

PROCEEDINGS OF THE DIRECTOR, S.C.E.R.T., TELANGANA, HYDERABAD.

Rc.No. 615/C&T/SCERT-TS/2016.

Dated 04.04.2017

Sub: SCERT, Telangana, Hyderabad – Conduct of Academic Activities in the new academic year 2017-18 for the month of April, 2017– Issuing of guidelines – Reminder – Reg.

Ref: 1. Procdgs. of DSE, R.C no. 92/DSC/Academic/2016, dt. 23-01-2017
2. Procdgs. of DSE, R.C no. 92/DSC/Academic/2016, dt. 10-03-2017

* * *

The attention of all the District Educational Officers in the State are informed that vide reference 2 cited, a detailed guidelines were issued to start the new academic year from 21st March, 2017 along with instructions on remedial teaching in the schools. Instructions were also given for conduct of School Readiness Programme for classes I and II.

It is observed that in many of the schools, the said communication of the SCERT has not received, inspite of follow-up was done through the watsapp with all the DEOs. The instructions are pertaining to the classroom processes, diagnosis of learner abilities based on the performance of summative test and the remedial measures to be followed in the classrooms. It assumes significance in the development of the children learning. For unknown reasons, these academic aspects are not given priority at district level, Mandal level and at school level.

Therefore, the DEOs are requested to communicate the guidelines prepared by the SCERT for improvement of quality to all the schools in the district including TS model schools and KGBVs. Further they are requested to take necessary steps to implement the guidelines in letter and spirit in the schools and review the progress of the schools at least once in a fortnight.

Instructions shall be given to all the MEOs and School complex HMs and other monitoring officers to visit the schools frequently and offer their academic support to the schools. Instructions shall be given to all the School HMs to conduct the parents/SMCs meeting on the last working day of the school i.e. 23rd April, 2017 and appraise the performance of the children the particularly the children who are lagging behind and also the enrolment of the school due to Badi-Bada programme.


Director, SCERT

Encl.: Guidelines

To
All the District Educational Officers in the State.
All the RJDSEs in the State.

SCERT, TELANGANA, HYDERABAD

GENERAL GUIDELINES FOR CONDUCT OF ACTIVITIES IN THE NEW ACADEMIC YEAR : 2017-18

SCHOOL

- Undertake the regular teaching of classes (promoted classes syllabus and textbooks) and continue till the last working day before summer vacation i.e. 23rd April, 2017.
- Ensure that along with regular teaching, special attention is paid to the students whose performance is not satisfactory in the last conducted SA2, and see that remedial teaching as well enough practice is provided to them in the identified weak areas till 23.04.2017.
- Conduct one more Parents /SMC/SMDC meeting on 23rd April, 2017 and appraise the progress of the children performance after the remedial teaching.
- Take steps to organize enrolment drive and make efforts to enrol students in the age group of 5+ to 6+ in classes I and II and also for other classes under Badi Bata programme. For this meet the village elders and parents and educate them about the bright features of your school.
- A banner may be placed prominently at the entrance of the school or in public places displaying “School admission is in progress”.
- Declare summer vacation from 24th April to 11th June, 2017 as per academic calendar.

The suggested action plan for remedial teaching is as follows:

- Based on the summative-2 results, for those children who are not up to the mark, try to find out where they are weak. For them the revision of syllabus should be supplemented with remedial teaching.
- The remedial Teaching should focus on conceptual understanding of the child rather than memorization of principles, formulae, and algorithms without ensuring understanding. Understanding of the concept should precede the memorization of said aspects or practice work or drill work.
- Based on the performance of summative assessment, diagnose the learner strengths and weaknesses concept wise / area wise. For this the teacher should make question wise, concept wise, lesson wise analysis. This analysis should be done child wise by using the under given format.

QUESTION WISE /CONCEPT/AREA WISE ANALYSIS

Student name	Question / Concept / Area									
	1	2	3	4	5	6	7	8	9	10

Note: Put a tick (✓) mark if the student response is satisfactory, if it is not satisfactory put 'X' indicating the need or help from the teacher.

- If necessary, to pinpoint the student weakness, to assess his pre-requisite abilities or to assess his present status of related knowledge or skills, the teacher has to conduct the diagnostic test. Sometimes the diagnostic test may be intended to test the basic skills, if the individual child is poor.
- Identify the pre-requisite abilities/concepts to be learnt by the students in the concerned subject of promoted class and ensure that the students learn these things before commencement of summer vacation, this paves the way for the student to learn smoothly without any hiccups to the promoted class.
- The diagnostic test may be framed for group of children or for individual learner depending upon the learner weaknesses. This test should not be for all the children.
- Through the diagnostic test ascertain the weakness of the learner concept wise, skill wise.
- The summative test as well as diagnostic test should be followed with remedial instruction.
- The remedial instruction should be learner specific; it is not general classroom instruction. If certain group of children are found to be weak in same concept or subject area, the teacher may conduct remedial instruction in groups. Depending upon the abilities of the children (Knowledge and skill level), workable groups should be made.
- In the remedial instruction, the teacher has to monitor the learner progress day wise at least week wise and step up the teaching for the next concept or subject area.

Stdnt Name	Concepts learnt				
	March	March	April	April	April
	3 rd week	4 th week	1 st week	2 nd week	3 rd week

- The remedial instruction should be carried out through tutoring, counselling. Individualized instruction or group instruction but certainly not in the shape of whole class instruction. Handholding is necessary for the students who deserve academic support.
- Keep track of such students and their learning curve.

- When you are correcting the answer scripts or note books, please do not limit to putting right or wrong symbols, please have a discussion with the student where and how he has gone wrong. Please try to correct the answer scripts with suggestive answers, correct the mistakes of the children and give comments suggesting the follow up action what the learner has to do. The teacher has to review their work periodically and if necessary daily.
- If sizable students do not understand the concept, please do teach and re-teach with changes in the teaching strategies with appropriate illustrations and contexts. If feasible use ICT as teaching tool and as a learning tool.
- Take the support of the peer group in helping the students who are lagging behind, but be cautious that their learning should not suffer while helping their peer group.
- Have a working teaching learning plan for every learner and especially for the children who are lagging on individual basis or group basis till the examination.
- Don't resort to drilling, mugging up without giving proper inputs for proper conceptual understanding. For conceptual understanding the above methods and procedures should be followed by the teachers.
- Every teacher should have two teaching plans, one is for general teaching, usually done for whole class and second for remedial teaching. This should be done based on the needs of the children. It could be done group wise or individual wise.

HEAD MASTER

- Hold subject teacher meetings in the school and discuss on the strategies to improve the children's learning, a status report on the children achievement and comprehensive plan shall be devised. This shall be discussed in the SMC/SMDC/Parents meeting to be convened on 20th March, 2017.
- Hold teacher wise discussion on the students who need academic help to sail smoothly into promoted class.
- Chalk out day wise, subject wise schedule for the remedial teaching during the school and if possible even after school hours.
- Conduct regular review meetings without disturbing the school instructional hours with the subject teachers and review the instructional plans and children progress.
- If subject expertise and pedagogical expertise are required, the services of neighbourhood school or from retired teachers, or the persons who are working in DIETs, CTEs, Teacher Education Colleges, Higher Educational institutions may be utilized.
- Provide good ambience in the school and in the classroom.
- Make school libraries accessible particularly subject related books and teacher hand books for ready reference.
- Take the support of other teachers and tag the low performing students to these teachers for academic guidance and coaching, and ensure that every teacher in the school adopts two or three students.
- Ensure the student progress data is updated in the given formats, progress of each student is monitored.

- As per the needs of the learners, allocate certain periods exclusively for remedial teaching for those subjects learners need help.
- Teachers are required to make a detail timetable for the above remedial periods in a week and exhibit it on the wall or in the notice board for the convenience of the students to plan their activities.
- Remedial teaching should be carried out hand in hand without disturbing the regular subject teaching.

SCHOOL READINESS PROGRAMME: 21st March to 23rd April, 2017.

Classes 1 and 2

- a) to create a child friendly environment in the school for class 1 & class 2 students .*
- b) to make young children feel comfortable and happy to attend the school regularly without any fear.*
- c) to develop pre learning skills of class 1 & 2 children.*
- b) to expose the children to Early Reading, Early Writing and Early Maths Programme*
 - The content of the Programme is based on play, songs, rhymes, activities on Sensory - motor skills, scribbling, storytelling, picture reading, counting, arranging the objects in descending order and ascending order according to the size.
 - The three word formulae of Aata, Paata and Maata will be the process of achieving the objective.
 - Teachers to use the module given for School Readiness and Class readiness programme and as well use the workbook given during the summer vacation June 2014.
 - Teachers will collect additional information and stories on the topics given in School Readiness and keep ready for the programme.

Time Table:

- Before short break: Children of classes 1 & 2 should be given activities which develop their motor activity, habit formation etc. Story telling rhymes, action songs should occupy central place in the day to day transaction.
- After short break: Topics of Early Reading and Early Maths to be taught in an innovative method. The method of teaching should encourage the students to develop their cognitive abilities.

Director, SCERT