

केन्द्रीय विद्यालय संगठन

शिक्षा मंत्रालय भारत सरकार :

क्षेत्रीय कार्यालय रायपुर

केन्द्रीय विद्यालया क्रमांक 2-, रायपुर कैम्पस

सेक्टर 4-, दीनदयाल उपाध्याय नगर

रायपुर, छत्तीसगढ़ ४९२०१०-



Kendriya Vidyalaya Sangathan

[Ministry of Education, Govt. of India]

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F.No.320-329/2021-22/KVS(RO)/RPR/Acad./

Date: 04.08.2021

The Principal
All Kendriya Vidyalayas
Under Raipur Region

Subject: Academic Plan, Assessment and its implementation - reg.

Madam/Sir,

Please find enclosed herewith the following documents received from KVS (HQ).

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.

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. 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 recognized 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]

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. The role of Kendriya Vidyalaya Sangathan has been clearly defined in Column 11.5 at Page 213 of NIPUN Bharat document. 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 1 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 197 to 199 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.

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 with 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>). For classes IX to XII the direction of CBSE as per circular 51 and 53 of July 2021 has to be followed strictly.

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.

(Signature)
24/08

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 KV s 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 Certificates. Fire Safety certificate etc.**

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

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 KV s is accurate. Timely compliance, wherever required like in the cases of OASIS, UDISE+, SARAS etc., be also ensured.

C. IT INTERVENTIONS:

Many KVs have shared their resources which has been uploaded in the blogs of the region. It has been observed that most of the resources are borrowed from outside and links have been given through YouTube. It would be preferable that all KVs relook into their design and prepare their own videos with exemplary practices involving the students through blended mode of teaching.

With the ongoing implementation of NEP-2020, introduction of various schemes and activities would be a regular feature. Required instructions from RO and 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
8. TRALO
9. Handbook on Joyful Learning published by CBSE.
10. Guidelines for Parent participation on Home Based Learning during School Closure and beyond

Apart from the documents regarding Split up syllabus, Academic Plan received from KVS (HQ) the comprehensive academic plan prepared by the teachers of this region uploaded in the website of KVS RO RAIPUR may be used by the teachers.

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

This issues with the approval of the competent authority.

Yours faithfully,



(A.K. Mishra)

Assistant Commissioner

Encl: As stated above.