



केन्द्रीय विद्यालय संगठन

केन्द्रीय विद्यालय संगठन(मुख्य०)

शिक्षा मंत्रालय भारत सरकार के अधीन स्वायत्त संस्थान

18 संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016.

KENDRIYA VIDYALAYA SANGATHAN (HQs)

An Autonomous Body under Ministry of Education, Govt. of India

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F.No. 11350/2025-26/KVS (HQs)/Acad/

The Deputy Commissioner
Kendriya Vidyalaya Sangathan
All Regional Offices

Subject: Academic Planning and Initiatives to be undertaken for the Academic Year 2025-26- reg.

Madam/Sir,

At the outset, I express my sincere gratitude to all for the successful completion of the Academic Year 2024-25. Without your support and hard work, this would not have been possible. I also wish you all a great year ahead, suffused with joy, energy & enthusiasm to reach greater heights of excellence in each of our professional endeavours.

In the Academic Year 2024-25, many initiatives were undertaken in KVs to make learning joyful and interesting for children. Initiatives like a renewed focus on Foundational Literacy and Numeracy, increased emphasis on competency-based learning and assessment, promoting experiential learning, a stronger focus on vocational skills education, exposure to educational tours, and continued monitoring of STEAM education have motivated children to think differently and explore new knowledge. Additionally, empowering teachers with professional growth and 21st-century skills to achieve organizational goals was a priority. Many KVs, including PM SHRI KVs, have made rapid strides in implementing various provisions of the National Education Policy 2020 and recommendations from NCFs, making KVs trendsetters in imparting quality education. As in previous years, I appeal to you all to take initiatives in KVs to make learning joyful and interesting while ensuring the attainment of intended learning outcomes.

- 1. Effective Curricular Transactions:** NEP 2020 suggests transforming classroom transactions by focusing on holistic, competency-based learning through experiential, interactive, and activity-based approaches, and promoting critical thinking and problem-solving skills. To achieve this, school heads and teachers must plan their lessons effectively, deliver them with clarity, and define terms, explain concepts, and demonstrate using examples and instruments. During classroom transactions, teachers should focus not only on a few bright learners but also on the students in the back of the classroom, paying attention to their efforts, comments, answers, and suggestions, as they can be game-changers for others. Children deprived of teachers' attention go through downward vicious spiral and prophecy about them quickly becomes a self-fulfilling one. Children must be encouraged to speak, interact, and ask questions in class. Often, students' questions are ignored, but questions are the catalysts for learning and can uncover new perspectives and insights. It has been rightly said that classroom transactions should not be like a one-way show but a collaborative effort between children and teachers. Teachers should devise various methods and connect with life scenarios to make classroom learning meaningful and interesting. Classroom interactions should also hone various language skills, empower children to understand concepts in science and social studies, and encourage creative thinking in mathematics. Incorporating tools like notes, short notes, takeaways, concept maps, mind maps, charts, maps, globes, newspapers, handouts, and small videos into the classroom can make learning more engaging. The NCF SE 2023 suggests focusing on learner-centric, technology-aided, inclusive, and flexible approaches that emphasize experiential learning, critical thinking, and interdisciplinary studies, while promoting personalized learning and teacher development.

2. **Setting Academic Targets and Monitoring:** Every academic institution should set targets at the beginning of the Academic Year and make concerted efforts to achieve them. Since KVs are at the forefront of imparting quality education, it is essential to set academic targets and reflect them in the institutional plan, informing all stakeholders. These targets should apply not only to students in Board Classes but also to those from Balvatika to Class XII. Individual teachers must be consulted before setting these targets, and they should be provided with necessary support, such as training, workshops, in-house discussions, and meetings. Achievable targets should be fixed and communicated to everyone. As the Regional Head, your intervention and support will be invaluable in empowering KVs to achieve these targets. For Board Classes, the target is set for 100% results with a Performance Index (PI) of 75. In Non-Board Classes, like previous years, the goal is "Zero Failure," with 75% of students scoring above 80% in all classes (Class III to IX and XI). While this target may seem challenging, I am confident that you will leave no stone unturned in empowering KVs to achieve it. Having already done quite well on quantitative aspect of result in board classes, in my considered opinion there is urgently in evolving a collective organizational imperative to shift focus on quality aspect.
3. **Continuous Assessment and Timely Remedial Interventions:** In para 4.35 of NEP 2020, a holistic assessment of children is suggested to promote their overall development through the Holistic Progress Card (HPC). This card maps the status of each child's learning in foundational literacy and numeracy skills, focuses on the uniqueness of each learner, and provides an opportunity for the child to showcase their progress over time. The HPC will serve as an important link between home and school, making parents an integral part of the learning process. The HPC for the Foundational Stage will be followed this year, and other stages will adopt it as and when CBSE notifies the NCERT PARAKH-developed HPC. Competency-based learning and assessment will be conducted with 50% of test items in all exams focused on competencies, similar to last year. The support of Sri Aurobindo Society (SAS) will also be extended to all regions as planned to assist teachers in implementing this. Teachers and parents will be sensitized about competency-based learning and assessment. The changes in assessment, especially regarding detention in Class 5 and 8, will be communicated to all stakeholders as per the letter issued from this office. PTM is to be conducted at regular intervals and parents may be informed about the progress of the children from time to time. Directions to conduct PTM in KVs has already been communicated vide this office letter dated 11.12.2024.
4. **Promotion of STEAM Education:** It is heartening to see the many initiatives being undertaken by KVs to promote STEAM Education, such as establishing School Innovation Councils, encouraging student participation in INSPIRE, PRAYAAS, RBVP, ATL, Soil Health Programme, Mathematics Olympiad, and organizing exposure visits to Science Parks, Planetariums, Labs, and Incubator Centres. The establishment of STEM Parks and Mathematical Gardens has further contributed to promoting STEAM Education. Efforts by some KVs have inspired others to follow suit. To continue supporting these initiatives, Regional-level STEAM Education Cells may be formed to monitor, guide, and assist KVs. These cells will be chaired by the DC. NCF 2023 emphasizes the development of skills such as communication, collaboration, and adaptability, which are crucial for STEAM careers. STEAM concepts should be integrated into other subjects, like history, language arts, and social studies, to create a holistic learning experience. Hands-on activities, experiments, and real-world problem-solving should be emphasized to make learning engaging and relevant. However, before taking any initiatives in STEAM education, science and mathematics teaching should be made more engaging and inspiring. Therefore, teachers should be sensitized, empowered, and motivated to make science learning more exciting. Optimum use of labs for middle stage students should also be given renewed emphasis, as communicated in the office letter dated 05.11.2024.
5. **Leveraging Technology:** KVS has undertaken numerous initiatives to equip schools with digital platforms for teachers, including the establishment of smart classes in all KVs and the creation of a dedicated channel with NCERT to ensure that KVs in remote areas can access

quality education. Various educational resources, including e-content, training modules, handbooks, worksheets, blogs, etc., have been created by KVs and should be used optimally to make learning interesting and joyful. Difficult concepts can be taught more easily through the use of technology. All teachers, including contractual ones, should be trained to use technology optimally. Further, all out efforts to be made APAAR Id is being created for all children in KVs. KVs needs to be directed to update UDISE+ Portal from time to time.

6. **Capacity Building of Teachers:** Since teachers are active learners and motivators for children, they must be empowered to impart knowledge, instil values, and inspire children to dream and imagine. Teachers are being sent for capacity-building programs conducted by ZIETs, Regional Offices, Knowledge Partners of KVS, and at the Vidyalaya level to update their knowledge, change their attitudes, and hone their skills to meet 21st-century challenges. The outcome of these training programs should be reflected in the teaching-learning process. Since principals are true leaders guiding and supporting teachers, the outcome of training should be monitored, and necessary support should be provided. As mandated by NEP 2020, a minimum 50 hours of CPD should be undertaken to empower teachers in their professional lives. The support of SAS will be extended to assist in competency-based learning (CBL) and competency-based assessment (CBA).
7. **Renewed Focus on Vocational Skills:** NEP 2020 emphasizes the promotion of vocational skills education, and KVs are taking many initiatives to prepare students to build a career around a well-honed skill rather than having to look for jobs. Contrary to popular belief skill oriented job has a higher sustainability than jobs that require cognitive abilities. The efforts made by some KVs are commendable. KVs should continue to promote vocational skill courses and modules, as communicated in the office letter dated 05.07.2024. 10 bagless days should be utilised optimally for providing hands on experience of vocational skills to students. Exposure visits to skill centres, incubation centres, IT hubs, and other reputed organizations should be arranged so that students get first-hand experience of vocational skills. Further, students should be encouraged to explore various career options based on their interests.
8. **Inclusion of Values, Ethics, and Promotion of Skills:** KVs have always been leaders in imparting quality education and in inculcating values, ethics, and honing skills through various programmes and competitions, such as the Morning Assembly, ACP, EBSB, Kala Utsav, Youth Parliament, activities related to Mission LiFE, and the celebration of important days and weeks. Recently, it has been observed that many activities and programmes have been conducted to promote skills, capacities, and competitions, as suggested in Para 4.23 of NEP 2020. Competitions, programmes, and activities must be conducted with great dedication and spirit.

Therefore, I request you all to plan academic activities and programmes for the year in such a way that the intended objectives are fulfilled. A monthly calendar of activities for the Academic Year 2025-26 is attached for your information and sharing with the KVs in your region.

This issues with approval of the competent authority.

Yours sincerely,

(Dr. P. Devakumar)
Joint Commissioner (Acad.)

28.03.25.

Encl: As above

Copy to:

1. PS to Commissioner, KVS (HQs), New Delhi for information.
2. The Joint Commissioner, Training, KVS (HQs), New Delhi for information,
3. The Director, KVS, ZIETs for information.