

KVS–SAS Calendar of Activities 2026–27

Competency-based Education (CBA & CBL)					
S. No.	Actionable Task	Support Required from KVS	Expected Output	Expected Outcome	Indicative Timeline
1	Five-day CBL training for coordinators in the remaining 4 KVS regions (Gurgaon, Mumbai, Ranchi and Varanasi)	Nomination of coordinators from the respective regions	Completion of planned regional CBL trainings	Skilled teachers capable of creating competency-based lesson plans and project works	Third quarter of the academic year
2	Five-day CBA training for coordinators in the remaining 11 KVS regions (Bhubaneswar, Chandigarh, Chennai, Dehradun, Gurgaon, Hyderabad, Jaipur, Mumbai, Patna, Ranchi and Varanasi)	Facilitation of training logistics and teacher participation	Completion of planned regional CBA trainings	Skilled teachers capable of creating competency-based assessment items	March 2027
3	Implementation training (2 days) for TGTs (CBL and CBA) in the remaining 16 KVS regions (Agra, Bhubaneswar, Chandigarh, Dehradun, Gurugram, Hyderabad, Jaipur, Jammu, Kolkata, Lucknow, Mumbai, Patna, Ranchi, Silchar, Tinsukia and Varanasi)	Facilitate participation of TGTs Encourage schools to ensure integration of trained practices in classroom teaching	Trained TGTs capable of conducting CBL classes	CBL-based classroom transactions in grades 6–10	March 2027
4	5-day workshops at the Rupantar office to support teachers in creating competency-based lesson plans aligned with NCF competencies and learning outcomes for Resource Pool for Grades 1 to 10 (minimum 2 sessions each for Grades 1–2, 3–5, 6–8 and 9–10)	Nominate and facilitate teachers for attending the workshops	Resource pool of competency-based lesson plans for grades 1 to 10	Strengthened, standardised CBL and CBA practices across grade levels	Grades 1-2: Completed Grades 3-5: 25 June - 8 July Grades 6-8: September/October Grades 9-10: Subject to NCERT textbook release
5	5-day workshops at the Rupantar office to support teachers in creating competency-based assessment items aligned with NCF competencies and learning outcomes for Resource Pool for Grades 1 to 10 (minimum 2 sessions for grades 9 and 10 for the new textbooks)		Resource pool of competency-based assessment items for grades 9 and 10		Grades 9-10: Subject to NCERT textbook release
6	Complete the CBL Resource Pool by ensuring at least one lesson plan per concept and one project per chapter for the five core subjects in Grades 6–10. Of the approximate total requirement, 650+ lesson plans and 240+ project works remain to be added. Note: We are considering the count of added lesson plans and project works for Grades 9 and 10 to be 0, as NCERT plans to release new textbooks this year.	Allocation of time to teachers for resource creation and for ensuring timely submission and revision of CBE resources	Repository of structured, quality-assured competency-based lesson plans, project works and assessment items	Improved clarity, structure and consistency in concept-based teaching across grades	Grades 6-8: December Grades 9-10: Subject to NCERT textbook release

7	Complete the CBA Resource Pool by ensuring at least 20 assessment items per chapter for the five core subjects in Grades 6–10. Of the total requirement, 6,000+ assessment items remain to be added Note: We are considering the count of added assessment items for Grades 9 and 10 to be 0, as NCERT plans to release new textbooks this year.			Dynamic and sustainable assessment system at KVS that enhances learning and promotes consistent quality in instruction	Grades 6-8: January 2027 Grades 9-10: Subject to NCERT textbook release
8	Launch the CBL/CBA Dashboard to support efficient and comprehensive monitoring of CBE resource development, teacher participation and performance analytics	Ensure TGTs participate in the orientation for the CBL/CBA dashboard and use it regularly	Real-time data on task distribution, teacher submission rates and completion status Quality analytics, including high performers, rework requirements and finalised resources	Data-driven monitoring of CBL and CBA resource development Improved accountability and visibility of teacher contributions	Currently in final development stage
9	Provide support for the effective implementation of CBL and CBA resources through doubt-clearing, need-based, and refresher sessions; the identification and dissemination of best practices; and the preparation of teachers for peer training and mentoring	Facilitate scheduling of peer-training and doubt-clearing sessions (online/offline) Provide institutional support for teacher participation across regions	Peer-learning and doubt-clearing sessions conducted across regions Increased teacher participation in the use of CBL & CBA resources Teachers engaged as peer trainers	Strong peer-learning ecosystem within KVS Consistent implementation of competency-based pedagogy, leading to improved student outcomes	Continuous process
10	Strengthen CBL monitoring and observation mechanisms by integrating KVS and SAS classroom observation and monitoring tools (subject to KVS approval and alignment)	Review and approve the integrated monitoring framework Facilitate adoption of observation tools by school leadership	Standardised monitoring and observation framework across schools	Improved visibility of classroom practices and structured feedback for strengthening CBL implementation	December
11	Systematic monitoring of CBL implementation by reviewing: Monthly Reports by PRT and TGTs Evidence galleries maintained by PRTs and TGTs Observation Sheets for HMs and VPs Consolidated reports by HMs, VPs, Principals and Regional Offices <i>Monitoring will use standardised reporting templates, observation sheets and evidence gallery structures developed by SAS to ensure consistent tracking across KVS schools.</i>	Ensure compliance with reporting protocols across schools Facilitate timely submission of reports from schools to regional offices and headquarters	Consolidated reports documenting classroom implementation and assessment insights	Continuous tracking of classroom practices Early identification of learning gaps	Continuous Process

12	Monitor implementation and gather feedback through surveys, classroom observations, reviews of lesson plan organisers, doubt-clearing sessions and regular meetings with TGTs, VPs and Principals	Schedule periodic review meetings at school and regional levels Facilitate classroom access for observations and lesson plan reviews Share implementation data, reports and evidence with SAS	Insights, evidence and data on implementation	Improved monitoring, stronger collaboration and timely resolution of execution challenges	Continuous Process
13	Submission of reports on training sessions and CBL & CBA resource development to regional offices and headquarters	—	Enhanced stakeholder awareness	Transparency, accountability and continuous improvement	Continuous Process

Project-based Learning					
S. No.	Actionable Task	Support Required from KVS	Expected Output	Expected Outcome	Indicative Timeline
1	Updation of PBL Booklets for Grades 1–5 to align with NCF competency coverage and Holistic Progress Card (HPC)	Provide structured review and feedback on revised and newly developed PBL booklets	Competency-mapped PBL booklets with clearly identified NCF competencies and HPC-aligned rubrics and reporting formats	Strong alignment between classroom activities, competency development and holistic progress reporting; structured evidence of learner growth across cognitive, social-emotional and skill domains	Term 1: Content ready Term 2: Content ready
2	Development of PBL booklets for Kindergarten 1, 2 and 3 aligned with foundational stage competencies and Holistic Progress Card (HPC)		Structured PBL booklets designed to build foundational literacy, numeracy and socio-emotional competencies, facilitating the development of HPCs	Early development of core competencies through experiential learning, strengthening school readiness and holistic growth	Term 1: Content ready Term 2: Content: October
3	Distribution of project booklets across KVS	Share accurate student enrolment data for planning booklet quantities Ensure timely receipt and distribution of booklets across schools Report shortages or delays for prompt resolution	PBL booklets available to each student from Kindergarten to Grade 5	Similar opportunity for all students and PRTs across KVS, helping improve learner competencies	Term 1: Subject to printing Term 2: Subject to printing

4	Teacher orientation sessions (offline/online) on how to implement updated PBL booklets and generate effective HPCs September-October	Regional offices and school leadership to facilitate scheduling of orientation sessions for PRTs	Teachers equipped to facilitate updated PBL booklets and prepare HPCs	Enhanced teacher readiness leading to uniform, effective PBL implementation	September-October
5	Implementation training for PRTs in the remaining 11 KVS regions (Bhubaneswar, Gurugram, Hyderabad, Jaipur, Jammu, Kolkata, Lucknow, Mumbai, Patna, Ranchi and Varanasi)	Regional offices to nominate teachers in advance, ensure training infrastructure and facilitate participation of coordinators			Sessions will be initiated after dispatch of booklets
6	Implementation of PBL in the daily classroom structure by PRTs, Conduction of Showcasing events and district-level exhibitions Continuous	Facilitate planning and organisation of school-level showcasing events and district-level exhibitions Printing and distribution of Student Progress Cards for showcasing events Provide time, space and logistical support for conducting exhibitions and presentations	Regular implementation of PBL activities in classrooms across Grades 1–5 Conduct of school-level showcasing events and district-level exhibitions Display of student work, projects and learning outcomes	Improved student engagement and application of learning through project-based activities Increased foundational competencies among young learners Strengthened implementation of PBL across schools through structured platforms for sharing and recognition	Continuous process
7	Provide support for the effective implementation of PBL through doubt-clearing, need-based and refresher sessions; the identification and dissemination of best practices; and the preparation of teachers for peer training and mentoring	Facilitate scheduling of workshops and sessions (online/offline)	Peer-learning and doubt-clearing sessions conducted across regions Teachers engaged as peer trainers	Strong peer-learning ecosystem within KVS	Support: Continuous process Doubt clearing: Continuous process Refresher sessions: September-October
8	Update the PBL dashboard to facilitate generation of HPCs and ensure seamless tracking of implementation across schools and regions	Ensure teachers regularly update student progress and activity completion data on the PBL dashboard Facilitate orientation of teachers and coordinators on the use of the dashboard	Real-time dashboard data on booklet and activity completion across schools and regions School-wise and region-wise participation and completion reports Student progress cards and HPCs generated through the dashboard	Improved visibility of PBL implementation across KVS schools and regions Data-driven monitoring to identify high-performing regions and those requiring additional support	Suggestion: Subject to Tech integration of KVS and SAS
9	Strengthen PBL monitoring and observation mechanisms by integrating KVS and SAS classroom observation and monitoring tools (subject to KVS approval and alignment)	Review and approve the integrated monitoring framework Facilitate adoption of observation tools by school leadership	Standardised monitoring and observation framework across schools	Improved visibility of classroom practices and structured feedback for strengthening CBL implementation	December

10	Systematic monitoring of PBL implementation by reviewing: Quarterly reports submitted by PRTs Image galleries maintained by PRTs Parent feedback sheets for showcasing events Classroom and showcasing observation sheets for HMs Consolidated reports submitted by HMs, Principals and Regional Offices <i>Monitoring will use standardised reporting templates, observation sheets and image gallery structures developed by SAS to ensure consistent tracking across KVS schools.</i>	Facilitate review and consolidation of reports at school and regional levels Encourage use of the standardised reporting templates, observation sheets and documentation formats	Consolidated reports capturing activity implementation, observations and feedback Visual evidence through image galleries and documentation of showcasing events	Identification of strong implementation practices and areas requiring additional support Data-informed decision-making to strengthen programme execution	Continuous process
11	Monitor implementation and gather feedback through surveys, classroom observations, doubt-clearing sessions and regular meetings with PRTs, HMs and Principals	Schedule periodic review meetings at school and regional levels Facilitate classroom access for observations Share implementation data, reports and evidence with SAS	Insights, evidence and data on implementation	Improved monitoring, stronger collaboration and timely resolution of execution challenges	Continuous process
12	Submission of reports and analysis of progress to regional offices and headquarters	—	Increased stakeholder awareness	Mitigation of any concerns and further improvements	Continuous process

Learners' Achievement Test					
S. No.	Actionable Task	Support Required from KVS	Expected Output	Expected Outcome	Indicative Timeline
1	Creation of LAT question papers (as per requirements related to coverage and blueprint)	—	Question papers for identified grades, subjects and competencies, marks and duration	Scientifically designed question papers with competency-based assessment items	June Cycle: Done Further creation: Subject to KVS requirement
2	Execution of LAT for Grades 3 to 9 (subject to KVS approval and finalisation) and recording of student response data	Provide and validate student details; nominate teachers for recording responses; print question papers and conduct LAT in schools	Comprehensive student response data	Data for evaluation of learners' achievement across various competencies and subjects in identified grades	Subject to KVS requirement
3	Analytics and reporting for LAT to generate overall, regional, school-level and student-level reports (subject to KVS approval and finalisation)	Ensure accurate and timely recording of student responses in the system	Comprehensive reports at different levels (national, regional and school level)	Insights for various stakeholders for improving learning levels of students	Minimum 45 days post LAT execution
4	Support for creating mock LAT using Question Bank created in collaboration with SAS and KVS teachers	Share requirements for mock LAT and coordinate with SAS for preparation and administration	Practice assessments and guidance	Improved student familiarity with LAT pattern and enhanced readiness for main assessments	Subject to KVS requirement

Project Inclusion

S. No.	Actionable Task	Support Required from KVS	Expected Output	Expected Outcome	Indicative Timeline
1	Increased focus on phase 3, i.e., execution of intervention plans by teachers	Ensure teachers implement intervention plans in collaboration with special educators Promote recording of observations on learner performance and classroom environment Facilitate sustained integration of intervention plans into regular teaching practice	Improved and time-bound implementation of individualised intervention plans across all KVs	Enhanced developmental progress, functional independence and learning outcomes among diverse learners	Continuous process
2	Continuous utilisation of the screening tool by teachers, i.e., phase 2 of PI	Ensure regular use of the screening tool by teachers Support completion of all three screening levels for accurate identification of learner needs	Regular recording and review of data to inform classroom planning	Early and accurate identification of student needs leading to targeted support, improved classroom inclusion, and better learning and developmental outcomes	Continuous process
3	Continued focus on completion of phase 1, i.e., Sensitisation	Encourage schools to designate a PI coordinator and support all teachers in completing Phase 1 (Sensitisation), with monitoring at school and regional levels	Sensitisation of teachers about diverse learning needs of learners and inclusive teaching practices 25 fully functional Resource Centres established across 25 KVS regions with trained personnel, defined service protocols and operational infrastructure in place	Increased awareness and positive attitudinal shifts towards inclusion, enabling stronger buy-in and readiness for subsequent phases of Project Inclusion	Continuous process
4	Setting up 25 resource centres in 25 KVS regions	Identify and designate one school per region for Resource Room setup Ensure provision of basic infrastructure, space and essential supplies		Strengthened regional capacity to provide timely assessment, intervention support, and mentoring, leading to improved inclusion practices across KVS schools	Finalised list of resource centres to set up by September
5	Development of Resource Room Framework	Ensure all designated special educators complete the prescribed training module Facilitate systematic documentation of best	A comprehensive, standardised Resource Room Module developed with structured content, tools and training guidelines aligned to Project Inclusion	Enhanced capacity and consistency among special educators, leading to improved quality of support and better learning outcomes for children with	Research initiated SOPs to be finalised by September

		practices and student progress to enable continuous refinement of the Resource Room Framework		diverse needs in the Resource Room setting	
6	Digital CRE programme carrying 50 points from RCI for all special educators of KVS	Encourage enrolment and completion of the Digital CRE module by all special educators	Digital CRE programme enabling KVS special educators to earn 50 out of the mandated 100 CRE points within 7 years as required by Rehabilitation Council of India	Upgraded competencies and compliance with professional standards, leading to improved quality of inclusive education practices across KVS schools	1st Induction sessions for special educators: October-December 2nd Induction sessions for special educators: February-March
7	Peer coach mapping	Facilitate mapping of teachers to peer coaches and encourage regular communication and sharing of student progress Encourage teachers to reach out to the SAS peer coach when needed	One peer coach for all the teachers who enter Phase 3 and execute intervention plans	Strengthened on-ground mentoring and support systems, resulting in improved implementation quality and sustained inclusive practices across schools	Continuous process
8	Enriching PTMs at KVs located in the proximity of Mother's Grace – Multi-intervention Centres	Permit representatives from Mother's Grace – Multi-intervention Centres, Sri Aurobindo Society to attend PTMs at selected schools Encourage and facilitate parents of children with diverse needs to interact with SAS representatives during PTMs for guidance and support	PTMs in nearby KVs enriched through structured inputs to parents of children facing learning difficulties	Improved parent awareness, engagement and collaboration, leading to better support for children's developmental and learning needs	Continuous process
9	Exploring AI based cognitive assessment tests and therapy	Allow AI and machine-based cognitive assessment tests and therapy for identified students	Pilot adoption of AI based cognitive assessment and therapy tools	Increased parent-led monitoring and support using technology, reducing burden on special educators while ensuring continuity of care at home	Research initiated

10	Submission of monthly reports and analysis of progress to regional offices and headquarters through Dashboard	—	Timely submission of standardised monthly reports with data-driven analysis of progress to regional offices and headquarters	Improved decision-making, accountability and responsive programme adjustments leading to more effective implementation of Project Inclusion	Continuous process
11	Regular meetings with project coordinators, principals DCs and headquarters	—	Monitoring and collaboration	Mitigation of challenges and consistency in programme implementation	Continuous process

My Learning Assessment Application					
S. No.	Actionable Task	Support Required from KVS	Expected Output	Expected Outcome	Indicative Timeline
1	Launch of the My Learning Assessment Application (MLA)	Communicate the launch of the programme to schools and support alignment on implementation timelines	Rollout of the My Learning Assessment App across KVS schools for Grades 1–12	Improved access to structured digital learning assessment support	Implementation process initiated
2	Orientation session for coordinators (teachers) on registration, onboarding and app usage	Nominate coordinators and facilitate participation of school representatives in orientation sessions	Coordinators trained in the use of the My Learning Assessment App	Improved readiness for app-based implementation and student onboarding	Nomination requests sent to Regional Offices
3	Onboarding of teachers and students on the My Learning Assessment App	Support school-level enrolment and resolution of access-related issues	Teachers and students successfully registered and onboarded on the app	Effective adoption and regular usage of the app for learning assessment activities	Subject to orientation completion

Additional and Proposed Tasks

- Organising events and exhibitions to felicitate top performers and disseminate best practices
- Launch of Resource Books, developed using materials created by KVS teachers, for Grades 1–5 and Grades 6–10 to support classroom teaching and planning
- Provide support to schools for additional resource creation, question paper review, and other teacher-learning resource development tasks as and when required
- Provide support in the creation of pre-board and final examination question papers.
- Identify and designate five role-model schools in each KVS region where the SAS team can conduct classroom observations, provide implementation support, and develop contextualized best-practice models (subject to approval and finalisation)