

Sarva Shiksha Abhiyan, Telangana State, Hyderabad
Guidelines for implementation of
School Academic activities for the year 2014 – 15

A) Major Guidelines to schools for the academic year 2014-15

- ❖ Each school should focus on effective implementation of Components of LEP in the elementary schools of the State as a Quality initiative of the State. The intent of the LEP and its programme components should reach the school point.

- ❖ **Learning Enhancement Programme - 12 Academic Aspects**

Visioning of Elementary Schools in the State

A School where children learn free from fear, anxiety, exclusion; has stimulating learning environment, caring teacher puts tireless efforts to make every child learn through democratic and collaborative classroom, where the child grows as responsive citizen with social concern, endowed with requisite knowledge and skills to lead the futuristic life to make world safe and happy.

Aim of LEP

- ❖ To address the Quality aspects at elementary level in holistic and sustainable way.

Components of LEP

1. Ensuring children to achieve Class specific, subject specific essential learning competencies, attainment of Expected outcomes (as per the Academic Standards prepared by SCERT).
2. Improved Teaching Learning Processes (Learning through activities, discovery, exploration as per RTE Act. Sec 29(2)] through 100% utilization of learning time and engagement of children by Time-on-task.
3. Improved Assessment Procedures which are based on specific Academic standards, by adopting different means such as Oral & Written, Performance, pupil products, child portfolios, projects,

teachers' observation in harmony with Continuous Comprehensive Evaluation (Formative and Summative) procedures.

4. **Setting Performance Indicators** for Institutions and Individuals making Teacher and Head Master accountable with role clarity and increasing transparency in the system.
5. **Improved participation of parents** by making SMCs is functional and vibrant. The community participates in school matters, demonstration of the performance of the children to SMC members, monitoring of attendance of pupil, utilization of grants, mid-day meals, preparation of School Development Plan.
6. **Implementation of Academic activities** such as Wall Magazine, School Postbox, Honesty Box, Children Clubs, Children Diary etc., and innovative activities such as Weather Station, Compost Pit, Free Plastic zone, Talent Search Activities etc. in the schools for all round development of the child
7. Organization of National and International importance events/days in the schools.
8. **Implementation of READ programme (READ, ENJOY AND DEVELOP)** to develop reading habits among the children by using the children literature available in the school. One period shall be provided in the school time-table for reading. Celebration of "PATANOTSAVAM" from 14th to 21st November during Library week.
9. **Inclusion in Education:** Implementation of inclusive practices (Social inclusion, academic inclusion, gender inclusion, inclusion of CWSN) in schools and in classroom process to address the issues of equity & equality. Three elementary model schools in each mandal across the State are adopted and the philosophy of 'Inclusion in Education' is fully implemented. From 2014 – 15, this programme is scaled up to 6 schools per mandal.
10. Development of **School Leadership** is the thrust area for transforming the schools as effective learning organization.

Developing visionary leadership among school Heads and teachers as effective Instructional leaders shall be the prime concern.

B) Instructions / Action Plan for implementation of 'LEP' -3-R's Programme from 3rd & 4th Week of July to 31st October, 2014.

- ❖ LEP - 3-R's programme is targeted for classes III to VIII as a focused programme in all elementary Schools from 3rd & 4th week of July to end of the October, 2014.
- ❖ The sole objective of the programme is to make every child of classes III to VIII to atleast read, write and do simple arithmetic at reasonable level by end of October, 2014. No child should be left without acquiring these '3-R' within the stipulated time frame.
- ❖ During the operation of the programme 'LEP - 3-R'S' care will be taken to see that this programme is supplement of 'Regular Teaching'. The focus is on the children who are lagging behind in acquiring basic skills. The teachers have to identify such children who are lagging in the basic skills, and **exclusive attention** shall be given to these children by undertaking remedial teaching through individualized teaching and also group teaching within the normal school hours or extended hours.
- ❖ Based on the base line and end line test conducted for the Class Readiness programme, which is just concluded, the teachers shall identify the children from classes III to VIII who are still lacking in basic skills, i.e., Reading, Writing and simple arithmetic.
As per the RTE Act, it is mandatory for a teachers to ensure the children should attain prescribed learning levels.
- ❖ **Under Section 24 (i) (d) Duties of Teachers:** Assess the learning ability of each child and accordingly supplement additional instructions, if any as required.
- ❖ **Under Section of 9(h) Duties of Local authority:** Ensure good quality elementary educate confirming to the standards and norms specified in the schedule.

- ❖ Special attention shall be given to such children focusing on the basic skills they are lacking through remedial teaching, tutoring, individualized teaching, group learning, practice books, summer camp workbooks, and other customized material or available materials in the school such as **Sneha Bala, Easy English cards.**
- ❖ Care shall be taken that the students covered under “LEP-3-R’s” programme shall not be isolated from regular teaching programme. In the regular time table, the periods of Telugu, Mathematics per week shall be allocated in the ratio of **60 : 40.**
- ❖ For example, if there are 10 periods allotted weekly for Mathematics, then six **periods** for regular teaching and **four periods** for remedial teaching for those children who are weak in basics may be allocated. For other children, these four periods shall be utilized for self study, or group work, practice work, project work, activities related to the subject.
- ❖ The teachers shall note that this programme shall not derail the regular teaching. LEP – 3-R’s programme is the programme targeting the low achievers who do not know basics.
- ❖ If situation demands, the help of the good students may be taken for academic assistance to help these students, but not at the cost of their academic progress.
- ❖ Every fortnight, the teacher shall record the progress of each child, specifying the learning tasks.
- ❖ The HMs shall monitor the remedial instruction without any laxity and academic progress shall be reviewed every fortnight.
- ❖ The parents of the children who are lagging behind shall be invited to the parents meeting conducted once in a month and inform the progress of their wards made at the end of the month.
- ❖ In single teacher schools, the CRPs shall be deputed to assist the teachers during this programme.
- ❖ The HMs of each school shall notify the No. of children who are lacking **‘3-R’s** in their respective schools. The list should be available when asked for.

- ❖ Ensure the conduct of staff meetings at least once in a month on 3rd Saturday shall be conducted at school level, and minutes of the meeting shall be recorded.

C) Action Plan - Class room Transactions- Teaching Learning process

- ❖ Ensuring of professional preparation of the teacher like unit plan/lesson plan, [RTE Norms: Minimum no.of working hours per week for teachers 45 hours including preparatory hours] and collecting of relevant teaching-learning resources before stepping into the classes and learning transaction in the classes shall happen successfully in every school.
- ❖ Ensure the implementation of **Periodical appraisal** of Performance of teachers and HMs by executing Performance indicators.
- ❖ Focus on arrangement of **reading corners** in all the schools. **Small books** as per the class standards have to be collected and to be kept in the reading corners to develop the early reading habits.
- ❖ Ensure that the schools having classes 1 and 2 shall have **running boards** to enable the children to reach an improve writing skills. It provides the opportunity for the learners to develop motor skills by scribbling, free hand curves, drawings, for learning alphabets and numbers.
- ❖ For all round development and academic improvement of the child, every school shall implement the school activities, innovative activities, talent search activities in the schools. The local authorities and school authorities may prioritize the certain activities for effective implementation in the schools. The schools have freedom of adopting their own innovative activities. So that a diversified activities will be visible across the mandal or in the district instead of monotonous activities.

D) Implementation of best practices:

- ❖ The teachers should take priority in **habit formation** of the students like cleanliness, attending prayer regularly etc.
- ❖ The HMs' are free to devise their own school practices on their own in the interest of pupil development. Ensure that every school has certain

uniqueness in adopting Best school practices. These best practices shall contribute for child well being and child academic improvement.

- ❖ Every school shall have their own vision and mission that shall be displayed prominently.

E) SMC Meetings

- ❖ SMC meeting should be conducted as per the convenience of the parents to enable them to participate and share their requirements

F) QUALITY MONITORING TOOLS

- ❖ The data at school level shall be collected for every quarter to implement the Quality of monitoring tools as desired by MHRD. In this academic year, the first quarter shall be collected for the months from June to August, 2nd quarter: September to November; 3rd quarter from December to February; fourth quarter from March to May.
- ❖ The filled school monitoring formats shall be filled & submitted to School Complex H.Ms, MEO in stipulated time.
- ❖ The website address of the state SSA is “ssa.tg.nic.in”. The school authority can download the required information from the official website of SSA.

G) Every school shall setup a school library & class room library

H) School Complex Meetings

- ❖ School Complex meetings should be conducted six times during the year 2014 – 15. Out of which 4 meetings should be subject specific meeting for primary and upper primary teachers, as a follow up of 3-day mandal level training and two will be in other subjects, as per the local requirement.
- ❖ The subject specific meetings should be during the following months to facilitate the preparation of summative assessment tools at complex level.
 - August 2014 regarding summative – I Question Paper
 - November 2014 – regarding summative – II Question Paper

- March / April 2014 – regarding summative – III Question Paper
- The other three meetings will be held during October 2014, December 2014 and February 2014.
- ❖ It is proposed that every School Complex H.M will act as a Secretary and a selected R.P will act as Asst. Secretary.
- ❖ The meetings during the above mentioned months will be conducted by the Secretary and Assistant Secretary in different schools attached to it on a rotation basis.
- ❖ On the meeting day atleast half a day should be allocated for the subject specific training themes of 3-days and the other half day can be allocated for local issues.

D) Other issues

- ❖ Weekly one library period should be allotted in the time table.
- ❖ November 14th to 21st, 2014, Library week shall be implemented as 'PATANOTSAVAM' in all the schools as a part of READ (Read Enjoy and Develop) programme week.
- ❖ Each school has to identify certain days for conduct of local, national and international festivals, science days, talents search activities and take necessary steps to conduct the events mainly to enthuse the children.
- ❖ Usage of cell phones should be strictly prohibited during school hours.

State Academic Monitoring Officer