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The Deputy Commissioner,  
Kendriya Vidyalaya Sangathan,  
All Regional Offices

Subject: Implementation of Supreme Court-Mandated Guidelines on Mental Health & Well being in Kendriya Vidyalayas - reg.

Madam / Sir,

In continuation to this office letter dated 14.10.2025, and in light of the recent judgment of the Hon'ble Supreme Court in Sukdeb Saha v. The State of Andhra Pradesh & Ors. (2025 INSC 893, delivered on 25 July 2025), wherein the Court has categorically held that mental health and emotional well-being are integral to the fundamental right to life under Article 21 of the Constitution, the Hon'ble Court has issued comprehensive directives to schools and educational institutions for ensuring the mental health protection, safety and emotional welfare of every student.

In consonance with the directions of the Hon'ble Supreme Court and existing advisories from Ministry of Education and initiatives such as MANODARPAN, the following measures should be implemented in all Kendriya Vidyalayas:

- 1. Ensure Professional Counselling Support for Students-** Every Vidyalaya shall appoint one qualified counsellor so that students in need receive proper psychological and emotional support from trained professionals. This will ensure that mental-health concerns are addressed scientifically and sensitively, rather than being overlooked or handled informally.
- 2. Create a Mentoring and Support System for Smaller Groups -** Counsellors or trained teacher-mentors should be assigned to smaller batches of students, especially during examinations or academic transitions. Regular check-ups and confidentiality must be ensured. This helps students share concerns more comfortably and enables early identification of academic or emotional stress.
- 3. Display Mental Health Helplines & Materials Prominently -** Schools shall prominently display MANODARPAN and national mental-health helpline numbers (including Tele-MANAS) at visible locations such as the entrance, classrooms, corridors, hostels, staff rooms, school website and counselling space. This will help students, parents and teachers seek timely help even after school hours or during emergencies. The school shall also display materials related to mental health and well being available on Manodarpan website and the link enclosed.
- 4. Mandatory Training for Teachers and Staff -** All teaching and non-teaching staff shall undergo periodic training by certified mental-health professionals on:
  - psychological first-aid and crisis response
  - identifying signs of stress, self-harm or depression
  - empathetic and inclusive communication
  - support and referral mechanisms for students in distressThe aim is to empower staff as the first line of support for students.



5. **Ensure a Safe, Caring and Pressure-Free School Environment** - Schools shall discourage practices that create fear or stigma such as performance-based segregation of students, public criticism, or excessive academic pressure. Instead, a joyful school environment should be encouraged through arts, sports, yoga, creative activities, hobbies, and other co-curricular pursuits that promote confidence, resilience, and emotional growth.
6. **Confidential Grievance and Reporting Mechanism** - Each Vidyalaya shall establish a safe and confidential system to report concerns relating to bullying, harassment, discrimination, ragging or emotional distress. Clear procedures for redressal, counselling, and immediate support must be in place. Strict confidentiality should be maintained and zero tolerance must be ensured for any retaliation against the child or the complainant.
7. **Special Care for Vulnerable and At-Risk Students** - Particular attention must be given to students who may be at greater emotional or social risk, including those students from diverse social and personal backgrounds, those undergoing bereavement or trauma, or those with a history of self-harm. Schools shall ensure empathetic counselling and supportive interventions as required.
8. **Strengthen Parent Engagement and Awareness** - Schools shall conduct regular awareness sessions for parents/guardians to:
  - recognise signs of stress or behavioural changes
  - support healthy communication at home
  - reduce academic pressure and unrealistic expectations
  - work collaboratively with the school to support the child
 Parents must be treated as partners in promoting the emotional well-being of every student.
9. **Maintain Records and Prepare Annual Reports** - Schools must maintain anonymised records of counselling, interventions, referrals, training, grievances, and mental-health related activities. An annual report based on these records should also be prepared, so that necessary support and monitoring may be undertaken in the coming year.

## **Roles and Responsibilities**

### **I. Principal**

The Principal leads the entire effort of creating a safe, positive and emotionally supportive school environment. The Principal shall:

1. **Ensure that all directions are followed** - Make sure the school follows the Supreme Court guidelines, instructions of the Ministry of Education, NEP 2020 and KVS norms and directions so that every child feels protected and supported.
2. **Set up a Mental Health and Well-Being System in the school** - Take steps so that the school has a clear structure, like constituting a group of teachers with counsellor for identifying stress, addressing emotional needs and guiding students towards healthy behaviour.
3. **Arrange a trained Counsellor and counselling room** - Ensure that a qualified wellness teacher/counsellor is available and that students can talk to them freely in a safe and private space.
4. **Put up helpline information and support services clearly** - Display helplines and support numbers on notice boards, corridors and school walls so that every student knows where to seek help.
5. **Conduct awareness programmes for all stakeholders** - Organize workshops, orientation sessions and meetings for teachers, students and parents on mental health, safety, behaviour and emotional well-being regularly.



6. **Ensure proper reporting and grievance handling** - Put a clear mechanism in place, like constituting student help group and teacher help group so that students can report bullying, discrimination, fear, stress or any unsafe situation – without hesitation or fear of punishment.
7. **Support teachers in making classrooms stress-free** - Provide guidance, flexibility and administrative help so teachers can adopt student-friendly practices that reduce anxiety, pressure and fear.
8. **Protect the dignity and privacy of children** - Guarantee that all concerns related to students are handled respectfully and confidentially so that children feel safe while seeking help.
9. **Maintain records and submit reports when needed** - Keep proper documentation related to counselling, support programmes, incidents and follow-up actions, and forward reports to higher authorities as required.
10. **To promote a professional, balanced work culture** - By setting expectations, supporting staff well-being, and ensuring that personal challenges do not influence professional conduct, especially while interacting with students, parents and colleagues. The Principal shall provide guidance, counselling opportunities and a positive environment that enables staff to maintain work-life balance, emotional composure and respectful behaviour in all situations.

## II. Teachers

Teachers play a key part in making students feel safe, relaxed and valued in the classroom. Their daily interactions create the real environment where children learn and grow. Teachers shall:

1. **Stay alert and notice changes in students** - Observe students closely for signs like sadness, sudden drop in interest, anxiety, withdrawal, anger or academic stress and respond with care instead of judgement.
2. **Avoid harsh or harmful classroom practices**- Refrain from scolding, name-calling, comparing children, public criticism or anything that could create shame, fear or embarrassment among the students.
3. **Use positive, encouraging and inclusive teaching practices** - Talk to students respectfully, listen patiently, and make the classroom a welcoming place where every child feels comfortable asking questions and expressing themselves.
4. **Promote joyful and stress-free learning** - Encourage activities like games, sports, art, music, group work, yoga, and mindfulness so that children feel relaxed, active, and confident. Also integrate the above activities in pedagogical practices to make learning a joyful experience
5. **Support students in handling studies and exams** - Guide students to plan their work, break tasks into smaller steps, manage time, overcome fear of exams and build healthy study habits. Also give careful listening to the exam related problems faced by students and help them by providing practical suggestions.
6. **Reach out early when a child needs help** - Communicate with the school counsellor and parents if there are concerns about the child's behaviour, emotions, or academic progress so that support reaches the student in time.
7. **Continuously learn and improve** - Participate in training and workshops on mental well-being, child psychology and positive teaching so as to remain equipped with innovative ideas and strategies to support students better.
8. **To demonstrate professionalism and emotional maturity in the discharge of duties** - Teachers shall strive to maintain a healthy work-life balance, foster emotional resilience and professionalism, seek support when needed, and uphold a positive, empathetic and student-centric learning atmosphere.



### III. Counsellor / Wellness Teacher

The Counsellor or Wellness Teacher as a professional plays pivotal role in creating emotional-support in the school. Their role is to ensure that no child feels alone when facing difficulties. They shall:

1. **Offer individual and group counselling support** - Talk to students confidentially, listen to their concerns, and guide them through challenges like stress, friendships, family issues, or academic pressure.
2. **Conduct awareness and preventive programmes** - Organise activities, workshops and life-skills sessions that help students build confidence, resilience, communication skills, and emotional strength before problems grow bigger.
3. **Keep confidential and safe records** - Maintain private counselling notes, progress details and follow-ups responsibly, ensuring students' privacy and dignity.
4. **Work closely with teachers and parents** - Coordinate regularly with teachers and parents to ensure students get continuous support at home and in school, and refer students to outside experts when needed.
5. **Create peer-support groups and safe spaces** - Help form student-support circles, mentorship and safe space activities so students can freely express their feelings without fear of judgement.
6. **Guide and train parents and teachers** - Conduct orientation sessions on handling stress, managing emotions, building positive discipline and promoting a healthy school environment.

### IV. Parents

Parents are important partners in keeping children safe, confident and emotionally healthy. Their support at home greatly strengthens the school's efforts. The school shall hold discussions with parents Parents shall:

1. **Talk openly with their children and stay observant** - Listen to your child regularly and without judgement. Notice if there are sudden changes in mood, behaviour, appetite, sleep, or interest in studies or friends.
2. **Avoid excessive academic pressure** - They shall encourage their child to do well, but avoid comparisons, punishment or unrealistic expectations. They shall focus on effort, progress and well-being rather than only results.
3. **Promote balanced routines and healthy activities** - They shall support their child in maintaining a daily routine that includes studies, outdoor play, hobbies, sports, family time and rest. This builds confidence and reduces stress.
4. **Attend school counselling or awareness programmes** - They shall join workshops and orientation sessions conducted by the school as it helps them with useful guidance on how to support young minds during stressful phases.
5. **Work collaboratively with the school** - They shall share concerns with teachers or the counsellor when needed and respond to school's advice, follow recommendations and participate in any support plans for their child.
6. **Ensuring Safe Digital Use and Positive Social Circles** - They are expected to actively monitor and regulate their child's screen time at home, remain vigilant about the digital content they access, and also maintain awareness of their peer group and social interactions within the neighbourhood, ensuring that their engagements are



safe, age-appropriate and aligned with the values promoted and encouraged by the school.

## V. Students

Students are an essential part of creating a happy, safe and respectful school atmosphere. Each student has a role in making school a space where everyone feels valued and supported. Students shall:

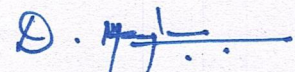
1. **Treat classmates with respect and kindness** – Every student should be trained to be polite and caring in their behaviour. Their small acts of support, sharing and friendship makes the school a better place for everyone.
2. **Avoid bullying or hurting others in any form** – The students should refrain themselves from teasing, insulting, isolating or mistreating anyone for any reason. The students should stand up for fairness and dignity and report events of bullying to the teachers as everyone deserves to feel safe.
3. **Reach out for help when needed** – If they feel stressed, anxious, worried, or confused they should talk to teacher, counsellor or a trusted adult seeking help with the understanding that asking for help is a sign of strength, not weakness.
4. **Support friends who may be struggling** – If they notice a classmate feeling upset or withdrawn, being a good friend they should listen, comfort and encourage them to talk to a teacher or counsellor.
5. **Join school activities for well-being and personal growth** – Each and every student should participate in sports, arts, clubs, wellness sessions and awareness programmes. These activities helps build confidence, teamwork and a healthy mind.

Deputy Commissioner, KVS, Regional Office are requested to take following necessary action at their end for ensuring mental health and wellbeing of the students in all KVs in their region:

1. Identify the shortcoming of the school during inspections and mention them in inspection reports directing the principal to take up special steps to ensure mental health and wellbeing of students in a time bound manner.
2. Ensure that each KV has at least one or two teacher trained in “Diploma Course in Guidance and Counselling” offered by NCERT.
3. Conduct a review meeting in Online Mode with Principals to check the status of the steps taken by all KVs under the Region to ensure the mental well being of students latest by 15.12.2025 and keep the minutes of Meeting ready to be sent whenever asked for by KVS HQ.

This issues with permission of competent authority

Yours sincerely,



(D.Manivannan)

Joint Commissioner (Acad.)

Enclosure:

1. Letter dated 21.06.2022, 18.12.2024 & 14.10.2025.
2. Link to website of Manodarpan - <https://manodarpan.education.gov.in/>
3. Link and QR code to material for display in schools – Annexure I



Copy to:-

1. PS to the Commissioner, KVS (HQs), New Delhi for information.
2. Joint Commissioner (Training), New Delhi for information
3. Directors, all ZIET for information.

Annexure - I

Link and QR code to material for display in schools



<https://drive.google.com/drive/folders/1gTk9LfEyll7g51aGi3bZB-rOZIPUhfFT>