

उपायुक्त,
केंद्रीय विद्यालय संगठन,
समस्त क्षेत्रीय कार्यालय

विषय :- एआईएसएससीई (AISSCE) (कक्षा – XII की परीक्षा) – 2015

महोदय/महोदया,

कृपया 01 से 03 जुलाई, 2015 तक सम्पन्न उपायुक्तों की संगोष्ठी का संदर्भ लें जिसमें अन्य विषयों के साथ – साथ बोर्ड की परीक्षाओं के परिणामों पर विशेष रूप से चर्चा की गई थी। कक्षा XII की परीक्षा 2015 के परीक्षा परिणामों का विश्लेषण करने पर पाया गया कि राष्ट्रीय स्तर पर इन परिणामों में लगभग 3% की कमी आई है। यह कमी/गिरावट अनेक क्षेत्रीय कार्यालयों विशेष रूप से रांची (87.15%) और अहमदाबाद (89.68%) के निराशापूर्ण निष्पादन के कारण आई है।

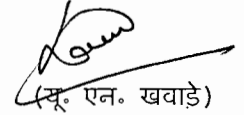
- वास्तव में यदि पिछले वर्ष 2014 से इस वर्ष के परिणामों की तुलना की जाए तो यह ज्ञात होता है कि क्षेत्रीय कार्यालय लखनऊ को छोड़कर प्रत्येक क्षेत्रीय कार्यालय के कक्षा XII के परीक्षा परिणाम में गिरावट/कमी आई है जिस पर तत्काल ध्यान दिये जाने की आवश्यकता है और इस स्थिति में तुरंत सुधार के साथ – साथ श्रेष्ठ परिणाम हेतु विशिष्ट प्रयास किए जाने की आवश्यकता है। यदि हम स्ट्रीम-वार परीक्षा परिणामों का विश्लेषण करते हैं तो पता चलता है कि एर्णाकुलम और देहारादून क्षेत्रीय कार्यालयों को छोड़कर विज्ञान स्ट्रीम में बोर्ड की परीक्षाओं में 99% + की उपलब्धि किसी भी क्षेत्रीय कार्यालय द्वारा प्राप्त नहीं की गई जबकि वाणिज्य स्ट्रीम में केवल 98% + तक केवल एर्णाकुलम क्षेत्रीय कार्यालय ही पहुँच सका। जहां तक मानविकी स्ट्रीम का संबंध है इस स्ट्रीम में अनेक क्षेत्रीय कार्यालयों जैसे बेंगलूर (87.77%), अहमदाबाद (84.27%), जबलपुर (86.32%), मुंबई (71.79%), सिलचर (83.07%) इत्यादि का कार्य- निष्पादन बहुत ही कम / निम्न स्तर का रहा।
- चूंकि अब वर्तमान सत्र की परीक्षा के लिए हमारे पास बहुत ही कम महीने/ समय शेष है और आपने अपने स्तर पर भी इन परीक्षा परिणाम और श्रेष्ठ निष्पादन करने के लिए अपने सहायक आयुक्त, प्राचार्यों शिक्षकों और बोर्ड की परीक्षाओं में उपस्थित होने वाले विद्यार्थियों को सम्मिलित कर विस्तृत रूप से भली – भांति अपने स्तर पर विश्लेषण अवश्य किया होगा। यह आशा की जाती है कि केंद्रीय विद्यालयों में स्ट्रीम – वार, विषय – वार और अध्यापक स्तर पर निम्न कार्य-निष्पादन के लिए उत्तरदायी विभिन्न संभावित तत्वों के बारे में भली – भांति विश्लेषण कर लिया होगा। साथ ही आपके द्वारा भावी बोर्ड की परीक्षाओं में श्रेष्ठ कार्य – निष्पादन सुनिश्चित करने के लिए न केवल गुणवत्ता अपितु संख्या / मात्रा में श्रेष्ठता लाने के उद्देश्य से न केवल वर्तमान की सीमाओं का हर संभव निवारण / उपाय किए जा चुके होंगे अपितु बेहतर परिणाम के लिए आप सभी ने अपनी कार्य योजना भी तैयार कर ली होगी।

4. केविसं(मु.) में हमारे स्तर पर सरसरी तौर पर परीक्षा परिणामों का अवलोकन करने पर यह पता चलता है कि अन्य तत्वों के अतिरिक्त हमारा समग्र परीक्षा परिणाम बोर्ड की परीक्षा में 100% सफलता प्राप्त करने वाले केंद्रीय विद्यालयों की संख्या पर निर्भर करता है। वर्ष 2014 में कक्षा XII में 100% परिणाम लाने वाले विद्यालयों की संख्या 349 थी जो वर्ष 2015 में गिर कर 219 हो गई। इसके लिए दो बातें प्रमुख हैं – (अ) हमें उन केंद्रीय विद्यालयों पर विशेष ध्यान देना चाहिए जो 100% उत्तीर्णता की क्षमता रखते हैं। (ब) – इसका अभिप्राय यह है कि 100% का लक्ष्य प्राप्त करना दुष्कर नहीं है। अतः अनुरोध है कि आप अपने प्राचार्यों को प्रोत्साहित करें कि वे इस लक्ष्य को प्राप्त करने के लिए हर संभाव प्रयास करें। साथ ही क्षेत्रीय कार्यालय स्तर पर भी ऐसे प्राचार्यों / विद्यालयों को सभी संभव सहायता उपलब्ध कार्रवाई जाए।
5. विभिन्न उपायुक्तों, सहायक – आयुक्तों और प्राचार्यों से प्राप्त इनपुट्स के आधार पर मुख्यालय स्तर पर एक चैक लिस्ट तैयार की गई है जो आपके क्षेत्र में स्टॉक की चैकिंग और प्रगति की मॉनीटरिंग में आपकी सहायता करेगी। यह कार्रवाई संयुक्त आयुक्त एवं उपायुक्त के स्तर पर व्यक्तिगत रूप से की जाए। कृपया चैक प्वाइंट्स को ध्यान से पढ़ा जाए और अपने सहायक आयुक्तों को निर्देश दें कि वे केंद्रीय विद्यालयों के दौरे के दौरान नियमित रूप से इनका अनुपालन सुनिश्चित करें। साथ ही केंद्रीय विद्यालयों से प्राप्त फीड – बैक और विद्यालय योजना के कार्यान्वयन एवं अन्य तत्संबंधी क्रिया – कलापों के विक्षेपण में इनका उपयोग करें। यह भी अवश्य नोट किया जाए कि ये चैक प्वाइंट्स ही सम्पूर्ण नहीं हैं अपितु उदाहरण एवं संकेतात्मक हैं। संलग्नक 'क' पर उल्लिखित ये चैक प्वाइंट्स विधिवत रूप से भरवाकर अपने स्तर पर अनिवार्य रूप से उनका सत्यापन करने के उपरांत 25 नवंबर, 2015 तक संबंधित संयुक्त आयुक्त (संलग्नक 'ख') को भेजे जाएँ जिसके साथ दिसम्बर, जनवरी, फरवरी महीने के अंत तक आपके स्तर पर की जाने वाली कार्य योजना एवं अनुवर्ती कार्रवाई की संक्षिप्त रिपोर्ट भी संलग्न हो। संबंधित संयुक्त आयुक्त महोदय द्वारा आपके कार्यालय से प्राप्त रिपोर्ट का विश्लेषण किया जाएगा और प्रत्येक माह के आधार पर आपसे रिपोर्ट मांगी जाएगी।
6. यह भी पाया गया कि उनके विद्यार्थियों को किसी विषय विशेष अथवा परीक्षा संबंधी किसी मामले पर मार्ग - दर्शन की आवश्यकता होती है। अतः यह वह समय है कि हम कक्षा – X एवं कक्षा - XII के सभी विद्यार्थियों से व्यक्तिगत रूप से संपर्क स्थापित करें। इस संपर्क कार्यक्रम का भाव है कि मैंने बोर्ड 2016 की परीक्षा में उपस्थित रहने वाले सभी विद्यार्थियों को संबोधित एक पत्र भेजा है जो उन्हें वैज्ञानिक ढंग से अपने अध्ययन को और अपनी बोर्ड की परीक्षाओं की तैयारी के लिए प्रोत्साहित करने के संबंध में एक प्रयास किया गया है संलग्नक 'ग'। अनुरोध है कि आप इस पत्र की एक – एक प्रति बोर्ड की परीक्षाओं में उपस्थित होने वाले सभी बच्चों को उपलब्ध करवाएँ। साथ ही आप अपने संयुक्त आयुक्तों, प्राचार्यों और शिक्षकों को अध्ययन – अध्यापन की विभिन्न तकनीकों एवं परीक्षा से संबंधित विभिन्न बिन्दुओं के बारे में विद्यार्थियों को समय – समय पर उपयोगी टिप्स देते रहें।
7. यद्यपि प्रसंगाधीन पत्र कक्षा – X एवं कक्षा - XII के विद्यार्थियों के लिए है तथापि इसकी विषय – वस्तु एवं परीक्षा संबंधी विभिन्न जानकारी, उपाय और बिन्दु सभी कक्षाओं विशेष रूप से कक्षा – VI और इससे ऊपर की परीक्षाओं के लिए संगत है। इस पत्र में विषय – वस्तु के आधार पर प्राचार्य और शिक्षकगण विद्यार्थियों को आवश्यक मार्ग – दर्शन प्रदान कर सकते हैं।
8. आपको यह भी ज्ञात कि केंद्रीय विद्यालय संघठन (मु.) के अधिकारियों द्वारा भी उन केंद्रीय विद्यालयों का दौरा किया जाता है जो श्रेष्ठ परीक्षा परिणाम नहीं ला पाते हैं। अतः आप इस संबंध में संबंधित अधिकारी से बातचीत कर उनके द्वारा सुझाए गए उपायों को कार्यान्वित करना सुनिश्चित करें। केविसं के अधिकारियों द्वारा देखे गए ऐसे स्कूलों की संख्या यद्यपि 36 है तथापि सभी क्षेत्रीय कार्यालयों के अंतर्गत ऐसे विद्यालयों की संख्या 100 से भी अधिक है जिनका बोर्ड परीक्षा परिणाम

निम्न स्तर का रहा। आप अपने स्तर पर केंद्रीय विद्यालयों द्वारा उनके न्यून / निम्न स्तर के कार्य – निष्पादन के कारणों की पहचान कर अपने सहायक आयुक्तों एवं संबंधित प्राचार्यों को समुचित निर्देश एवं मार्ग – दर्शन भी प्रदान करते रहें। इस संबंध में विद्यालय स्तर पर उठाए जाने वाले कुछ कदमों का उल्लेख संलग्नक 'घ' में किया गया है। कृपया इसकी भी एक प्रति अपने संभाग के अधीन सभी केंद्रीय विद्यालयों में वितरित कर दी जाए।

9. अतः यह वह समय है जब हम हर संभव वे सभी कदम उठाएँ एवं प्रयास करें जो भावी परीक्षाओं में हमारे विद्यार्थियों को उत्कृष्टता प्राप्त करने के लिए अपेक्षित है। जैसे निरंतर मॉनीटरिंग, त्रुटि विश्लेषण, डमी परीक्षा, अध्ययन कैम्प, धीमी गति से सीखने वाले बच्चों के लिए विशेष कार्यक्रम, जहां कहीं शिक्षकों और उप – प्राचार्यों के पद रिक्त हैं वहाँ पर उनकी तैनाती करना जैसे अनेकानेक कदम उठाए जाएँ।
10. मुझे अपेक्षा ही नहीं अपितु आप सभी से पूर्ण उम्मीद है कि इस संबंध में आप शीघ्र आवश्यक कार्रवाई करते हुए की जाने वाली कार्रवाई की जानकारी इस कार्यालय को शीघ्र भेजें।

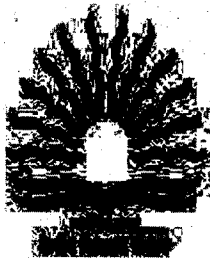
भवदीय



अपर आयुक्त (शैक्षिक)

प्रतिलिपि :-

1. संयुक्त आयुक्त(प्रशिक्षण)/संयुक्त आयुक्त (शैक्षिक)/संयुक्त आयुक्त (कार्मिक)/संयुक्त आयुक्त (कार्मिक) को इस अनुरोध के साथ कि संबंधित उपायुक्तों से प्राप्त रिपोर्टों का विश्लेषण कर अनुवर्ती कार्रवाई करें। प्रशासन
2. निदेशक, समस्त शिक्षा एवं प्रशिक्षण के आंचलिक संस्थानों को सूचनार्थ।
3. आयुक्त के निजी सचिव को सूचनार्थ।
4. अपर आयुक्त के निजी सचिव को सूचनार्थ।



केन्द्रीय विद्यालय संगठन(मु0)

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No. 1-21/2015/KVS/ADC(Acad.)

Dated :29.10.2015

The Deputy Commissioner,
Kendriya Vidyalaya Sangathan,
All Regional Offices.

Subject: AISSCE (Class XII Examination)-2015

Madam/Sir,

Please recall the discussions regarding the Board Examination results during the Deputy Commissioners' Conference held on 1-3 July, 2015. The analysis of Class XII Examination, 2015 results revealed more than 3% decline at national level. This decline was largely due to dismal performance of many regions with particular mention of Ranchi (87.15%) and Ahmedabad (89.68%).

2. In fact, the Class XII result of every region has declined except Lucknow, if compared to that of 2014. This immediately calls for our attention and seeks tremendous efforts for revising the trend. If we analyze the results stream-wise, no region except Ernakulam and Dehradun could achieve 99%+ Board results in Science stream, while in Commerce stream only Ernakulam could reach 98%+. As far as Humanities stream is concerned, many regions performed very poorly e.g. Bangalore (87.77%), Ahmedabad (84.27%), Jabalpur (86.32%), Mumbai (71.79%), Silchar (83.07%) etc.

3. Now that only a few months of the current session are left with us, you must have analysed your results in every detailed manner at your end involving your Asstt. Commissioners, Principals and teachers and even involving Board class students. It is expected that you must have analysed the various possible factors responsible for low performance at KV stream, subject and teacher level. You must have also taken all possible measures to plug the loopholes in the existing programme and chalked out an action plan for ensuring a much better performance in the ensuing Board examination both in terms of quantity and quality.

4. A cursory look on the result analysis at our level indicates that our overall result depend on, besides other factors, number of KVs securing 100% results in Board Examination. There were 349 KVs with 100% results in 2014 for Class XII which declined to 219 in 2015. This warrants, inter alia two things - (a) we must give due attention to those KVs which have a potential for securing 100% pass %age and (b) secondly, this implies that 100% pass is an achievable target. You must, therefore, encourage your Principals to achieve this target with all necessary support at the regional level.

5. Based on inputs received from various Deputy Commissioners, Asstt. Commissioners and Principals we have prepared a check list which may help you in stock checking and monitoring the progress of your region which is personally done at the level of Assistant Commissioner and Deputy Commissioner. Please go through the check points carefully and direct your Asstt. Commissioners to execute the same at regular intervals while visiting the Kendirya Vidyalyas, analysing the feedback received from the KVs and implementing the Vidyalya plan and other similar activities. It must be noted that these check points are not exhaustive but illustrative. The check points (Annexure 'A') duly filled in must be verified at your end and sent to the designated Joint Commissioner (Annexure 'B') on 25th of November, 2015 followed up by brief Report on follow up action at your end by the end of December, January & February. The designated Joint Commissioners will analyse your Report and ask for reports from your end on monthly basis.

6. It has also been observed that many students need guidance on subject content and examination related issues. It is high time that we should personally contact all the students of Class X & XII. It is with this intention that I have addressed a letter to all the students appearing in Board Examination, 2016 as an attempt to encourage the students to study in a scientific manner and make necessary preparations for Board Examination (Annexure 'C'). You are requested to provide a copy of this to all the students appearing in Board Examination. Besides you may also direct the Asstt. Commissioner, Principal and teacher to keep on giving useful tips to the students regarding various study techniques and examination related issues from time to time.

7. Though the letter is meant for Class X & XII students, content management and examination management issues are relevant for all classes especially from class VI onwards. Principal and teachers can give necessary guidance to all the students based on the content of the letter.

8. You are also aware that the officers from KVS (Hqrs.) are visiting Kendriya Vidyalayas which did not produce desired results. You may interact with the officer concerned and ensure implementation of the measures suggested. The number of such schools to be visited by KVS officers is only 36. However, more than 100 schools are there in all the regions which have performed poorly in Board results. You also should make this exercise at your own level to identify the reasons for poor performance in your region and give suitable directions/guidelines to the Assistant Commissioner In-charge of the cluster & Principal concerned. Some illustrative strategies to be employed at the Vidyalaya level can be seen at Annexure 'D'. A copy of the same should be distributed among all KVs under your jurisdiction.

9. In fine, it is high time we make an all-out attempt to everything possible to ensure that our students excel in the ensuing examination which may include constant monitoring, error analysis, dummy examination, study camps, special programmes for low achievers, deputation of teachers and Vice-Principals in case of vacancies etc.

10. Looking forward to hearing from you soon.

Yours faithfully,


29/11/15
(U.N. Khaware)

Additional Commissioner (Acad.)

Copy to:

- 30/11/15
06/11/15
4/11/15
26/11/15
20/11/15
1. JC(Trg.)/JC(Acad.)/JC(Pers.)/JC(Admn.) with the request to analyse the Reports received from the Deputy Commissioner concerned and follow up.
 2. Director, All ZIET for information.
 3. PS to Commissioner for Information.
 4. PS to ADC (Admn) for information.
- 6/11/15
6/11

REGIONAL APPRAISAL TOOL (ACADEMIC)-2015

(To be submitted to HQ on 25th of November)

Name of the Region:.....

Name of the Deputy Commissioner:.....

Date of Joining as Deputy Commissioner:

Date of joining present Region:.....

Tel. No.

Email ID:.....

| S. No. | Activity | |
|--------|---|---|
| 1 | <p>Whether the Region has identified under-performing Vidyalayas in terms of Class XII Quantitative Result (all the streams combined together)?</p> <p>[KVS Pass % in Class XII in 2014-15 (94.75%) is Bench Mark for November Report, I Pre Board Result for December Report & II Pre Board Result for January Report]</p> | <p>Name of the Vidyalaya:</p> <p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10.</p> |
| 2 | <p>Whether the Region has identified under-performing Vidyalayas in terms of Class XII Qualitative Result (all the streams combined together)?</p> <p>[KVS PI of Class XII in 2014-15 (58.69) is Bench Mark for November Report, I Pre Board Result for December Report & II Pre Board Result for January Report]</p> | <p>Name of the Vidyalaya:</p> <p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10.</p> |
| 3 | <p>Whether the Region has identified under-performing Vidyalayas in terms of Class XII Streamwise Quantitative Result</p> <p>a) Science Stream</p> <p>[KVS Pass % in Class XII in 2014-15 (96.30%) is Bench Mark for November Report, I Pre Board Result for December Report & II Pre Board Result for January Report]</p> | <p>Name of the Vidyalaya:</p> <p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10.</p> |
| | <p>b) Commerce Stream</p> | <p>Name of the Vidyalaya:</p> |

| | | | | |
|---|--|--|-------------|-------------------------|
| | [KVS Pass % in Class XII in 2014-15 (92.07%) is Bench Mark for November Report, I Pre Board Result for December Report & II Pre Board Result for January Report] | 1. 2. 3. 4. 5. | | |
| | c) Humanities Stream [KVS Pass % in Class XII in 2014-15 (93.09%) is Bench Mark for November Report, I Pre Board Result for December Report & II Pre Board Result for January Report] | Name of the Vidyalaya: 1. 2. 3. 4. 5. | | |
| 4 | Whether the Region identified the reasons/factors for the decline in number of schools producing 100% Pass in Class XII in 2014-15 compared to 2013-14? (349 in 2013-14 and 219 in 2014-15 out of 862 schools) | Reasons: | | |
| 5 | Schools which produced results below their potential Name of the Vidyalaya: 1. 2. 3. 4. 5. | Efforts suggested: | | |
| 6 | Whether the under-performing teachers have been identified at the school level? | | | |
| | Name of KV | Name of Teacher | Designation | Action taken in 2015-16 |
| | | | | |
| 7 | Whether the subjects in which the results are not upto the mark are identified? | | | |

| | Subject | Reasons | Action taken in 2015-16 | |
|----|--|---------------------|-------------------------|--------|
| 8 | Whether deputation has been made on temporary duty in case of vacancy in the post of Teachers to plug the gap in Teaching in 2015-16? Give details: | | | |
| | Designation | Name of the KV from | Name of the KV to | Period |
| | | | | |
| 9 | Whether any deputation made on temporary duty in case of vacancy against the post of Principal/Teacher, where no regular VP/PGT is posted, to plug in the gap in Teaching in 2015-16? Give details: | | | |
| | Designation | Name of the KV from | Name of the KV to | Period |
| | | | | |
| 10 | Whether special visits/inspections were carried out by DC/AC in 2015-16 on the schools under-performed in 2014-15? | | | |

| Give Details: | | | |
|---------------|---|----------------------|-------------------------------|
| Name | Designation (DC/AC) | Name of KV | Action taken after inspection |
| | DC | 1. 2. 3. 4. | |
| | AC | 1. 2. 3. 4. | |
| | AC | 1. 2. 3. 4. | |
| | AC | 1. 2. 3. 4. | |
| 11 | Whether follow up Action Taken Report on Inspection has been sent to Regional Office by these schools? | | |
| | Name of the defaulting school | Reason | |
| | | | |
| 12 | Whether teachers on contractual basis have been appointed in 2015-16 against vacant posts in PGT cadre? | | |

| | | | | | | | |
|---|---|--------------------|-------|--------|-------------------------------------|-----------------|--------------------|
| Give details where contractual teachers could not be appointed: | | | | | | | |
| Name of KV | | Subject | | Reason | | | |
| | | | | | | | |
| 13 | Whether any Principal has undertaken any innovative project to improve the Result? | | | | | | |
| Name of KV | | Innovative Project | | | | | |
| | | | | | | | |
| 14 | Whether Workshops for PGTs on content & pedagogy enrichment are conducted in 2015-16? | | | | | | |
| | Subject | No. of days | Dates | Venue | Co-ordinator | Course Director | Resource Person(s) |
| | | | | | | | |
| 15 | Whether Study Material as per the latest curriculum and examination pattern supplied to the children? | | | | If yes, when and for what subjects? | | |

| | | |
|-----|--|-------------------------------|
| | Yes / No | <hr/> <hr/> <hr/> <hr/> |
| | | If no, reason? |
| 16 | Whether video lectures are made available and used to supplement regular class room teaching? | Subjects <hr/> <hr/> <hr/> |
| 17 | Whether study camps separately for low achievers and gifted children are planned and conducted during Autumn Break / Winter Break or any other suitable period? Give Details School wise: | |
| | Whether these study camps are personally monitored by DC/AC through random visits? | |
| 18 | Whether I and II Pre-Board Exams have been planned? Give details: | |
| | Exam | Date (from - to): |
| | I Pre-Board Exam | |
| | II Pre-Board Exam | |
| | | |
| 19 | Whether cluster-wise analysis of Pre-Board Exams is planned? | |
| 20. | Whether sufficient number of set of Question Papers provided to the students to be used during Dummy Examination at home? | |
| 21. | Whether Marking Scheme discussed with students with detailed examples? | |
| 22. | Whether the schools are guided and supported based on the regular feedback from the schools and constant monitoring? | |

Certified that I have personally filled the data given above and I am responsible for correctness of the same.

Date:

Signature of the Deputy Commissioner
Name:
Name of the Region:

ANNEXURE 'B'

LIST OF REGIONS UNDER THE DESIGNATED OFFICERS AT HQ FOR REPORTING THE PROGRESS

| Designated Joint Commissioner at KVS HQ | Assisting the Joint Commissioner at KVS HQ | S. No. | Name of the Region |
|---|--|--------|--------------------|
| Dr. (Smt.) V. Vijayalakshmi Joint Commissioner (Acad.) | Shri. Y. Arun Kumar Assistant Commissioner (Acad.) Smt. Anjana Hazarika Assistant Commissioner (Acad.) | 1. | Ahmedabad |
| | | 2. | Bhubaneswar |
| | | 3. | Chennai |
| | | 4. | Lucknow |
| | | 5. | Jabalpur |
| | | 6. | Raipur |
| | | 7. | Varanasi |
| | | 8. | Agra |
| | | 9. | Ernakulum |
| | | 10. | Silchar |
| Dr. Shachi Kant Joint Commissioner (Trg.) | Shri. Varun Mitra Assistant Commissioner (Acad.) Smt. Sona Seth Assistant Commissioner (Acad.) | 1. | Patna |
| | | 2. | Hyderabad |
| | | 3. | Ranchi |
| | | 4. | Delhi |
| | | 5. | Bangalore |
| | | 6. | Jaipur |
| | | 7. | Chandigarh |
| | | 8. | Kolkata |
| | | 9. | Tinsukia |
| Sh. S. Vijay Kumar Joint Commissioner (Admn.) | Smt. Piya Thakur Deputy Commissioner (Acad- 1) | 1. | Dehradun |
| | | 2. | Gurgaon |
| | | 3. | Guwahati |
| Sh. E. Prabhakar Joint Commissioner (Pers.) | Shri. P. V. Sai Ranga Rao Deputy Commissioner (Acad- 2) | 1. | Bhopal |
| | | 2. | Jammu |
| | | 3. | Mumbai |

Dear Student,

At the outset, let me congratulate you for being a KVIAN. I know you are an intelligent and hardworking student, always making improvisations and ready to learn new things. Now that you have come to Class X/XII level, there is no doubt that this achievement is testimony to the fact that you have concentrated on your studies, obeyed your teacher's & parents' commands, studied hard and practised harder.

It is a well-known fact that success in examinations depends upon your performance during the three hours of examination in the Examination Hall. While knowledge, understanding and memory play a very crucial role, presentation skills is the most significant deciding factor. But almost every student finds it very difficult to keep the content of all the chapters of all the subjects in ready to use memory up to the examination period. It is, therefore, suggested to review your study habits. The secret of memory lies in frequency of revision. Now the question is how to increase the frequency of revision? Here are some tips for increasing the frequency of revision so as to ensure that everything which is required to be in your active memory remains for a considerable time period:

- 1. Making Notes:** Your first job should be to concisely assimilate all the information pertaining to one chapter. For this you should take a long size copy and make notes on one page or utmost two pages. The notes should be only points which should cover all the main ideas of the chapter along with their sub-ideas. You can read the note a few times till you are in a position to recall the details under each point or sub-point.
- 2. Testing and Understanding:** After making note you should try to choose any point or sub-point on random basis and attempt to make a detailed write up without consulting any tips book or note books. For the rest you can make an oral exercise while making attempts to have detailed amplification on each of the point or sub-point of the notes.
- 3. Concept Notes:** Concept note or mind map will help you increase the frequency of your revision. A mind map is a miniature expression of the whole chapter in any form e.g. diagram, flow chart, main points, formulae, acronym, sketch or picture. The test of a good mind map is very simple – It must make the contents of the whole chapter clear in your mind just after one glimpse of the mind map.

The above three steps will help you master the contents. The first and second steps must be over by the end of November. The third step will continue up to examination.

But as I mentioned earlier only mastery over the content will not ensure high scores in the examination. The event of examination tests your ability to express in written form in three hours. It tests our knowledge, no doubt, but also evaluates our ability to understand the questions quickly, write the answers as per the requirement of the marking scheme, in legible hand-writing and with impressive presentation style. It also puts our time management, selection of questions on test. You cannot succeed unless your progress is exactly matching with the requirement of the event. In short many rounds of rehearsal are required for good performance on stage. A few strategies for content and examination management are enclosed for reference and implementation.

I would also like to add, that every student needs to identify her/his own style of learning. This is possible only when you are exposed to various ways of studying and reinforcement. The above techniques may help you only when you understand them and apply the same in your day to day learning habits.

I am very much confident that you will leave no stone unturned in order to achieve the goals you have set for the ensuing examination and beyond.

With best wishes.

(U.N. Khaware)
Additional Commissioner (Acad.)

STRATEGIES FOR CONTENT AND EXAMINATION MANAGEMENT

A. KNOWING THE CONTENT:

1. Know the chapters to be covered and the weightage for each chapter.
2. Know the Question Paper pattern along with weightage for various types of questions viz. VSA, SA, LA type questions.
3. Learn the content mostly by understanding and relating to other relevant concepts/subjects/practical examples.
4. Learn the formulae and definitions by understanding as well as rote memory method.
5. Derivations and problem solving can be remembered fresh for a long time only when practiced by writing over and again. Writing once is said to be equivalent to reading 13 times!
6. Important diagrams must be practiced by drawing and labelling.
7. Even long answers can be learnt by dividing them into relevant points and then writing them in exam in continuous text.
8. Make your own notes in simple language in a way you can understand and remember.
9. Test yourself by simple and short duration tests to find whether you remember the formulae, definitions, derivations, explanations and applications.
10. You can highlight/underline important points while learning the content.
11. You can try to remember or ponder over the contents learnt already, during the free time or while engaged in other activities which do not demand much of mental attention.
12. You can discuss/teach what you have learnt with/to the peer group. This practice makes the memory deeper since it demands for effective recalling of knowledge. The more you share, the more you remember.
13. Have a time table for self-study at home. More time is to be allotted for the subjects which require deep and concentrated study. Certain subjects have to be studied daily while a few require only 2-3 days in a week. Combination of tough and easy subjects in a day will keep you away from getting bored or tired.
14. Write important formulae subject-wise/chapter-wise and display them in your study room in prominent places and make a habit of glancing at them whenever possible.
15. Wherever necessary, you can learn through readily available PPTs and video lectures. 3-D diagrams and animations will be of great help to understand the concepts. But precaution must be taken not to spend more time on these materials and not to get distracted.

16. As far as possible, you can get into the habit of going early to bed and study in early hours of the day because mind will be very fresh after a good sleep. Studying for one hour in the early morning is equivalent to 4 hours of study in the late night.
17. There is nothing wrong in watching TV/browsing net, etc for a very limited time in a day, but prolonged usage of these media will not only make you lazy but also will make you tired. Rather, you can play a game/sport of your choice for a little time with your friends to relax your body and mind.

B. IMPROVING WRITING ABILITY IN EXAM:

1. Fast and legible handwriting is essential for exam. You need not worry about beauty of your handwriting at this stage but it must be legible enough for the examiners to read and understand what you write. This can be mastered only when practiced throughout the year.
2. Practice at home/school should match the real event which is test/exam at school/Board level.
3. Write as many dummy tests/exams as possible at home apart from the ones administered in the school.
4. Till the syllabus is completed, you can write and practice chapter-wise tests with a schedule of one subject in a day.
5. When the syllabus is completed, you can divide it into 2 or 3 equal parts in such a way that a few easy and a few tough chapters are combined and you can write 3-hour exam in that selected portion.
6. Sample Question papers which are available from various sources along with study material provided in the school will be of great help for self-administered tests/exams.
7. You can practice 3-hour exam by randomly selecting previous years' question papers from CBSE.
8. The more you are exposed to the questions asked in previous CBSE exam papers, you are more likely to encounter in real exam. You will, therefore, gain more confidence in the exam hall.
9. Always try to stick to time schedule of tests/exams.
10. You should know and restrict to the word-limit of VSA/SA/LA type questions. Otherwise, you may tend to write too much for VSA and very little for LA type questions. (Answer management)
11. Draw diagrams neatly with pencil wherever necessary and label them properly. Do not draw the diagrams in ink at all. The labels/symbols used in describing (construction/working, etc.) should match with those used in the diagrams.

12. You must finish writing the answers little earlier than the time allotted so that you will have some time for revision and correction, if needed. In the last few minutes when you go through the answers in a relaxed mood, you may remember the forgotten points/answers in a flash.
13. Try to write the known answers as fast as possible and save time for other answers to think, recollect and write.
14. Wherever required, show the steps especially while deriving or solving numerical problems because marks will be awarded for correct steps even though the final answer may be wrong.
15. Examination system, by and large, attempts to test what you know, only through what you present on the paper. Therefore, you must know how to present and impress upon the examiner by systematic and coherent way of writing the answers. No scribbling here and there on any part of answer sheets. What you know, write it clearly in an unambiguous manner.

STRATEGIES AND STUDY TECHNIQUES AT VIDYALAYA LEVEL

Strategies for Quantitative and Qualitative Improvement in Academic Performance of Class XII:

Strategies at Vidyalaya Level:

(A) For Bright Learners:

1. Every child has to fix his/her target in each subject.
2. Preparation of work plan by each student after discussion with the teacher accommodating all subjects/co-curricular interest/extra coaching etc.
3. Provision of answer sheet of students scoring 100% uploaded on CBSE website to the bright learners.
4. Common mistakes of students are to be informed to them. Error analysis individually is to be done and they must be told how to write answers in an effective manner so that they will not commit the same mistakes next time.
5. Provision of HOTS and inter-disciplinary questions for practice during and after teaching every chapter.
6. After the completion of every chapter, CBSE questions of that particular chapter for last 5 years have to be discussed in the class.
7. Practice of last 5 years CBSE papers and sample papers is to be ensured after completion of whole syllabus.
8. Tips for attempting the question paper effectively are to be given to students.
9. Counselling children to utilize the reading time and the three hours for writing the paper judiciously and sparing some time for revision and editing.
10. Extra material and notes are to be made available for the high achievers.
11. Creating awareness among students regarding useful educational websites chapter-wise.
12. Stress management: Counselling for stress management is to be done by the teachers and counsellor. The students should be helped in better planning and time management which will automatically reduce the stress of the students.
13. Continuous motivation to the students by the subject teachers, class teachers and principal.
14. Special study camps for bright learners in the areas where extra source of learning is not available.

(B) For Average Learners:

1. Identification of difficult areas for average performers.
2. Motivating the average performers to set high targets.
3. Special study classes for attempting HOTS and inter-disciplinary questions.
4. Improving their written communication skills by regular writing practice.
5. Provision of sample answers for scoring better.
6. Optimum use of study material in class room teaching.
7. Regular slip tests and monitoring performance.
8. Peer learning with assistance from bright learners.
9. Preparation of time table for self study/home study.
10. Error analysis by teachers.
11. Giving tips regarding time management and effective utilisation of examination time.
12. Regular parent-teacher meeting to update the parents about the performance of the students and to include them in teaching-learning process.

(C) For Low Achievers:

1. Low achievers should be made aware of the fact that they are not permanently tagged but that is only a transient period where they will be provided with every kind of assistance and support to improve their performance.
2. Orientation of parents in the month of April and later from time to time to create awareness in them about the importance of parental guidance and support. Teachers should highlight the strong areas/good qualities of the student.
3. Identification of students in need of remedial teaching based on the previous year's result/class performance in the month of April itself and based on further evaluations.
4. Conducting slip tests after the completion of every topic on weekly basis.
5. Distribution of sample papers (Chapter wise) and model/previous years' question papers before summer vacations.
6. Identification of weak areas of each student and follow up with required assistance.
7. Preparation of easy and scoring areas (at least 40% of the weightage in board examination) and remedial teaching based on it.
8. Remedial classes in assembly periods, other non-scholastic periods and after school hours, if required.
9. Completion of 40% syllabus by July and whole syllabus by 31st October 2015, so that sufficient time is available for revision and practice.
10. Fixing of target by each student, teacher and Principal for achievement in school level as well as CBSE examination.

11. Extra classes/remedial classes during autumn and winter breaks.
12. Ensuring 100% attendance of the students by being in touch with the parents.
13. Regular parent-teacher meeting to discuss result of monthly tests and other exams.
14. Regular interaction with students, counselling and discussion of problems if any, with parents by the teachers as well as Principal.
15. Supply of study material provided by KVS as and when received and effective utilization of the same in class rooms.
16. Maximum practice of short answer questions for concept building.
17. Motivation of the students by encouraging them on the improvement made from the previous performance. There should not be comparison with the performance of other students.