style="list-style-type: none"> • Permission letters • Transportation arrangements • Small gifts or essentials for old age homes and orphanages • Reflection journals

Preparation time - 3-4 Days
Implementation time - 2 Days

PROCESS

Step 1: Obtain necessary permissions from parents and authorities.

Step 2: Arrange transportation to the selected old age home or orphanage.

(or)

Plan for local community service events such as cleaning public spaces, donation drives etc.

Step 3: Prepare students by discussing the importance of community service and how they should interact respectfully with the residents.

Step 4: Visit the facility and engage with the residents through activities like singing, reading, or playing games.

(or)

Engage in activities like writing appreciation letters, creating safety posters, or role-playing societal duties in case visits are not possible.

Step 5: Distribute small gifts or essentials as a gesture of goodwill.

Step 6: After returning, have a reflection session where students share their experiences and write in their reflection journals.

EXPECTED OUTCOMES

- Students will develop a greater sense of empathy and community responsibility.
- Students will learn the importance of helping others.

EVALUATION

- Based on the visit, collect insights from students and facility staff.
- Assess student engagement and interaction based on specific parameters.
- Conduct a reflection session and review students' journals to understand their learnings.



PRAN -1: GOAL OF DEVELOPED INDIA

Action Project: Digital Literacy

OBJECTIVE(S)	MATERIALS
To equip students with essential digital skills and knowledge necessary for their academic and personal development in today's digital age.	<ul style="list-style-type: none"> • List of digital experts for weekly workshops • Resources for sharing tips on improving digital literacy at home

Preparation time- 1-2 Days
Implementation time- 2 Days

PROCESS

Step 1: Staff Meeting- Hold a meeting to discuss the importance of digital literacy and outline the project.

Step 2: Morning Assembly- Address students in the morning assembly about the importance of digital literacy and introduce the new strategies.

Step 3: Weekly Workshops- Invite digital experts to conduct weekly digital literacy workshops for students to enhance their skills.

Step 4: PM e-vidya- Instruct teachers to ensure that students are viewing the PM e-Vidya content on digital literacy.

Step 4: Interactive Sessions- Organize interactive sessions where students can practice digital skills.

Step 5: Parental Involvement- Share tips with parents (through WhatsApp groups, emails, PTMs etc.) on how to support digital literacy at home.

EXPECTED OUTCOMES

- Students will understand the importance of digital literacy.
- Students will enhance their digital skills through weekly expert workshops and practice the skills learnt through the interactive sessions.

EVALUATION

- Monitor and record the learning trajectory (through baseline and endline) in the weekly expert workshops. Metrics to check for can be typing, internet browsing, e-mail use etc.
- Track the digital literacy support being provided by parents through PTMs.



PRAN -2: TO REMOVE ANY TRACE OF COLONIAL MINDSET

Action Project: Know Your Local Culture

OBJECTIVE(S)	MATERIALS
To instill pride in local culture by engaging students with respected community members through interactive sessions.	<ul style="list-style-type: none"> • Formal invitations • Scheduling and venue preparation materials • Audio-visual equipment for presentations • Notebooks for students

Preparation time - 2 Days
Implementation time - 2 Days

PROCESS

Step 1: Before: Convene a meeting with teachers to define objectives and develop a framework for the interactive sessions.

Step 2: Before: Delegate the tasks to teachers of selecting respected community members or cultural experts who can share insights about local traditions, history, and customs. (Local historians, traditional artists and craftsmen, folk musicians and dancers, elders).

Step 3: Before: Send formal invitations to the selected community members, explaining the purpose of the initiative and their expected role.

Step 4: During: Arrange the logistics for the sessions.

Step 5: During: Ensure smooth execution of each session.

Step 6: After Record key insights from the sessions.

Step 7: After: Conduct feedback sessions with students, teachers, and community members to assess the impact of the initiative and gather suggestions for future improvements.

EXPECTED OUTCOMES

- Students will develop a greater sense of pride and appreciation for their local culture.
- Students will gain knowledge about local traditions, history, and customs.

EVALUATION

- Collect feedback from students, teachers, and community members using feedback forms.
- Observation checklist to include: Active participation, student-led initiatives, short quiz pre and post.
- Review recorded insights and experiences to evaluate the quality and impact of the sessions.
- Conduct a reflection session to discuss feedback and plan future cultural initiatives based on gathered suggestions.



PRAN -3: TAKE PRIDE IN OUR ROOTS

Action Project: Values in Action

OBJECTIVE	MATERIALS
<ul style="list-style-type: none"> To cultivate a deep sense of pride in our nation's heritage through engaging co-curricular competitions on different topics. 	<ul style="list-style-type: none"> Study materials on different topics including fundamental and constitutional values of India Logistical arrangements for the competitions

Preparation time - 3-4 Days
Implementation time - 2 Days

PROCESS

Step 1: Plan and come up with different types of competitions (e.g., elocutions, pick and speak, debate) and various topics (e.g., inclusivity, equality vs. equity, constitutional values, fundamental values) for the competitions.

Step 2: Provide study materials to the students (classroom lessons, library stories, etc) to help them prepare.

Step 3: Make the necessary logistical arrangements with the help of teachers and students for better co-ordination.

Step 4: Invite parents, community members, and other experts for the competitions.

Step 5: Conduct the competitions as planned, ensuring that all activities run smoothly.

Step 6: Felicitate and appreciate the participants, audience, and guest speakers, acknowledging their contributions.

EXPECTED OUTCOMES

- Students will learn and apply the concepts of building an equitable, inclusive and plural society.

EVALUATION

- Observation checklists can include utilization of library resources, quality of arguments, peer-facilitation, continued engagement with themes among many others.
- Collect testimonials from participants and attendees regarding their observations and learnings from the competitions.



PRAN -4: UNITY

Action Project: My Culture My Pride: Cultural Exhibition

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • To encourage students to learn more about their cultural heritage. • To foster a sense of pride and unity among students through the celebration of diverse traditions. 	<ul style="list-style-type: none"> • Exhibition space (classrooms, hall, or open ground) • Tables and display boards for exhibits • Art supplies for creating displays (markers, paints, posters, etc.) • Audio-visual equipment for performances • Invitations for community members, local representatives, and parents • Feedback forms and notebooks for testimonials

Preparation time - 2-3 Days
Implementation time - 2 Days

PROCESS

Before the Exhibition-

Step 1- Orient students about the cultural exhibition and instruct them to bring unique cultural items (e.g., song, dance, craft, cuisine).

Step 2- Instruct teachers to form groups in each class, with each group focusing on one concept (e.g., local food, tools).

Step 3- Communicate to students to seek help from elders and the community to gather information and items.

Step 4- Instruct teachers to review student preparations, refine scripts, and conduct rehearsals.

Step 5- Invite community members, local representatives, and parents to the event.

Step 6- Plan logistics and allocate tasks to teachers and students for the final setup.

During the Exhibition-

Step 1- Organize the exhibition, ensuring each group has adequate space for their displays.

Step 2- Instruct students to present their exhibits and explain the cultural significance.

Step 3- Schedule performances, reiterating the message of diversity and local innovation as India's strength.

Post Exhibition:

- **Step 1: Collect feedback and testimonials** from participants and students to evaluate the impact of the exhibition.
- **Step 2: Reflect on the event** with students and teachers to discuss what they learned and how they felt about the experience.
- **Step 3: Plan follow-up activities** to sustain interest in cultural heritage, such as cultural clubs or regular cultural days.

EXPECTED OUTCOMES

- Students will develop a deeper understanding and appreciation of their own and others' cultural heritage.
- They will foster a sense of pride and unity by celebrating diverse traditions.

EVALUATION

- Use feedback forms to gather students' and visitors' opinions on the exhibition.
- Observe student participation and engagement during the exhibition.
- Conduct a follow-up discussion with students and teachers to assess the overall impact and learnings from the exhibition.



PRAN -5: SENSE OF DUTY AMONG CITIZENS

Action Project: Civic Responsibility Workshop

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • To educate students on their civic duties and ethical behavior. • To promote the importance of honesty and integrity in daily life. 	<ul style="list-style-type: none"> • Presentation materials (projector, laptop) • Role-playing props • Printed handouts on civic duties and ethics • Feedback forms • Workshop schedule and agenda

Preparation Time- 1-2 days
Implementation Time- 2 days

PROCESS

Step 1: Plan the civic responsibility workshop schedule, including dates, times, and duration.

Step 2: Identify key topics and speakers for the workshops, focusing on civic duties, ethics, and honesty. Example: Awareness session on primary health care, Importance of Helping Others, Keeping Our Environment Clean, Being Honest and Trustworthy, Respecting Others, Being a Good Friend, Following Rules and Fair Play.

Step 3: Prepare workshop materials and resources such as presentations, handouts, and role-playing scenarios.

Step 4: Conduct the workshops, engaging students in interactive discussions about civic responsibilities.

Step 5: Organize role-playing scenarios and discussions to illustrate real-life applications of civic responsibility.

Step 6: Evaluate the impact of the workshops using feedback forms and observations.

Step 7: Plan follow-up activities to reinforce civic responsibility concepts, such as community service projects.

EXPECTED OUTCOMES

- Students will clearly understand their civic duties.
- Increased awareness of ethical behavior in different situations.

EVALUATION

- Use feedback forms to gather students' opinions on the workshop.
- Observe student participation and engagement during role-playing scenarios followed by short term quiz.
- Conduct a follow-up discussion to assess the retention of key concepts.



PRAN -1: GOAL OF DEVELOPED INDIA

Action Project: Nutrition Garden

OBJECTIVE(S)	MATERIALS
To create a sustainable school garden and promote environmental awareness and healthy eating habits.	<ul style="list-style-type: none"> • Information booklet • Guidelines for setting up the garden • Hardware Materials (Spade, Watering cans, Shovel) • Feedback forms

Preparation time- 5 Days
Implementation time- 1 Day

PROCESS

Step 1: Conduct a meeting with eco-club members and biology/science teachers to discuss the strategy for developing a sustainable garden.

Step 2: Organize a meeting with eco-club members and local farmers and gardeners to discuss the plantation of easily sustainable plants in the school garden.

Step 3: Brainstorm and choose eight suitable plants for the garden according to the climate and soil of the area, as well as the nutritional and health benefits for the human body.

Step 4: Ensure that a repository of necessary information on sustainable plants (climate, soil, nutritional & health benefits) is maintained.

Step 5: Plan a plantation drive and a way forward plan for the sustainable garden.

Step 6: Celebrate the plantation of sustainable plants through a drive

Step 7: In the drive, inform the students and teachers about the repository and collect feedback from students and teachers about the event and identify key takeaways for future improvements.

EXPECTED OUTCOMES

- Students gain hands-on science experience, sparking curiosity.
- Gardening fosters nutrition awareness, and environmental empathy.
- It promotes teamwork in sustainable projects.

EVALUATION

- Collect feedback from students and teachers using feedback forms.
- Observation checklists can include knowledge on plant selection based on climate and soil, planting techniques, sustainable gardening etc.
- Analyze feedback to identify successful aspects of the drive and areas for improvement



PRAN -2: TO REMOVE ANY TRACE OF COLONIAL MINDSET

Action Project: Decoding Indian Constitutional Value

OBJECTIVE(S)	MATERIALS
<p>To create awareness about the Indian constitutional values among children and provide avenues for them to express their understanding and adoption of the values.</p>	<ul style="list-style-type: none"> • Animated video on constitutional values. • Information posters on constitutional values. • Charts and markers for classroom activities. • Props and costumes for the skit competition.

Preparation time- 1-2 Days
Implementation time- 3 Days

PROCESS

Step 1: Staff meeting- Conduct staff meeting to discuss importance of teaching constitutional values to students.

Step 2: Introduction to constitutional values-Show an animated video to introduce constitutional values to students.

Step 3: Awareness poster- Display information posters on constitutional values, around school.

Step 4: Eminent persons- Invite eminent persons to address morning assembly on constitutional values how students can uphold them in their daily lives.

Step 5: Interactive charts- Put up charts in the classrooms for students to write down constitutional values they practice.

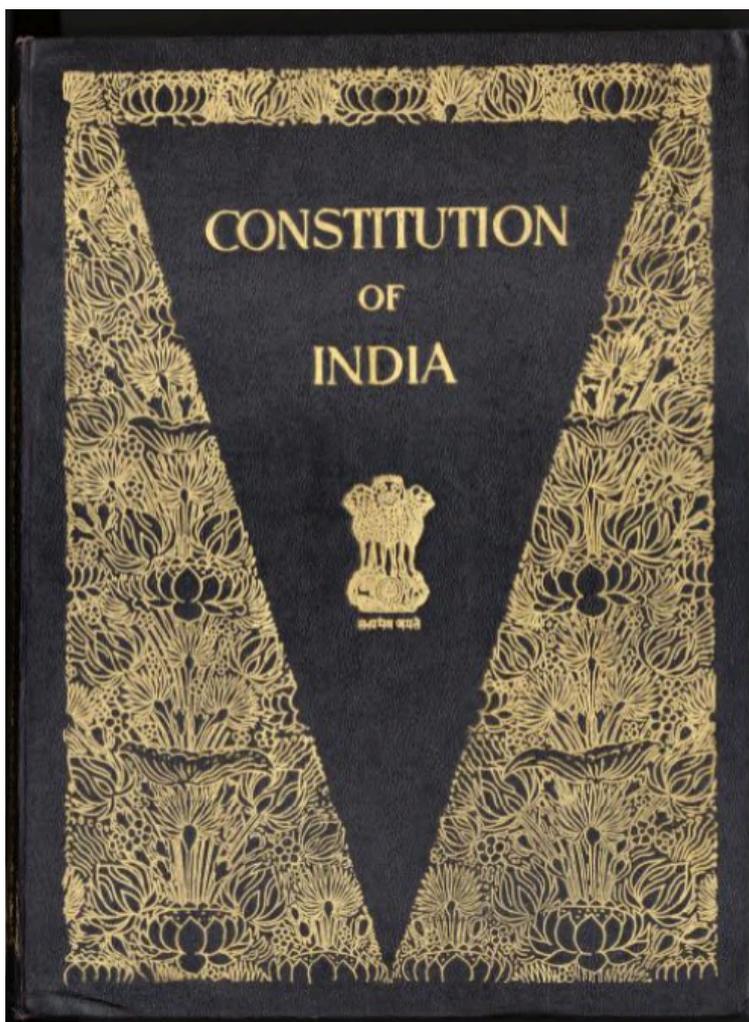
Step 6: Skit competition- Organize a skit competition showcasing scenarios where constitutional values are upheld.

EXPECTED OUTCOMES

- Increased student awareness and understanding of constitutional values.
- Active participation in discussions and activities related to constitutional values.
- Improved student behavior reflecting the adoption of constitutional values in daily life.

EVALUATION

- Gather feedback from teachers and students on their understanding and engagement with constitutional values.
- Assess the quality and creativity of student contributions to the interactive charts and skit competition.
- Monitor student behavior and interactions for evidence of practicing constitutional values.



सत्यमेव जयते

PRAN -3: TAKE PRIDE IN OUR ROOTS

Action Project: Celebrating Makers of Modern India

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • To encourage students to learn about the consequential work done by significant personalities in Indian history. • To foster pride in India's roots. 	<ul style="list-style-type: none"> • Costumes and props for students to dress as historical personalities • Reference materials • Presentation materials (projector, laptop for videos) • Feedback forms and notebooks for testimonials • Certificates or rewards for participants

**Preparation time - 2-3 Days
Implementation time - 1 Day**

PROCESS

Before the Showcase:

- **Step 1:** Brief teachers on the showcase plan, set a timeline, and organize students into groups with assigned tasks.
- **Step 2: Instructions for the student groups:**
 - Each group will be assigned one significant personality from ancient India (e.g., Aryabhatta, Charak, Tulsidas etc.)
 - Groups research their assigned personality, prepare a 5-minute speech about their contributions and one member will come dressed as the personality.
- **Step 3: Instruct teachers to help students** prepare for the presentation by providing reading materials or videos.
- **Step 4: Invite community members, local representatives, and parents.**
- **Step 5: Plan logistics and allocate tasks** to teachers and students.

During the Showcase:

- **Step 1: Organize the presentations** according to the planned schedule.
- **Step 2:** Students share their presentations highlighting the significant contributions of these figures to India's development.
- **Step 3: Re-emphasise the importance** of Indian roots and **appreciate and reward the participating students** at the closure of the showcase.

Post Showcase:

- **Step 1: Collect student feedback and testimonials and reflect on the event.**
- **Step 3: Plan follow-up activities**, such as history clubs or regular historical figure days, to sustain interest in Indian history and legacy.

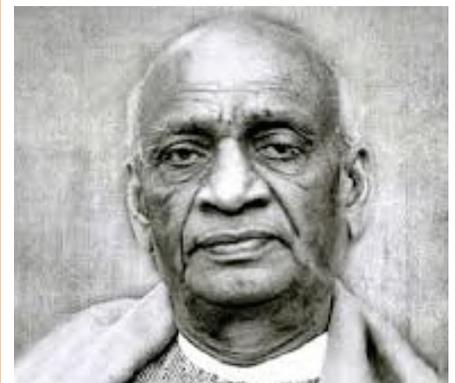
EXPECTED OUTCOMES	EVALUATION
<ul style="list-style-type: none">• Students will develop a deeper understanding and appreciation of significant personalities in Indian history.• They will foster a sense of pride in India's roots.	<ul style="list-style-type: none">• Use feedback forms to gather students' and visitors' opinions on the showcase.• Observe student participation and engagement during the presentations and post activity through student led initiatives.• Conduct a follow-up discussion with students and teachers to assess the overall impact and learnings from the showcase.



Rabindranath Tagore



Savitri Bai Phule



Sardar Vallabhbhai Patel

PRAN -4: UNITY

Action Project: Book of Diversity

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> To create a booklet titled "Book of Diversity," which will include significant information about their chosen state. This project will promote cultural understanding and help students learn about the diversity of each state and union territory in India. 	<ul style="list-style-type: none"> Information on the chosen state/UT. Guidelines to create the booklet. Feedback forms.
<p>Preparation time- 5 Days Implementation time- 1 Day</p>	

PROCESS

Step 1: Introduce the project to the teachers and orient them.

Step 2: Inform students one week in advance about the assignment of the booklet on diversity.

Step 3: Ensure teachers assign or let students choose a state or union territory.

Step 4: Instruct students to gather information, pictures, drawings, and materials for their booklets.

Step 5: Facilitate an exchange of booklets among students for peer learning and they will give feedback to each other.

Step 6: Collect feedback from students and teachers about the event and identify key takeaways for future improvements.

EXPECTED OUTCOMES

- Students will gain awareness of India's diverse states and UTs.
- They will engage in group work, fostering collaboration and unity.

EVALUATION

- Collect feedback from students by teachers using feedback forms.
- Analyze feedback to identify successful aspects of the exchange and areas for improvement



PRAN -5: SENSE OF DUTY AMONG CITIZENS

Action Project: Yuva Sansad

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> • To develop the skills of debate. • To educate students on the functioning of Indian democracy. 	<ul style="list-style-type: none"> • Calendar for scheduling events and setting dates. • Books, articles, and multimedia resources on democracy and Indian Parliament. • Role descriptions and responsibilities within the parliament. • Educational handouts on parliamentary rules and procedures

Preparation time- 4-5 days
Implementation time- 1 day

PROCESS

- Step 1:** Form a planning committee and set dates for the events with the teachers.
- Step 2:** Guide the social science teacher to collect materials on democracy and Indian Parliaments, outline session plans according to the school's context, and decide on the various roles in the parliament.
- Step 3:** Instruct the teachers to select the students based on interest and knowledge about the Indian democratic system and brief them on their roles.
- Step 4:** Guide the social science teacher to educate the students on Parliamentary rules and procedures.
- Step 5:** Schedule lessons for students on debate and decide what issues the students want to raise in the Parliament.
- Step 6:** Organize sessions for students to rehearse.
- Step 7:** Instruct the teachers to provide individualized feedback to the students.
- Step 8:** Instruct the school coordinator to arrange all the logistics - venue, mics, speakers, chairs and table.
- Step 9:** Organize the parliament in the school on the planned date.
- Step 10:** Decide the best performer and distribute the certificates.

EXPECTED OUTCOMES

- Students will gain a deeper understanding of democratic principles and the functioning of the Indian Parliament.

EVALUATION

- Use feedback forms to gather students' experiences.
- Observe student participation and engagement during the material creation activity.
- Observation checklist can include adherence to parliamentary rules and procedures, effectiveness in assigned roles, knowledge about democracy etc.



PRAN -1: GOAL OF DEVELOPED INDIA

Action Project: Health and Hygiene Campaign

OBJECTIVE(S)	MATERIALS
To educate students on essential hygiene practices and instill lifelong habits of sanitation and well-being through a focused health and hygiene education initiative.	<ul style="list-style-type: none"> • Hygiene kits (soap, handwash, sanitizer, toothbrushes, etc.) • Educational materials (posters, pamphlets, videos) • Reflection journals

Preparation time- 3-4 days
Implementation time- 2 days

PROCESS

Step 1:Before: Conduct a meeting with teachers to outline the objectives and plan of the campaign.

Step 2:During: Invite healthcare professionals to educate students on essential hygiene practices, including proper handwashing, sanitation, and personal hygiene techniques.

Step 3:During: Instill hygiene kits (soap, handwash, sanitizer, etc.) in school premises and encourage students to practice these hygiene habits at home as well.

Step 4:During: Instruct teachers to reinforce hygiene practices regularly in their classrooms.

Step 5:After: Conduct monthly meetings with teachers and healthcare professionals to assess the progress of the campaign and address any challenges.

Step 6:After: Document and analyze the outcomes and impact of the campaign through feedback from students and teachers.

Step 7: After: After a set period (e.g., six months), hold a reflection session where students share their experiences and learnings, and write in their reflection journals.

EXPECTED OUTCOMES

- Students will develop a greater sense of personal hygiene and will maintain lifelong hygiene habits.

EVALUATION

- Collect feedback from students, teachers, and healthcare professionals.
- Conduct a reflection session with students and teachers to review and discuss the overall impact of the campaign.
- Observation checklist can include classroom observations, follow-up quiz post session and survey through parents, track new hygiene related campaigns led by students etc.



PRAN -2: TO REMOVE ANY TRACE OF COLONIAL MINDSET

Action Project: Self-Sustaining Village (Essay Competition)

OBJECTIVE(S)	MATERIALS
To drive development in the modern era through understanding the history of indigenous self-sustaining practices of villages.	<ul style="list-style-type: none">• Stationary required for the competition such as Notebooks, Pen/paper, Score sheets, Certificates.

Preparation time - 5 Days
Implementation time - 1 Day

PROCESS

- Step 1:** Plan the broad topics and winning parameters for the Essay Competition around the umbrella of 'Imagining a Self-Sustaining Village'.
- Step 2:** Inform the students about the competition in a larger space like morning assembly.
- Step 3:** Assist the students during class hours too, guide them to finalize a topic and research relevant content for the competition.
- Step 4:** Finalize the date, time and other logistical details for conducting the competition.
- Step 5:** Conduct the competition and appreciate all the students for participating. Competition can be between different age groups where participants express themselves in different creative mediums.
- Step 6:** Based on the pre decided parameters select the winner of the competition.
- Step 7:** Announce the winners in the next large meeting space like PTMs or morning assembly and provide small tokens of appreciation.

EXPECTED OUTCOMES

- Students will learn how indigenous practices support sustainable living.
- They will actively participate in competitions with well-researched information.

EVALUATION

- Essays from the competition will be evaluated through these parameters: clarity of the connection to the theme and the depth of exploration, unique perspectives, originality, innovative use of medium etc.



PRAN -3: TAKE PRIDE IN OUR ROOTS

Action Project: Heritage Walk

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none">• To organise a heritage walk that helps students appreciate cultural heritage, and build pride in local history.	<ul style="list-style-type: none">• Agenda and notes for the staff meeting.• Project overview documents for class teachers.• Guidelines for preliminary research.• Research templates or worksheets to guide student research.• Feedback form

Preparation time- 2-3 days
Implementation time- 2 days

PROCESS

- Step 1:** Conduct a staff meeting to orient and discuss the plan for the heritage walks/visits.
- Step 2:** Guide the class teachers to introduce the project to the students and form groups.
- Step 3:** Encourage every student groups to conduct a preliminary research on their assigned sites, focusing on it's history significance and key features.
- Step 4:** Coordinate with local site and museums to schedule visits and arrange transportations. Alternatives like documentary screenings can be suitable for remote regions.
- Step 5:** Review safety guidelines with the teachers.
- Step 6:** Provide a guided walk at the heritage site/ museum/ historical landmark.
- Step 7:** Encourage students to take notes and photographs of the site.
- Step 8:** Guide students to prepare a report (in any form they like) with their groups and present their learnings in front of their classroom.

PRAN -4: UNITY

Action Project: Language Learning Spaces

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none"> To initiate a language learning space across the school where students come together to learn different Indian languages encouraging linguistic diversity and unity 	<ul style="list-style-type: none"> Language learning sources from the internet or people around the community Planned materials to set up the space (Eg: books, chart papers, etc)

Preparation Time: 3-4 days
Implementation Time: 2 days

PROCESS

Step 1: Plan and finalize the languages to be learnt, their sources and structure of the space.

Step 2: Include a short slot in the time table to promote this practice.

Step 3: Form student groups and assign a language for the students to teach the other students.

Step 4: Innovative ways of teaching the language can also be researched and shared with the students to be adopted in the classrooms.

Step 5: Monitor the language learning classes.

Step 6: Collect feedback from the students and teachers on the Language Learning spaces and make any modifications as necessary.

Step 7: Different language utilization can be done during programs and school wide events.

EXPECTED OUTCOMES

- Students will enhance awareness on linguistic diversity.
- Students will learn the basic greetings and everyday phrases of the different languages of the country.

EVALUATION

- Monitor and record the nature of the Language Learning Spaces periodically.
- Utilize the learnings of the languages in different programs and events of the school.



PRAN -5: SENSE OF DUTY AMONG CITIZENS

Action Project: Let's recycle together

OBJECTIVE(S)	MATERIALS
<ul style="list-style-type: none">• To promote sustainability in students and encourage them to apply it in their daily lives.	<ul style="list-style-type: none">• Printed handouts on sustainability and 5Rs (Reduce, Re-cycle, refuse, reuse, repurpose).• Cleanliness drive schedule and agenda.

Preparation time- 3 days
Implementation time- 2 days

PROCESS

- Step 1:** Introduce the project to the students by explaining the importance of cleanliness, recycling and reuse of materials.
- Step 2:** Introduce the concept of segregation of waste.
- Step 3:** Conduct a cleanliness drive with students to collect waste materials from schools and nearby communities.
- Step 4:** Guide students to segregate recyclable and non-recyclable materials from the collected waste.
- Step 5:** Encourage students to decide on useful and decorative items to create from recyclable materials.
- Step 6:** Guide teachers to facilitate sessions for students to make different decorative and useful items from the materials gathered.
- Step 7:** Organize an exhibition where students will showcase their created materials.

EXPECTED OUTCOMES

- Students will clearly understand their civic duties and the importance of protecting the environment.
- They will be more aware of environmental needs and how they can contribute.

EVALUATION

- Gather students' feedback on the cleanliness drive.
- Observation checklist can include clarity on theme, difference between 5Rs.
- Observe student participation and engagement during the material creation activity.
- Conduct a follow-up discussion to assess the retention of key concepts.





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