

हिमाचल का अधिकांश

सर्व शिक्षा अभियान
एक पाठ संघर्ष

HPSES (SSA/RMSA) H.O.-Quality (SSA)-2016-17
OFFICE OF THE STATE PROJECT DIRECTOR (SSA/RMSA)
H.P. SCHOOL EDUCATION SOCIETY
DPEP BHAWAN, LALPANI, SHIMLA-171001
Dated: Shimla-171001 16th Feb., 2016

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23/2/16

To

- i. All the Deputy Director (HE and EE)
- ii. All the Principal DIET cum District Project officer (SSA/RMSA)
- iii. All the BPOs (RMSA) and all the BEOs (EE)
- iv. All BRCCs, CRCCs

Subject: Guidelines for improvement in learning levels of children to enhance quality of education in Himachal Pradesh.

As you all are aware that the low learning levels among elementary school children are an area of priority concern. In this regard state has planned to focus on early literacy and numeracy for class-1 and class-2, Multigrade and multi level teaching (class-3 to 5) and science and maths learning enhancement for class-6th to 8th. This has been one of the PAB commitments of the state as per AWP&B 2015-16 too.

It is primarily the responsibility of the teachers in the classroom to adopt appropriate strategies and remedial measures as per child specific need and bring about observable measurable change. It is high time that we all join hands, own responsibility and make intensive concerted efforts to take the State forward in quality education. All other educational functionaries like DPOs, BEOs, Principals, HMs, BRCCs, CRCCs, DIET faculty and State coordinators should facilitate and support teachers in their goal attainment. Non availability of books is always an issue in the Govt. Schools; therefore, it was advised earlier also that book bank be maintained in every school by retaining the books of previous classes. In addition State Project Office has developed suggestive guidelines for the approach to be followed in the school right from beginning of the academic session.

Accordingly, the enclosed guidelines have been prepared and being enclosed for all and it is expected that each of the concerned official would take appropriate measures at his/her level to ensure implementation of improvement in learning levels of children to enhance quality of education in Himachal Pradesh. These guidelines are to be circulated to the school level so that all the teachers and supervisory authorities are aware of their roles and responsibilities. Every school should devote initial 15-20 days for readiness of students for appropriate learning and thereafter only the curriculum should be taught as per scheme of the curriculum. Learning indicators should be used for assessment of the students as per CCE.

I wish good luck and success to all.

State Project Director (SSA/RMSA)
Himachal Pradesh, Shimla-171001

Copy to :

- i. The ACS (Education) Govt. of Himachal Pradesh for information please
- ii. Director Higher Education for information please.
- iii. Director Elementary Education with a request to reiterate the guidelines to field level functionaries.

State Project Director (SSA/RMSA)
Himachal Pradesh, Shimla-171001

SUGGESTIVE GUIDELINES TO BE FOLLOWED BY SCHOOLS RIGHT FROM BEGINNING OF THE ACADEMIC SESSION

The approach to be followed in the classroom/School (for Primary section 1st to 5th)

1. School should start TLP from first day of academic session.
2. Conduct a base line assessment (class wise) of children's learning levels in performing basic tasks of language and arithmetic.
3. Utilize first 15 days for improvement of Reading, Writing and basic skills of Mathematics.
4. On the basis of these, assessment learning gaps may be identified and remedial measures be taken accordingly.
5. Base line assessment would be displayed prominently and the teacher will monitor and regulate the learners' achievement.
6. Parents meeting be organized and the baseline learning assessment should be shared with them.
7. The entire class would be divided on level wise on the basis of baseline.
8. The children will be given learning standard based interventions.

Improve the ability of children from their current level to:

- ✓ Speak and say: words, sentences, answer questions.
- ✓ Read: words, sentences and long texts.
- ✓ Comprehend: word meaning, simple instructions, questions and simple texts.
- ✓ Write correctly: words, dictated sentences, and self-constructed sentences. (The goals for each set of children will depend upon their current ability. For example – a child who cannot read words will learn to decode words and a child who reads haltingly should read fluently and answer questions based on the text)

Improve the ability of children to perform simple arithmetic tasks such as:

- ✓ Recognizing and understanding the meaning of numbers.
- ✓ Do, say and write addition and subtraction problems.
- ✓ Understand and use tables to solve multiplication and division problems.

✓ (The goals for each set of children will depend upon their current ability. For example – a child who does not understand numbers and place value will learn to do addition and subtraction with carry forward and borrow)

9. The teacher will spend more time with children having lower levels of learning while children who can read stories with comprehension, will be shifted to classroom curriculum.
10. The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through assessment activities
11. The teachers will also use Library books as supplementary reading material for the enhancement of reading and comprehension skills.
12. The progress of the child would be shared with the parents regularly. The progress made by the child in different subjects will be noted in a register developed.
13. All these activities would run in synergy not in isolation.
14. Teachers may use Flash Cards, Charts, Dominoes, puzzles & models etc.
15. Teachers should check class work regularly.
16. Teacher may maintain child wise progress in different subjects in a register
17. A test may be conducted after the completion of each chapter and a proper record of the same may be kept.
18. A proper monthly record of student activity may be kept in portfolio
19. Lesson plan should be prepared as per learning indicators.
20. Class room management should be in groups to promote group learning in schools.
21. Baseline, midterm and terminal assessment for reading, writing and numeracy should be done in every school.

the approach to be followed in the classroom/School (for Upper Primary section 6th to 8th)

1. Create Book Bank in every school
2. Teaching Learning Process should start from first day of academic session.
3. Conduct a base line assessment (class wise) of children's learning levels in performing basic class wise competencies in the subject of Mathematics, Hindi and English.
4. Utilize first 15 days for improvement of Reading, Writing and basic skills of Mathematics and languages.
5. On the basis of these, assessment learning gaps may be identified and remedial measures be taken accordingly.

6. Base line assessment would be displayed prominently and the teacher will monitor and regulate the learner's achievement.
7. Parents meeting be organized and the baseline learning assessment should be shared with them.
8. The entire class would be divided on level wise on the basis of baseline.
9. The children will be given learning standard based interventions.
10. The teacher will spend more time with children having lower levels of learning while students who can read and write class wise text with comprehension; will be shifted to classroom curriculum.
11. The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through assessment activities
12. The teachers will also use Library books as supplementary reading material for the enhancement of reading and comprehension skills.
13. Use morning assembly for Reading and creative writing activities. Use display Board for student's creativity.
14. The progress of the child would be shared with the parents regularly. The progress made by the child in different subjects will be noted in a register developed.
15. Teachers should check class work regularly.
16. Teacher may maintain child wise progress in different subjects in a register
17. A test may be conducted after the completion of each chapter and a proper record of the same may be kept.
18. A proper monthly record of student activity may be kept in portfolio.
19. Lesson plan should be prepared as per learning indicators.
20. Class room management should be in groups to promote group learning in schools.
21. Baseline, midterm and terminal assessment should be done in every school for languages (Hindi and English) and mathematics.

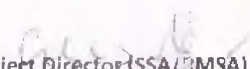
Note:

- Create Book Bank in every school
- Constitute student's cabinet in each school.

The approach to be followed in the classroom/School (for Upper Primary section 9th to 10th)

1. Teaching Learning Process should start from first day of academic session.
2. Conduct a base line assessment (class wise) of children's learning levels in performing basic class wise competencies in the subject of Mathematics, Science , Hindi and English.
3. On the basis of these assessment learning gaps may be identified and remedial measures be taken accordingly.
4. Utilize first 15 days for improvement of learning gaps
5. Base line assessment would be displayed prominently and the teacher will monitor and regulate the learners' achievement.
6. Parents meeting be organized and the baseline learning assessment should be shared with them.
7. The entire class would be divided on level wise (on the basis of learning levels) on the basis of baseline.
8. The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through assessment activities
9. The teacher will spend more time with children having lower levels of learning while students who have achieved the learning gaps will be shifted to classroom curriculum.
10. Lesson plan should be prepared on the basis of learning indicators.
11. Classroom management should be in groups so that students can learn from each other.
12. Encouraging children to participate in classroom activities through asking questions and framing of problems.
13. Ensure use of library books as supplementary reading material to inculcate reading habit among children. Provide facility to read at school or take books home for reading. Proper record to be maintained.
14. Ensure that there is a Newspaper Stand in front of each school library for students.

15. Use morning assembly for Reading and creative writing activities. Use display Board for student's creativity. Encourage students to talk about biography of great scientist and their invention in morning assembly, Indian inventions and discoveries.
16. Constitute student's cabinet in each school.
17. Constitute Science & Mathematics & Technology Clubs for children.
18. Encouraging children to share their experiences, news and observations in nature in the class and use their thought as a resource in building classroom discussion richer.
19. Opportunity to respond, discuss and share the ideas of students.
20. The students are to be taken to ICT lab and hands on experience of computers to be given to all the students. All the students should learn MS office and students be motivated to make Power Point Presentations on different topics of each subject.
21. The lesson plans available on Swayamsidham portal to be used for classroom transaction.
22. Teachers should prepare assignments chapter wise on the basis of question bank available on RMSA portal and give it to the students for solving on regular basis.
23. Peer group learning to be promoted and students be given responsibility in groups for preparing question bank/assignments and should administer the same including checking of the assignment with the help of the teacher.


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