

STATE PROJECT DIRECTOR-CUM-DSE

Samagra Shiksha, Chandigarh

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Memo No. SPD/SS/IE & ECCE/2025/ 4862-73
To

Dated 21/3/25

District Education Officer
Chandigarh Administration

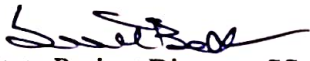

Subject:- Implementation of norms for Pre-primary classes as per NEP, 2020.

In continuation to the guidelines issued vide letter no. 7233-24 dated 23/11/2022 and 8458-60 dated 23/01/2024 to all Govt. schools of UT Chandigarh, Department of School Education and Literacy, Ministry of Education has shared the norms for Pre-primary classes prepared by NCERT. It has been intimated that in-order to enrich the teaching learning environment and to make it child-centric, lively and joyful, a play based teaching and learning material called Jadui Pitara based on NCF-FS 2020 has been designed by NCERT. Further, it has been emphasized that Balvatika norms can create strong foundation for children's future academic success and over-all well being. Ministry of Education in order to ensure uniformity in imparting education at pre-primary level has shared following norms for Balvatika classes, the details of the same shared by Ministry of Education are attached at Annexure-A:-

1. The first stage of organized education in India is known by different nomenclatures, in-order to avoid confusion and to make the learning continuum clear to stakeholders, the first 03 years of organized education i.e Pre-primary level will be known as Balvatika and three classes for 3-6 year olds will be called Balvatika-1, Balvatika-2, Balvatika-3.
2. Infrastructure covering location, building, water facility, toilet, space for sleeping/ nap to be easily accessible and safe for children (details at Annexure-A). It has been further added that if the duration of pre-school is more than 04 hours to coincide with the timings of primary school, arrangement should be made for taking a nap or rest for children.
 - For safety and security of children in the age group of 03-06 years, guidelines as defined in the norms are to be followed by the school.
 - Child-friendly and Barrier free environment to be provided.
3. Learning environment needs to be created in the school which broadly covers- classroom design, furniture, activity areas, outdoor plays areas.
4. In addition to this, guidelines have also detailed the roles and responsibilities of stakeholders involved in Education of Children in the age group of 03-06 yrs.
5. The procedure of admission in pre-primary classes and age criteria is to be strictly followed as defined in the norms.
6. Curriculum for Balvatika needs to foster holistic growth and development based on all domain areas defined in NCF- FS.
7. Planning Balvatika programme needs to include timings for pre-primary to be kept as per norms of NCF-FS and guidelines shared vide letter no SPD/SS/IE & ECCE/2024/914 dated 27/05/2024. Programme of pre-primary should be balance of in-door and out-door activities, experiential learning.
8. Assessments at pre-primary level to be based on qualitative judgement, informal and systematic observations of activities in schools. It should focus on child's strength rather than deficiencies and should not be based either on oral and written examination. (details at Annexure-A).

9. Necessary precautions of indoor and outdoor area, child abuse and rights, handling emergencies, health and Hygiene as mentioned in the detailed note needs to be followed for safety and security of children.
10. In addition to this, schools are required to maintain the following records for all students in pre-primary classes (Balvatika):-
- records related to medical history, growth monitoring and police verification of all staff working in Balvatika.
 - register to keep attendance record along-with reasons of absenteeism
 - event/ activity calendar to be prepared and shared with parents
 - Progress of all students based on Holistic Development

In order to ensure smooth functioning of pre-primary classes, it is requested to share the same with all the Govt, Govt.Aided and Private recognised schools.



Dy. State Project Director, SS-cum-DD-I
For Director School Education
Chandigarh Administration 

Endst. No.

Dated:-

Copy is forwarded to following for information & necessary action please:

- PA. to Director School Education-cum-State Project Director, Chandigarh for information please
- Director, Social Welfare, Chd Admn.
- Joint Director (Admn), Edu. Dept., Chd Admn.
- Dy. Director-I, Edu. Dept. Chd Admn
- Dy. Director-II, Edu Dept, Chd. Admn.
- Dy. Director-III, Edu Dept, Chd. Admn.
- Mission Co-ordinator, Samagra Shiksha, Chd.
- Assistant Controller (F&A), Edu. Dept. Chd Admn,
- Assistant Controller (F&A), Samagra Shiksha, Chd
- Registrar (Schools), Edu. Dept. Chd Admn.
- Concerned School branch, Edu Dept, Chd Admn.


Dy. State Project Director, SS-cum-DD-I
For Director School Education
Chandigarh Administration



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आज़ादी का
अमृत महोत्सव

Prachi Pandey, IA&AS
Joint Secretary (Institutions & Training)
Tel. No. 011-23389247
Email: prachi.p@gov.in

PA to Secy. (E) 1727305
Dated 4/10/24

D.O. No. 1-13/2023-NCF

27th September, 2024

Respected Madam/Sir,

W/SE (P) This is in pursuance of Secretary, SEL's D.O. No. 1-13/2023-NCF dated 3rd January, 2024 wherein it was suggested that Balvatikas may be created in state-run as well as CBSE-affiliated schools whereby each Balvatika should be designed to cater to all levels of children, from 3-6 years old. It was also mentioned that a prototype of a model Balvatika with all the specifications shall be shared shortly with you. Accordingly, this Department has got the guidelines/ norms for Balvatikas (enclosed), prepared by NCERT, which aim to provide a framework for curriculum design, teacher training, classroom environment, child-teacher ratio, safety, hygiene, assessment & evaluation and parent-teacher interaction, etc.

2. Further, it is reiterated that while implementing Early Childhood Care and Education (ECCE) initiatives, a dedicated space, as a model Balvatika, should be created with the NIPUN logo and Jaadui Pitara (JP) logo in each DIET with attractive and colourful rooms and age-appropriate furniture. It may be recalled that under the scheme of upgradation of DIETs as centres of excellence, funds have been sanctioned for 125 DIETs. As these dedicated spaces are created in line with the norms, images for the same may be shared with DoSE&L.

3. The success of the Bal Vatikas is also dependent upon the qualitative interventions. As a part of our efforts to enrich the learning-teaching environment and to make it child centric, lively, and joyful, a play-based teaching and learning material called Jaadui Pitara (JP) has been designed by NCERT. It is based on the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 and was launched on February 20, 2023. The material in Jaadui Pitara (JP) comprises toys, games, puzzles, puppetry, posters, flashcards, worksheets, attractive storybooks, and playbooks for students. You would agree that the Jaadui Pitara (JP) should be universally available for students in this age-cohort. Therefore, it has been suggested that states may modify/ adapt these learning aids as per locally available or procure the toys locally. However, the modified Jaadui Pitara (JP)/ its toys etc should be in strict adherence and conformity with the learning outcomes mapped to specific toys contained in Jaadui Pitara (JP). Accordingly, a list of all the toys with specifications shall be provided to the SCERT by NCERT along with a logo having a name of "Jaadui Pitara" and/ or its equivalent in States/ UTs' local language.

4. DoSE&L, Ministry of Education has provision of funds for state developed Jaadui Pitara (JP) (with the use of logo as provided by NCERT and toys/ learning material in conformity with the NCERT mapped learning outcomes) under the component of Foundational Literacy and Numeracy (FLN) of

Samagra Shiksha Scheme. It provides for funds up to Rs. 500/- per child per annum up to primary level as per state specific action plan. Proposal for the funds requirement for Jaadui Pitaras (JP)s based on the number of Jaadui Pitara (JP)s required in your Balvatikas corresponding to the number of students enrolled may be submitted during the PAB.

5. In addition, DoSE&L in collaboration with NCERT has developed and launched e-Jaadui Pitara (e-JP). The e-JP is a digital resource/ mobile app which supports teachers in the classroom and parents' roles in home-based learning support for holistic development of students. The App contains FLN resource material for Parents/ teachers of children 3-8 years old. It can be accessed through the browser, app, WhatsApp & Telegram and IVRS.

6. The State Project Director, may also like to consider co-ordinating with the Anganwadi Services (formerly ICDS programme) to create awareness regarding the Bal Vatika norms, Jaadui Pitara (JP) and e Jaadui Pitara .

7. Once again, I would like to emphasize that by following balvatika norms, early childhood learning can create a strong foundation for children's future academic success and overall well-being as these norms provide a nurturing environment, promoting holistic development and preparing children for formal education.

Regards,

Encl: As above

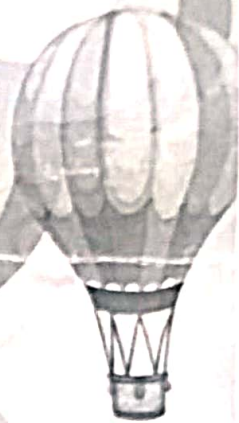
Yours Sincerely,

Prachi Pandey
27.9/XXIV
(Prachi Pandey)

To

1. Additional Chief Secretary/Principal Secretary/Secretary (School Education) of All States and UTs.
2. Director, NCERT
3. Chairperson, CBSE
4. Commissioner, NVS
5. All SCERTs and DIETs

Balvatika Norms



Department of Elementary Education, NCERT, New Delhi

BALVATIKA NORMS

The National Education Policy (NEP) 2020 states that 'prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is before Class 1) which has an ECCE-qualified teacher' (NEP 2020 Para 1.6).

The first stage of organised education in India is known by different nomenclatures like nursery school, pre-school, preparatory schools, kindergartens, montessori, pre-primary section and anganwadis. In order to avoid confusion and make the learning continuum clear to the stakeholders, the first 3 years of organised education will be known as Balvatika and the three classes for 3-6 year olds will be called as Balvatika 1, Balvatika 2 and Balvatika 3.

Balvatika should not be started in any school where a co-located anganwadi already exists.

I. INFRASTRUCTURE

1. Location

- Easily accessible.
- Away from heavy traffic, ponds, wells, ditches, *nallahs*, heaps of garbage, stagnant water and uncovered drains etc.
- Surrounded with boundary wall or a fence with a gate.

2. Building

- Well-ventilated and well lit. It should have proper roofing, windows, doors and flooring.
- Spacious classrooms, storage room, kitchen with water facilities, toilet and drinking water facilities should be available in Balvatika.
- Building and equipment must adhere to safety standard.
- CCTV cameras for surveillance should be installed and privacy concerns of children should be considered.



3. Water

- Facility for safe drinking water and washing hands should be provided.
- In case water purifiers are being used in the Balvatika, it should be serviced regularly.



Drinking water and hand-washing facility

4. Toilet

- Child-friendly and functional toilets, separate for boys and girls with suitable modification for children with disabilities.
- Toilets should be safe, clean and have regular water supply.
- Ensure basin, soap dispenser and hand towels are at a child's height.



Adapted toilet and wash basin for children with special needs

5. Sleeping/Nap*

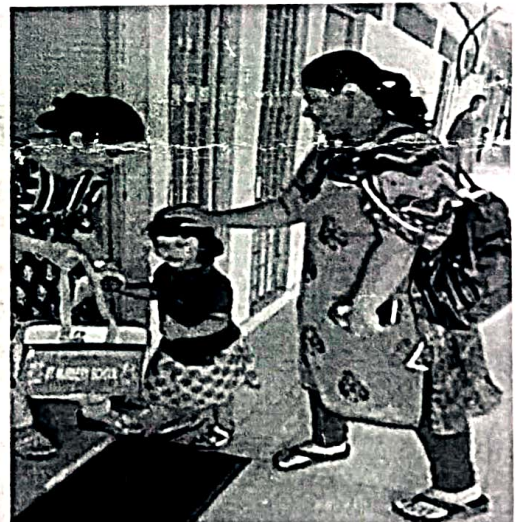
- Designate a space for children to rest and nap in the classroom.
- Mattress and *durries* should be cleaned and sun dried regularly.



Sleeping/nap area for children

6. Pick up and drop off

- Photo identity cards of children with complete home address should be mandatory in Balvatika.
- Designated place to drop and pick-up the children by the parents/guardian should be made in the Balvatika. Teachers of respective classes must be present at the gate to receive or handover children from and to their parents/ guardians.
- Parents should provide the photographs, names and identification documents of the persons who should collect or pick the child and nobody else shall be allowed to pick the child from the Balvatika or from the school bus.
- Preferably an attendant (female) should accompany children in the bus or cab from first pick-up point to the last drop-off point.



Parent dropping children at school

* If the duration of the preschool is more than four hours in order to coincide with the timings of the primary schools, arrangements should be made for taking a nap or rest for all children.

7. Barrier Free Environment

- A child-friendly ramp should be built with handrails.
- Non-slip flooring materials should preferably be used in the Balvatika.



Non-slip flooring material



Child-friendly ramp with handrails

II. LEARNING ENVIRONMENT

1. Classroom Design

- Classroom walls should be colorful, vibrant and print rich.
- The classroom layout should facilitate free movement for all children in the class.
- Provision should be made for running blackboards and colorful chalks at the eye level of children to draw or write.
- Provision of 'Theme Board' should be made to display the monthly theme/topic with proper labelling and also an area should be designated to showcase children's work.
- All the displays should be at the eye level of children. Work of each child should be displayed, not only the best ones.
- Displays should be purposeful, relevant, related to current theme and changed regularly.
- Word walls should be created to introduce new vocabulary to children.



Classroom design

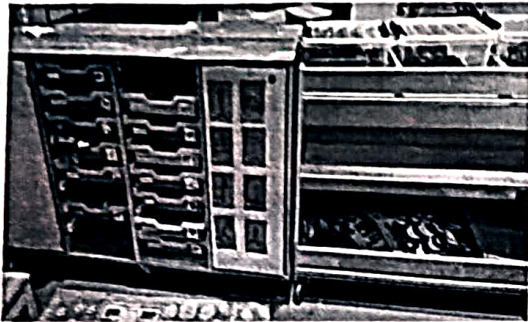
2. Classroom Arrangements

a) Indoor

Furniture

- Stackable child-sized furniture preferably cluster tables and chairs that can be easily moved according to the play activities to ensure flexible classroom organisation should be procured.
- Low open shelves or open big baskets to store the play and learning teaching material should be provided.

- A designated teachers storage area to keep children's portfolio should be provided.
- There should be enough space for circle time and a *durry* or carpet should be provided for circle time and large group activities.
- Furniture should not have any sharp edges.



Classroom furniture

Activity areas

- The materials should be displayed and kept attractively on the open shelves for easy accessibility to encourage exploration.
- The material should be stored in such a way that children can start playing without adult help and be able to arrange the material and clean up after they have finished playing.

Jaadui Pitara for Creative and Constructive Ideas

Jaadui Pitara is a collection of comprehensive learning teaching materials mapped to different curricular areas, domains and competencies. This box contains approx. 53 materials related to different domains which should be kept in different activity areas of Balvatika. Teachers can create their own Jaadui Pitara with indigenous/ locally available low cost/no cost materials, for example, pebbles of different colours, shapes, origami, leaves, straws etc.

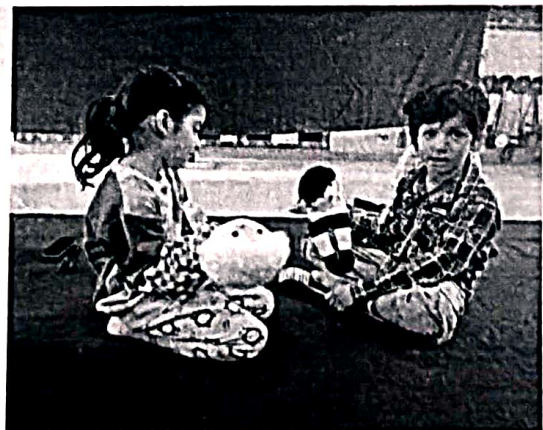


Jaadui Pitara

The following are some suggested activity areas:

► **Doll's and Dramatic Play Area**

The materials to be kept here can be various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons, etc.), pretend food (vegetables or fruits made of clay), dress-up clothes, doctor set and kitchen set etc.



Doll's and Dramatic Play Area

► Language Area

This area should have a variety of age-appropriate children's magazines, information books, picture books, story books, big books, local folk-tales, thematic books, comics, slates and chalks etc. It should also have thick crayons, colour pencils, paints, brushes, paper for scribbling, drawing and writing.



Language and literacy Area

► Toy and Manipulative Area

This area should have manipulative materials, such as, puzzles, matching cards, lacing cards, seeds, shells, material for sorting, strings and beads, small toys, such as, cars, trucks, animals, toy figures, take apart toys, number rods, abacus, and other objects from the environment, such as, leaves, stones, pebbles, twigs and flowers, etc.



Toy and Manipulative Area

Block Building Area

This area should have variety of blocks of different colours, shapes, sizes, such as hollow blocks, wooden blocks, etc.



Block Building Area

b) Outdoor Play Area

- Outdoor play area must be large enough to play and run around safely.
- Outdoor play equipment like slides, see-saws and swings can be placed in the outdoor area.
- A water play area can be created or a water tub can be used in both indoor as well as outdoor areas.
- A sand pit can be created under some shaded and fenced place like under a tree.
- A small kitchen garden adjoining the indoor environment with a variety of plants can be made.
- The playground and outdoor equipment should be adapted for children with special needs through use of tactile path, large signages, hand rails.

Many more learning areas like discovery area, music and movement area can be created on a rotational basis in the classroom.



Outdoor Play Area

III. STAFF*

a) Essential Staff

- Principal/Head Teacher- 1 (one)
- Teacher - 1 teacher for upto 30 children per class
- Helper - 1 helper for upto 30 children per class
- Security Guard - 1 (for stand alone Balvatika)

Desirable staff

- Assistant teacher, Cook, Peon , Parent volunteer and Gardener (1 each)

b) Staff qualification and Salary

- Principal/Head Teacher
 - Qualification - As per Government norms.
 - Salary - As per norms.

* This is an indicative staffing structure and roles and responsibilities for a standalone Balvatika. When the Balvatika is part of an existing primary school, then the headteacher of the primary section should be incharge of Balvatika.

- Teacher

- ▶ Qualification - Class XII pass with two years Diploma in Preschool Education (as per NCTE norms).
- ▶ Salary - As per norms for primary school teacher (proposed).

- Helper, Security Guard, Support Staff

- ▶ Qualification - Class XII pass, minimum 18 years of age, must have induction training in preschool.
- ▶ Salary - As per State norms for semi-skilled persons. Jx

c) Roles and responsibilities (7 page).

- Principal/Head Teacher

- ▶ Manage and supervise day-to-day operations.
- ▶ Supervise and guide all teachers and other staff members and coordinate and support for effective curriculum transaction.
- ▶ Coordinate with co-located Anganwadi workers, supervisors and other functionaries for convergence.
- ▶ Develop a plan for the continuum of children from Balvatika to Grade II.

- Teachers

- ▶ Plan developmentally appropriate, challenging and joyful activities for holistic development of children.
- ▶ Observe children to identify their needs and capabilities and move with the pace of the child's development
- ▶ Become familiar with the learning outcomes and developmental goals and accordingly plan activities.
- ▶ Prepare monthly or weekly lesson plans and daily schedules to ensure holistic development of all children keeping in mind diversity and special needs of children.
- ▶ Create nurturing and positive relationships with children and among children.
- ▶ Handle emergencies and give first aid, when required.
- ▶ Interact verbally with children in a calm, respectful and friendly manner and use familiar language/ mother tongue in the classroom.
- ▶ Ensure social inclusion of children with disability in the Balvatika.
- ▶ Seek help in early identification and intervention for children with special needs.
- ▶ Work in partnership with parents, communities and other stakeholders.



Teacher conducting group activity

- Helper

- ▶ Escort the children at the time of arrival, departure and in between activities (for example to outdoor areas and toilet).
- ▶ Prepare food under the supervision of the teacher and assistant teacher.
- ▶ Assist the teacher during field trips and nature walk, outdoor and indoor activities and during lunch time etc.
- ▶ Maintain hygiene of the children— toileting, hand washing, etc.
- ▶ Help the teacher in preparing class for activities such as setting up materials for the activities.
- ▶ Prepare room for rest time, music and movement.
- ▶ Provide love and nurturance
- ▶ Engage with parents and counsel them for promoting play-based learning.

IV. ADMISSION

1. Age of admission

- Balvatika 1- 3+ years old
- Balvatika 2- 4+ years old
- Balvatika 3- 5+ years old

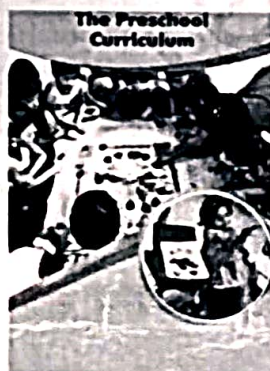
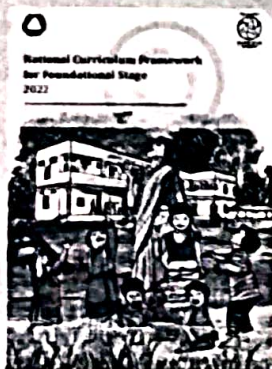
2. Admission Process

- Balvatika should not involve any testing of children and parents in any form written or oral.
- No child below the age of 3 years should be admitted to a Balvatika programme.
- Admission should not be denied to children on the grounds of religion, caste, belief system, race, region, gender, disability and socioeconomic status of the family of the child.
- No documents like aadhar card, birth certificate should be mandatory for admission.

V. CURRICULUM

The Balvatika curriculum needs to be an integrated set of experiences to foster holistic growth and development in all domains, such as health and well being, and cognitive, physical, social, emotional and language development. Young children learn best when they get opportunities to play, explore and experiment through well planned age appropriate activities. The range of activities planned for children on each day should include:

- **Physical Activities:** Activities for both large and small muscle development.
- **Creative Activities:** Using natural and other material to encourage creativity.
- **Challenging and Exciting Activities:** For developing intellectual abilities.
- **Talking, Listening and Expressive Activities:** Interacting with peers and adults.
- **Imaginative Play Opportunities:** For encouraging creativity.
- **Rest and Quiet Play Opportunities:** Providing moments of relaxation.



Reference Documents

Planning the Balvatika programme

- The Balvatika programme should be of four hours per day and five days a week.
- The programme should be a balance of :
 - ▶ indoor and outdoor play activities
 - ▶ quiet and active experiences
 - ▶ small group, large group and individual learning activities
 - ▶ child-initiated and teacher-initiated activities
 - ▶ activities catering to all aspects of development/learning
- Plan experiences from simple to complex, familiar to unfamiliar and concrete to abstract.



Small group activity

Pedagogical approaches

- Should be child friendly.
- Should be age and developmentally appropriate
- Should have in-built assessment practices.
- Should involve play, exploration and learning about their world.
- Should develop creativity, resilience and independence in children.

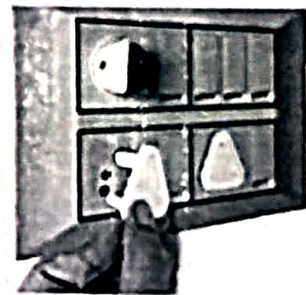
VI. ASSESSMENT

- Assessment must be based on qualitative judgements of children's activities, status of their health, nutrition, physical and social well-being.
- Each child should be assessed individually through informal and systematic observations of children's play and other activities.
- Assessment should focus on child's strength rather than their deficiencies.
- The children should not be assessed based on either oral and written examination and no label of "pass" or "fail" is to be given.
- Assessment tools and techniques like anecdotal records, portfolios, observations, checklist, rating scale and photographs and video clips can be used for assessment of the children.

VII. SAFETY AND SECURITY

1. Safety precaution of indoor and outdoor area

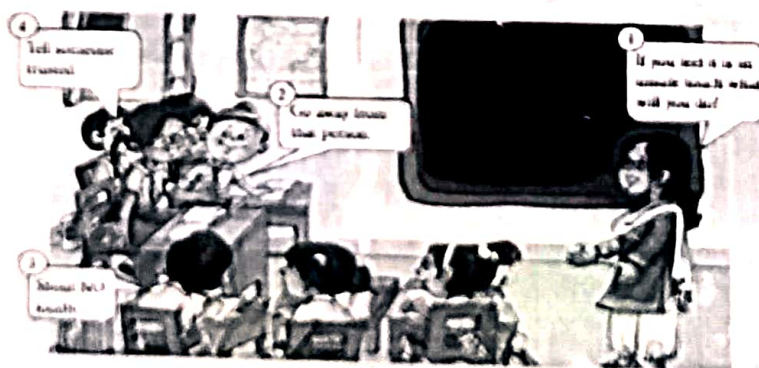
- Ensure children are physically 'visible' at all times.
- Safety check of electrical fittings, fixtures, outdoor and indoor equipment should be done regularly and periodically. Electrical sockets should not be left open and must be covered when not in used.
- Doors should not have self-locking systems or latches.
- Latches on the door should be beyond the reach of the children.
- There should be a mesh in all the windows. Windows should be secure and there should be no broken glass or fittings.



Safety electrical fitting

2. Child abuse and rights

- Children must not be subjected to physical or emotional abuse and corporal punishment
- Children must be sensitised about safe touch and unsafe touch in an appropriate manner.
- Staff should be aware of signs of child abuse and how to protect children
- Respecting differences and abstaining from discrimination must be ensured.



3. Handling Emergencies

- A list of emergency contacts should be readily available to the staff. It should include telephone numbers of parents and guardians, fire service department, clinic or hospital, ambulance and police department.
- Routine safety drills should be conducted to make children aware of practices to prevent hazards and disaster.

4. Health and Hygiene

- Immunisation record of children should be kept and maintained.
- Medical check-up of children should be done atleast twice in a year.
- Follow-up and referral services should be provided whenever and wherever necessary.
- Children should be cleaned immediately in case they urinate in the classroom.
- School shall have an arrangement with the nearest medical facility.
- No medication shall be given to children except by order of a physician.
- The amount of food and drink provided to children should be hygienic and meet their nutritional requirements.
- No junk food should be served in Balvatika.

VIII. RECORDS AND REGISTERS

Records

- The health record and a copy of medical history of the child suffering from any disease, allergies must be kept for record and reference.
- Growth monitoring of children should be done twice a year.
- Police verification of all staff working in Balvatika should be done before they are hired.

Register

- A register to keep details of staffs should be maintained.
- Attendance record of children is must and the reasons for absenteeism should be mentioned in the register.
- Account register and stock register should be maintained and regularly checked by the head teacher or principal and the administrator.

Balvatika Event/Activity Calendar

- Develop an activity calendar where probable dates of various upcoming events and activities of Balvatika are mentioned and shared with the parents.



विद्यया ऽ मृतमश्नुते



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एन सी ई आर टी

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

संजय कुमार, भा.प.से

सचिव

Sanjay Kumar, IAS
Secretary



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
Government of India
Ministry of Education
Department of School Education & Literacy

D.O. No. 1-13/2023-NCF

3rd January, 2024

Dear Additional Chief Secretary / Principal Secretary / Secretary,

As a part of our efforts to enrich the learning-teaching environment and to make it child-centric, lively, and joyful, a play-based teaching and learning material called Jaadui Pitara (JP) has been designed by NCERT. It is based on the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 and was launched on February 20, 2023. The Jaadui Pitara (JP) recommends learning and development in five domains: physical development, socio-emotional and ethical development, cognitive development, language and literacy development, and aesthetic and cultural development. It is a giant aspirational leap towards enriching the learning-teaching environment and is developed for the Amrit generation, as envisioned in the NEP 2020.

2. The material in Jaadui Pitara (JP) comprises toys, games, puzzles, puppetry, posters, flashcards, worksheets, attractive storybooks, and playbooks for students. You would agree that the Jaadui Pitara (JP) should be universally available for students in this age-cohort. Therefore, it has been suggested that states may modify/ adapt these learning aids as per locally available or procure the toys locally. However, the modified Jaadui Pitara (JP)/ its toys etc should be in strict adherence and conformity with the learning outcomes mapped to specific toys contained in Jaadui Pitara (JP). Accordingly, a list of all the toys with specifications shall be provided to the SCERT by NCERT along with a logo having a name of "Jaadui Pitara" and/ or its equivalent in States/ UTs' local language.

3. DoSE&L, Ministry of Education would provide funds for state developed Jaadui Pitara (JP) (with the use of logo as provided by NCERT and toys/ learning material in conformity with the NCERT mapped learning outcomes) under the component of Foundational Literacy and Numeracy (FLN) of Samagra Shiksha Scheme. It provides for the provision of up to Rs. 500/- per child per annum up to primary level as per state specific action plan. You are therefore, requested to furnish the funds requirement for Jaadui Pitara (JP)s based on the number of Jaadui Pitara (JP)s required in your Balvatikas and Anganwadi centres corresponding to the number of students enrolled.

4. Further, while implementing Early Childhood Care and Education (ECCE) initiatives, a dedicated space, as a model Balvatika, should be created with the NIPUN logo and Jaadui Pitara (JP) logo in each DIET with attractive and colourful rooms and age-appropriate furniture. The images for the same should be shared with DoSE&L.

5. Similarly, Balvatikas may also be created in state-run as well as CBSE-affiliated schools with branding as enumerated above. A prototype of a model Balvatika with all the specifications shall be shared with you shortly. Each Balvatika should be designed to cater to all levels of children, from 3-6 years old.

6. The State Project Director, in consonance with the Anganwadi Services (formerly ICDS programme) may further create awareness regarding Jaadui Pitara (JP). Additionally, a contest

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may be organised at the state level to cull out an imaginative strategy to reinforce the usage of Jaadui Pitara (JP) as an integral part of the NIPUN Bharat mission.

Best wishes

Yours sincerely,

Sanjay Kumar
(Sanjay Kumar)

To,

Additional Chief Secretary/Principal Secretary/Secretary (School Education) of All States and UTs.