



F.11029/64-1/2020/KVS(HQ)/Acad./1056-1083

Date: 03.08.2021

To  
The Deputy Commissioner  
Kendriya Vidyalaya Sangathan  
All Regional Offices

**Subject: - Academic Plan, Assessment and its Implementation - reg.**

Madam/Sir,

In response to the earlier letter of even number dated 21<sup>st</sup> May 2021, tentative academic plan and assessment schemes were received from the regions. This was followed by an elaborate interaction with the regions on 17<sup>th</sup> June 2021 including all the DCs and in-charge DCs of the regions. Within the broader overall focus of supporting and ensuring the well-being of students, varied forms of academic engagement and assessment schemes and plan for pedagogical changes required at different stages of school education as given in NEP-2020 were discussed.

Since such planning has to take into account the unique nature of this organization that calls for uniform arrangement in view of the transferable job of the parents and maintain continuity in learning, two Committees of DC were formed to look into the

- ⇒ tentative models of academic plan
- ⇒ split-up for the coverage of syllabus by KVs
- ⇒ models of multi-disciplinary projects and
- ⇒ proposed schemes of assessment which can help in the development of skill and capacities as envisaged in NEP-2020.

Reports of these two committees have now been received and examined in detail in HQ. Accordingly, the following are enclosed for implementation by all the regions:

1. Split-up syllabus along with suggested plan for curricular transaction
2. Models of multi-disciplinary projects and
3. Schemes of assessment for the Classes I - VIII.

In the given pandemic situation and experience of last year, KVs have to continue with the blended mode of teaching-learning and plan accordingly. In such a scheme teachers occupy the central place in the curricular transactions and hence capacity building modules in terms of requirement for them would be planned by the Headquarters. Any specific requirements in this regard, may be communicated to the Joint Commissioner (Trg.), KVS HQ.

While implementing the academic plan and the scheme of assessment, emphasis on the following areas be ensured:

## 1. REALIGNMENT OF PEDAGOGY

The pedagogical requirement for the new four stages of 5+3+3+4 system be adopted. The broader details have already been given in the earlier letter of even number dated 21<sup>st</sup> May 2021. In essence, pedagogy must evolve to make learning more experiential, promote critical thinking; be holistic, learner-centric and joyful.

Teachers should be given autonomy in choosing the pedagogy so that they may teach in the way they find it effective for the students. They should be recognised for novel approaches to teaching that improves learning outcomes. Such efforts of the teachers should be encouraged and **documented by the Principals** so that it can be shared with other schools. **[Para 5.14 of NEP]**

As mentor and guide to students, teachers to use technology as an enabler of education and promote interactive and activity-based learning. The Academic Committee of the region will facilitate the teachers by providing links and references to the study and support materials available in PM e-Vidya like DIKSHA, NROER and other academic portals and channels.

One-to-one peer tutoring is an effective method for learning not for the students but for the teacher also. Peer tutoring under the supervision of teacher to be promoted and adopted by schools. **[Para 2.7 of NEP]**. Similar methods can be explored and adopted by every school.

## 2. FOUNDATIONAL LITERACY AND NUMERACY (FLN)-

The ability to *read and write and perform basic operations with numbers* to be accorded highest priority to achieve FLN by all students by Grade 3. Kendriya Vidyalayas have been notified to be developed as model schools in the implementation of FLN under the NIPUN mission. Hence, NIPUN guidelines should be implemented by all KVs to achieve goals and Lakshyas / Targets. Teacher empowerment activities arranged in the form training and workshops as well as exemplar videos being developed in-house by a team of HMs be effectively used in this regard. *School Readiness Program for Class I students* along with the module for entry level assessment of each child entering the KVS system needs to be carefully implemented. This in turn is to be followed by implementing class appropriate plans to achieve the Lakshyas / Targets given in NIPUN. These targets are available at page no. ... of the NIPUN guidelines. To track and monitor the progress of students a mid-session review and session ending assessment of the levels of learning of each child would have to be made for which separate instruction shall be issued later.

This practice will help tracking the learning as the child moves to from one grade to the next. Each regional head would monitor and this document this journey. A sample of such a pilot by one region is attached for information.

## 3. CONTINUOUS ENGAGEMENT WITH STAKEHOLDERS

**PTM:** Continuous engagement and feedback from parents, students will help in collaborating together for achieving the desired learning outcomes of every child. Therefore, conduct of regular PTMs should be planned in advance and intimated to the parents by every KV.

**Community Support:** Volunteer support group of retired teachers, retired government employees, scientists, alumni, educators can be considered to support the learning activities. School wise data base can be created for this purpose. **[Para 3.7 of NEP]**

**Mapping of students and devices:** Accessibility of students to digital devices will continued to be mapped to plan for synchronous and asynchronous mode of curricular transactions. Each school will take up the task on priority to ensure engagement with all categories of students viz., - having independent devices and good internet connectivity, having shared devices and / or limited connectivity, having a non – smart, basic phone and having no devices at all. Mapping should also be device specific, i.e. laptop/ desktop/ smart phone/ ordinary phone so that teaching can be planned accordingly.

Individual KVs should explore possibilities of taking help of Alumni, CSR, PTA, NGO, etc. for the students who are still without device.

#### **4. ASSESSMENT:**

NEP emphasizes on regular formative / adaptive assessment for learning to track and support the attainment desired learning levels by every child. The challenges thrown by closure of schools due to Covid-19 pandemic has led to the reworking on the alternate and new assessment strategies. The grade wise assessment scheme with a focus on the outcomes to be achieved by the learners has been enclosed. The same needs to be carefully studied and implemented by every KV and every teacher.

*The Alternative Academic Calendar* developed by NCERT has been mapped with the expected learning outcomes for grades 1-12 keeping in view the choice of available technological tools for imparting education. The AAC should be used by the teachers to conduct various activities mentioned therein to bridge the learning gaps due limitations of online mode of teaching. It is being updated to include assessments as well. (<https://ncert.nic.in/alternative-academic-calendar.php>)

Multi-disciplinary projects as outlined in the attachment needs to be implemented for all the students of Classes VI – VIII. While implementing the same, the teachers be asked to periodically observe the progress made by the students and interventions be provided as and when needed. Further the experience gained in this process be used to design new and better projects for the coming sessions.

#### **5. INTEGRATION OF ESSENTIAL SUBJECTS, SKILLS AND CAPACITIES:**

NEP proposes curricular integration of essential subjects and skills. Para 4.26 states that every student will take course during grades 6-8 that gives hands-on experience of vocational crafts as mapped by local skilling needs. As communicated earlier, the inputs from students, parents and teachers on introduction of vocational courses according to the areas of interest of students, its scope and utility in the present scenario and in future from classes VI-VIII should be mapped. The agencies/local experts in various areas may be contacted along with institutions like ITIs, Polytechnics etc. and the details such as areas of expertise, availability of services, willingness to involve themselves, career prospects of students etc.

In addition to the above focused action on curricular transactions, all the KVs in the region be asked to pay attention to the following areas too:

**A. INFRASTRUCTURE-** Each Principal has to take care of the maintenance and upkeep of their premises including all the essential facilities made available in the KVs. In addition they should also periodically obtain the following certificates from respective authority/ agency:1. School Safety Certificate2. Fire Safety certificate etc.

Upkeep of infrastructure should take into account the needs of CWSN children and staff.

#### **B. UPDATING DATA:**

## **B. UPDATING DATA:**

Since collection of periodical data is essential for various aspects of planning, it may be ensured that the information provided by the KVs is accurate. Timely compliance, wherever required like in the cases of OASIS, UDISE+, SARAS etc., be also ensured.

## **C. IT INTERVENTIONS:**

Many of the regions and KVs have shared their resources on blogs. It would be preferable for all the regions and KVs to relook into their design so that the required navigation to access the desired resources are easily available. Also visitor's counter be embedded so that

frequent visits by the users motivates the resource providers to share better and further resources.

With the ongoing implementation of NEP-2020, introduction of various schemes and activities would be a regular feature. Required instructions from HQ would be issued from time to time. However, all KVs may be asked to visit the official websites of Ministry of Education, CBSE, NCERT and KVS HQ for regular updates. Some of the essential documents available on MoE / CBSE websites are listed below as an example:

1. NEP 2020- (National Education Policy)
2. SARTHAQ-Part I & II (Students' and Teachers' Holistic Advancement through Quality Education)
3. PRAGYATA – Guidelines for digital education
4. DIKSHA- variety of resources
5. Guidelines for gifted children
6. TERM- Teacher Energized Resource Material
7. NIPUN- National Initiative for Proficiency in Reading with Understanding and Numeracy- guidelines on FLN Mission

With the aspirations of the nation being clearly spelt out in NEP-2020, it is our collective responsibility to raise upto the expectation and contribute our best in this endeavor of nation building.

Yours Sincerely,



(Piya Thakur)

**Joint Commissioner (Acad.)**

### **Enclosure: -**

1. **Split-up Syllabus Class I to VIII**
2. **New Assessment Criteria Class I to VIII**
3. **Multi Disciplinary Project (MDP) Class III & IV**

### **Copy to:-**

- 1) **PS to Commissioner, KVS, New Delhi.**
- 2) **PS to Additional Commissioner (Acad.), KVS, New Delhi.**
- 3) **Guard file.**