

HPSES (SSA) HO-2013-Quality Intervention
OFFICE OF THE MISSION DIRECTOR
H.P.PRIMARY EDUCATION SOCIETY
DPEP BHAWAN LAL –PANI SHIMLA-171001
Dated: Shimla the August, 2013

To

The Deputy Directors (Ele.Edu.),
All the districts

Subject: Guidelines for improving Early Literacy and numeracy at primary level.

Sir,

As you all are aware that the government of Himachal Pradesh has adopted the state quality plan in totality. The low learning levels among primary school children as revealed in the ASER 2012 a report of Pratham a voluntary organization emerged as an area of priority concern. In this regard state has planned to focus on early literacy and numeracy.

Our teachers are well qualified and their capacity has been built year after year through trainings, workshops and seminars, but unfortunately, this could not be seen in actual class room process or improvement of learning levels of students. 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 Pradesh forward in quality education. All other educational functionaries like DDEE, DPO, BEEEO, BRC, CRC, DIET faculty and state coordinators should facilitate and support teachers in their goal attainment.

The GOI has been laying stress on improvement of early literacy and numeracy. This has been one of the PAB commitments of the state as per AWP&B 2013-14 too. Accordingly the enclosed guidelines have been prepared to this end and being enclosed for all and it is expected that each of the concerned officials would take appropriate measures at their level to ensure implementation of improvement in early literacy and numeracy at primary level to enhance quality of education in Himachal Pradesh. These guidelines to be circulated to the school level so that all the teachers and supervisory authorities are aware of their roles and responsibilities. Receipt of this letter be acknowledged

I wish good luck and success to all.

Encl. as above

Copy to : All the DPOs for necessary action at their end.

Director (Ele.edu.) cum
Mission Director (SSA)
Himachal Pradesh, Shimla-1

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IMPROVING QUALITY EDUCATION AT ELEMENTARY EDUCATION IN HIMACHAL PRADESH

Guidelines for improving Early Literacy and numeracy at primary level

The low learning levels among primary school children as revealed in the ASER 2012 a report of Pratham a voluntary organization, emerged as an area of priority concern . ASER 2012, indicated that children in Himachal Pradesh learn their alphabets and develop word reading skills early on but the commensurate ability to read simple texts does not develop by Classes II-III. It is only by Classes IV-V that they begin to read reasonably well. Similarly, it was reported that children learn their numbers early but the progression towards solving mathematical sums-addition-subtraction and multiplication - division is relatively slow. Keeping in view this fact state has planned to focus on early literacy and numeracy.

The approach followed is to :

- i. Define learning standards for each class and each subject. The learning standards have been defined with the active participation of in-service teachers and state resource group of SSA. These learning standards are further divided into three terms and the progress would be assessed accordingly.
- ii. Determine a base line of children's learning levels in performing basic tasks of language and arithmetic.
- iii. Improve the ability of children from their current level to:
 - a. Speak and say: words, sentences, answer questions.
 - b. Read: words, sentences and long texts.
 - c. Comprehend: word meaning, simple instructions, questions and simple texts.
 - d. 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)

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

- a. Recognizing and understanding the meaning of numbers.
- b. Do, say and write addition and subtraction problems.
- c. 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)

v. Primary teachers are being trained for teaching- learning of language at early school classes. Emphasis is being given to activity based teaching learning process.

vi.

- a. Base line assessment would be displayed and the teacher will monitor and regulate the learners' achievement.
- b. The entire class would be divided on level wise on the basis of baseline.
- c. The children will be given learning standard based interventions.
- d. 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.
- e. The teachers will ensure that the students are learning and are being regularly shifted to next higher level. This can be done through CCE checklist register.
- f. The teachers will also use Library books as supplementary reading material for the enhancement of reading and comprehension skills.
- g. 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 the teachers checklist register developed for continuous comprehensive evaluation.
- h. All these activities would run in synergy not in isolation.
- i. Teachers may use Flash Cards, Charts, Dominoes, puzzles & models etc.