PROCEEDINGS OF THE STATE PROJECT DIRECTOR SARVA SHIKHA ABHIYAN ANDHRA PRADESH: HYDERABAD.
Present: K.Sandhya Rani, I.Po.S.,

Rc.No.2/SSA/A3/2015 **Dt. 18-06-2015.**

Sub: SSA,A.P, Hyderabad-Pedagogy -Launch of a 45 day programme of school readiness for class I&II and class Readiness for class II to X across the state in Telugu&Urdu medium schools from 22nd June to 5th August ,2015-Reg.

Ref: Note orders dated 17-06-2015 in file No. 2/SSA/A3/15-16

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All the District Educational Officers, the Project Officers of SSA and the Principals of DIETS in the state are here by informed that as per the State AWP&B for 2015-16 it is proposed to continue the school Readiness and class readiness programme during the present academic year i.e. 2015-16 for a period of about 45 days from 22nd June to 5th August 2015 at the Primary,Upper Primary and High school level of education i.e. from class 1 to 10. More specifically for School readiness is proposed for class 1st and 2nd and class Readiness classes from 2nd to 10th of telugu &Urdu medium schools.

In this connection, it informed that on the lines of the recommendation of the PAB,2015-16, focus is given to acquisition of basic language skills(LSRW) and Mathematical skills (4 Fundamental Process) to the children of classes 2nd to 10th of Telugu &Urdu medium schools and all Government schools including KGBV, IERC and model schools . In respect of school readiness, teacher will take up relevant playful activities in order to make the child ready Psychologically, Physically and sociologically and also to receive the instruction more in an informal way.

Further it is informed that the MHRD has given emphasis on the early literacy skills and basic Arithmetic skills among the children in the **Phade Bharat and Bhade Bharat** programme further the following activities are prepared and suggested for implementation of the programme concept wise:

School Readiness Programme: to ensure that every child seeking admission in to class I&II is Psychologically, Physically and sociologically ready to receive instruction in a child friendly environment.

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Objectives

a) To make the children acquainted to school environment, thereby ensuring a smooth induction into the schooling system.

b) To create a child friendly environment in the school for class I students.

c) To make young children feel comfortable and happy to attend the school regularly without any fear.

d) To develop pre learning skills.

e) To expose the children to Early Reading early writing and early maths programme.

Plan of Action

a) 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 etc.

b) It is to inform to all teachers that a day wise schedule and activites indicated in the module given to the school during the last academic year shall be followed.

c) The five word formulae of Aata, Paata, Maata, Story and Creativity will be the process of achieving the objectives.

d) Teacher will collect additional information and stories on the topics given in School Readiness and have to be kept ready for the programme.

e) The programme should be in a novel way and teacher should be facilitator to drive the information from the students.

f) The programme is designed for children those who are lagging behind the basic skills among the children.

g) To implement the syllabus to normal students as it is.

Time Table:

Morning &after noon Session for first class: (Pre lunch) includes Action Rhyme, conversations (Muchchatlu) stories, Creativity, Rhymes, Additional activities, and game.

Resource Support: Teacher will deal with the session directly using the relevant resource material

Class Readiness: class II to X: to ensure that children acquire the stated academic standards to continue in the present class.

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Objectives

a) To make children of classes II to X to learn pre-requisite skills necessary for the entry of the promoted class in the new academic year in all the curricular subjects.

b) For primary the focus will be on Telugu, English, and Maths. In case of upper primary and high schools the focus will be curricular subjects.

c) To revisit the concepts, recap the learning of the previous academic year which is mentioned in the school syllabus and teachers handbooks designed by SCERT.

d) To impact the basic skills for those children who are lacking such as Reading, Writing and simple arithmetic i.e. 3R's

e) To Improve the retention rate, in other words to reduce drop out due to non learning or less learning.

Time Table (Class II-V)

Morning Session: June month portion from text books are to be taught

Afternoon Session: as part of class readiness programmme, day wise activities given in the class readiness module i.e., remedial teaching/tutoring/individualized teaching to be done in a creative manner.

Time table for (class VI to X)

- For classes 6th 10th , among the 48 periods, 30 periods are to be allocated to regular syllabus teaching and remaining 18 periods are to be allocated for class readiness programme for the subjects, Telugu, Urdu, English, Hindi, and Maths.
- During the day, periods from morning session to be allocated to the class readiness programme in Tlugu, English, Hindi and maths afternoon session periods are to be allocated for regular syllabus.
- Teacher should decide and divide the remedial teaching periods as per children performance.
- Remedial teaching should be carried out hand to hand without disturbing the regular subject teaching.
- Every week the progress of the child shall be recorded.
- Invite the parents to the school to gain firsthand experience how the readiness programme is organized in the interest of the children. Interact with the parents on strengths and weakness of the child.

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- On 15th August, 2015, organize SMC meetings and invite parents and demonstrate the pupil performance achieved during the period of Readiness programme. The CwSN of IERCs who attained minimum levels of academics will be mainstreamed in the school on 15th August,2015.

Outcome:

- Every child should have acquired B or A grade in the mother tongue (Telugu&Urdu) and Mathematics.
- Every child should be able to read and write in the mother tongue and do the mathematics correctly.
- Every child should be able to read and write sentences correctly in the mother tongue and should have acquired creative skills and language skills as per the class specific academic standards.
- Every child should be able to do the class relevant fundamental processes in mathematics and should have acquired the stated skills in mathematics as per the academic standards.

Target Group: children who are admitted in classes II to X, Telugu/Urdu, English, Hindi &Maths.

Time line: June 22nd to 5th August 2015 (45 days Programme)

Resource Material

- Class Readiness and School Readiness Modules supplied in Primary and Upper primary levels in previous year
- Workbooks meant for summer camps for children of classes I&II and III, IV,&V, Snehabala cards and Text books and any other relevant material suitable to the levels of the children.
- Concerned teacher should prepare the activities according to the needs of the child.

Special Instructions:

- Out of a total 48 periods at the primary level, 20 periods should exclusively be meant for Mother Tongue & Mathematics only and the remaining hours for the teaching of the other subjects.
- Daily Home work should be given and it should be corrected.

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- Maintain the children's performance register based on the earlier Annual Assessment Survey grading or any base line grading for 45 days readiness programme.
- Get the Annual Assessment Survey results conducted by the SCERT use it as the baseline/pre line for 2015-16 for class III,V&VIII and the reaming classes the teacher should conduct the pre test on the below levels of each subject of Telugu/Urdu,, English, Hindi and maths
- To record the class wise subject wise student performance of pre line and end line results in the prescribed formats of each school.
- Every teacher should mentain the children performance track records according to the levels furnished by SPO.

- **Record the progress of the child level wise i.e., in Languages (Class II to V)-Telugu/Urdu, English and Hindi)**
  - Level 1: Identification, Pronunciation and recognition of the alphabet
  - Level II: Writing the alphabet
  - Level III: Identification, Recognition, and Pronunciation of language items.
  - Level IV: Reading and Writing of the Language items.
  - Level V: Reading and Writing of the words in the mother tongue.
  - Level VI: Reading and Writing sentences (simple words and simple sentences)
  - Level VII: Perfection in the language skills.
- **Record the progress of the child level wise i.e., Maths (Class II to V)**
  - Level I: Identification, Pronunciation and recognition of the Numbers
  - Level II: Writing the Numbers
  - Level III: To be able to do the two digits subtractions according to the class standards.
  - Level IV: to be able to do the two digits multiplication according to the class standards.
  - Level V: to be able to do the two digits divisions according to the class standards.
  - Level VI: to be able to grasp the tables according to the class standards.
    - (Note: No.of digits should be increased according to the class level.)
- **Record the progress of the child level wise i.e., in Languages (Class VI to X)-Telugu/Urdu, English and Hindi)**
  - Level1: Reading
  - Level II: Writing
  - Level III: Comprehensive Reading and Writing
  - Level IV: Creativity

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- **Record the progress of the child level wise i.e., Maths (Class VI to X)**
  - Level:I Able to do Properties and Applications of Number System
  - Level:II Basic Geometrical Concepts and constructions
  - Level:III Algebraic Concepts/Expressions
  - Level:IV Mensuration
  - Level V: Data table reading
- **Role of the Teachers:**
  - To identify the children those who are lagging behind the basics in Mother tongue and Mathematics.
  - To maintain the performance levels track registers
  - To prepare the activities and to utilize low cost and no cost TLM
  - To follow the time line schedule, and
  - To ensure that every child acquires the stated Reading, Writing and Arithmetic in Mother tongue and in Mathematics before 5th August 2015.
  - After completion of the training programme every child should attain the basic skills in languages and Mathmatics.
- **Role of the HM:**
  - to conduct weekly meeting to review the children's performance,
  - to provide necessary academic support and monitor every class,
  - To take the responsibility to implement the programme.
- **DPO Guidelines/DEO**
  - Communicate the role of HMs and teachers in implementation the programme.
  - Communicate to all the MEOs and all HMs to attend the teleconference on 20th June 2015 from 10.30 am to 4.30 pm on this programme.
  - To arrange and communicate the teleconference and also furnish the list of working centers also inform to the HMs of teleconference to arrange it.
  - To furnish the children performance at the end of the programme in the prescribed format. (Annexure-1)
  - To constitute the monitoring teams

The DEOs and POs of SSA and the Principals of the DIETs should be directed to constitute District Monitoring teams with Principals of DIETs, faculty of DIET, Dy.EOs , AMOs, AAMOs,

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DRPs, DLMTs and Mandal level Teams with MEOs, school complex HMs and MRGs, CRPs to monitor the School Readiness and Class Readiness programme at district level and mandal level respectively for an effective monitoring of the implementation of the School and class readiness programme The consolidation observation report should be sent to the state office.

Further To monitor the programme at the state level, State level observers may be sent to respective districts with instructions to spend at least 2 days in 3 spells during the programme schedule in the district allotted. The DPOs of the SSA of the districts are requested to provide accommodation and transport facility to the state level observers.

Therefore, the District Educational Officers, the Project Officers of SSA, and the Principals of DIETs in the state are requested to take up necessary steps to conduct the school Readiness Programme and Class Readiness Programme effectively to attain the set objectives of the programme.

18/6/15

For Commissioner of School Education

& State Project Director

18/6/15

Encl: Consolidation of District Abstract

Copy to
The Director, SCERT, A.P., Hyderabad for information
All The District Educational Officers and all the District Project Officers, SSA in the State
All the Principals of DIETs in the state
Copy to the Peshi of State Project Director SSA, A.P for the information

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