

**GOVERNMENT OF ANDHRA PRADESH
EDUCATION DEPARTMENT**

From

Mrs. B. Seshu Kumari,
Director, SCERT
Andhra Pradesh
Hyderabad

To

Lr. Rc. No.70 /D1/C&T/ SCERT/2011, Dated: 13-6-2012

Sub:- Right to Education Act – 2009 and State Curriculum Frame work - 2011– Undertaking Curricular and Evaluation Reforms – Regarding.

- Ref: 1) G.O.Ms.No. 20/ School Education (PE-Progs –I) Dept. dated 3-3-2011
2) G.O.Ms.No. 130/ School Education (PE-Progs –I) Dept.dated 9-9-2011
3) G. O. Ms. No. 41/School Education (PE)-Programme – I (Dept.) dated 30-7-2010.

I wish to inform you that vide reference 1st cited, orders have been issued relating to the Andhra Pradesh Right of children to Free and Compulsory Education rules 2010. Vide reference 3rd cited the Government of Andhra Pradesh notified the SCERT as academic authority for School Education under section 29 (1) of the Right of the children to Free and Compulsory Act – 2009 for the curriculum and the evaluation procedures for Elementary Education.

Government directed the SCERT as academic authority shall perform various academic activities as per the section 29 – (1) of RTE Act. Accordingly SCERT has developed appropriate guidelines and material for the implementation of curriculum as per section – 29 (1) on items given hereunder.

- Development of State Curriculum Frame Work – 2011 and along with 18 position papers in various curricular areas and social concerns. The syllabus from class I to X have been revised and developed academic standards for all subjects across grades. Accordingly the textbooks are being revised in a phased manner for children learning through activities, discovery, and exploration in a child friendly and child centered manner.
- Development of Specially designed age appropriate learning material (Bridge course material) for the dropout / never enrolled, children enrolled in the age specific grades. The special training material developed is for classes I-VII for all subjects along with teacher handbook for the volunteers / teachers of special training centres. The CDs of the material have been furnished to SPD for taking up of printing and providing to the special training centres. The SCERT designed training programme to the district teams for orientation of the volunteers of special training centres and oriented them.

- Developed in-service training design with appropriate teacher handbooks on New Textbooks, Continuous Comprehensive Evaluation and oriented the District Key Resource Persons. Detailed guidelines have been issued for the conduct of teacher trainings at district and mandal level through SSA.
- Developing Frame work and guidelines on the implementation of Continuous and Comprehensive Evaluation, pupil cumulative record for every child which will be basis for awarding elementary Education completion certificate, Development of Grade specific, subject specific, expected attainment targets in terms of competencies. This includes curricular subjects and co-curricular activities like Music, Dance, Painting, Art, Child Literature, Sports and Games, Work Experience, Computer Education in accordance with section 30 of the Act.
- Developing curricular material for children learning through activities, discovery, and exploration in a child friendly and child centered manner.
- Developing guidelines and material on ban of corporal punishment and implementation of positive discipline.
- Preparation of School Development Plan and guidelines for its implementation.
- Teacher attainment levels – standards for professional practice and teacher preparation (Academic Standards) are being developed.
- Development of guidelines and source books for teachers on appropriate pedagogical procedures to promote learning through activities, discovery and exploration in a child friendly and child centered manner and development of physical and mental abilities to the fullest extent among all children.

The details of the above are enclosed for your reference and it is requested to discuss these issues with your members and offer your remarks and suggestions by 16-6-2012 for improvement to implement the above initiatives from the Academic Year – 2012-13.

Encls: Salient features of CCE, School timings, teacher accountability, Making the child free of fear trauma, corporal punishment, school monitoring committee, school development plan etc.,

Yours faithfully,
Sd/- B. Seshu Kumari
Director, SCERT

Right to Education Act – 2009 and State Curriculum Frame work - 2011– Undertaking Curricular and Evaluation Reforms

Vide G.O.Ms.No. 20/ School Education (PE-Progs –I) Dept. dated 3-3-2011 orders have been issued relating to the Andhra Pradesh Right of children to Free and Compulsory Education rules 2010. Vide G.O.Ms.No. 130/ School Education (PE-Progs – I) Dept.dated 9-9-2011 certain amendments were made to Andhra Pradesh Right of children to Free and Compulsory Education rules 2010 issued vide reference 1st cited and accordingly notification was issued.

Vide G. O. Ms. No. 41/School Education (PE)-Programme – I (Dept.) dated 30-7-2010 the Government of Andhra Pradesh notified the SCERT as academic authority for School Education under section 29 (1) of the Right of the children to Free and Compulsory Act – 2009 for the curriculum and the evaluation procedures for Elementary Education. The SCERT while laying down the curriculum and evaluation procedures shall take into consideration the following:

- Conformity with the values enshrined in the Constitution.
- All round development of the child.
- Building up child’s knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child’s Mother tongue.
- Making the child free of fear, trauma and anxiety and helping the Child to express views freely.
- Continuous and Comprehensive Evaluation of child understanding and knowledge and his / her ability to apply the same.

Government further directed the SCERT as academic shall perform various academic activities as per the section 29 – (1) of RTE Act. Following are the proposed academic activities to be taken up by the SCERT.

- To lay down curriculum and assessment procedures for the implementation of RTE Act – 2009
- To formulate relevant class appropriate syllabus from class I to VIII, Study Materials and other Learning Materials
- Development of Specially designed age appropriate learning material (Bridge course material) for the dropout / never enrolled, children enrolled in the age specific grades.
- To develop in-service training design
- Developing Frame work and guidelines on the implementation of Continuous and Comprehensive Evaluation, pupil cumulative record for every child which will be basis for awarding elementary education completion certificate, Development of Grade specific, subject specific, expected attainment targets in terms of competencies. This includes curricular subjects and co-curricular activities like Music, Dance, Painting, Art, Child Literature, Sports and Games, Work Experience, Computer Education in accordance with section 30 of the act.
- Developing curricular material for children learning through activities, discovery, and exploration in a child friendly and child centered manner.
- Developing guidelines and material on ban of corporal punishment and implementation of positive discipline.
- Preparation of school Development plan and guidelines for its implementation.
- Workout teacher attainment levels – standards for professional practice and teacher preparation (Academic Standards).
- Development of guidelines and source books for teachers on appropriate pedagogical procedures to promote learning through activities, discovery and exploration in a child friendly and child centered manner and development of physical and mental abilities to the fullest extent among all children.

Accordingly SCERT has developed appropriate guidelines and material for the implementation of curriculum as per section – 29 (1) as given here under.

- Development of State Curriculum Frame Work – 2011 and along with 18 position papers in various curricular areas and social concerns. The syllabus from class I to X have been revised and developed academic standards for all subjects across grades. Accordingly the textbooks are being revised in a phased manner for children learning through activities, discovery, and exploration in a child friendly and child centered manner.
- Development of Specially designed age appropriate learning material (Bridge course material) for the dropout / never enrolled, children enrolled in the age specific grades. The special training material developed is for classes I-VII for all subjects along with teacher handbook for the volunteers / teachers of special training centres. The CDs of the material have been furnished to SPD for taking up of printing and providing to the special training centres. The SCERT designed

training programme to the district teams for orientation of the volunteers of special training centres and oriented them.

- Developed in-service training design with appropriate teacher handbooks on New Textbooks, Continuous Comprehensive Evaluation and oriented the District Key Resource Persons. Detailed guidelines have been issued for the conduct of teacher trainings at district and mandal level through SSA.
- Developing Frame work and guidelines on the implementation of Continuous and Comprehensive Evaluation, pupil cumulative record for every child which will be basis for the awarding completion certificate, Development of Grade specific, subject specific, expected attainment targets in terms of competencies. This includes curricular subjects and co-curricular activities like Music, Dance, Painting, Art, Child Literature, Sports and Games, Work Experience, Computer Education in accordance with section 30 of the Act.
- Developing curricular material for children learning through activities, discovery, and exploration in a child friendly and child centered manner.
- Developing guidelines and material on ban of corporal punishment and implementation of positive discipline.
- Preparation of School Development Plan and guidelines for its implementation.
- Teacher attainment levels – standards for professional practice and teacher preparation (Academic Standards) are being developed.
- Development of guidelines and source books for teachers on appropriate pedagogical procedures to promote learning through activities, discovery and exploration in a child friendly and child centered manner and development of physical and mental abilities to the fullest extent among all children.

Following are the details of some of the initiatives as per RTE – 2009 proposed to be implemented in all schools from the academic year 2012-13.

1. Implementation of Continuous and Comprehensive Evaluation

Examination reforms is an important component of curriculum and the evaluation is powerful means of improving the quality of Education. It constitutes an important part of the curriculum. It determines how learners learn and teachers teach. An understanding of learners, educational aims, the nature of knowledge and the nature of school as a social space can help us to guide classroom processes. All the educational committees recommended for reducing emphasis on external examinations and encouraging internal assessment through CCE. The scope of evaluation in schools extents all the areas of learners personality development. It includes both scholastic and co-scholastic areas and should be comprehensive in nature. This is in line with the goals of education. Continuous evaluation reveals the strengths and weaknesses of learners more frequently and it also provide feedback to the teachers for modifying their teaching strategies.

Assessment is an integral part of teaching learning process and not apart from it. The main function of assessment is to facilitate and guide learning. The goals and scope

of assessment should be same as per learning and teaching. The assessment tasks may be similar to learning tasks. If evaluation is seen as an integral part built into the teaching learning process it will become continuous like both teaching and learning. When evaluation is subsumed into teaching learning, learners will not pursue and tests and examinations with fear. Therefore, CCE will leads to diagnosis, remediation and enhancement of learning. Assessment is the collected evidence of learners progress in the learning process and informed to them and their parents.

Continuous Comprehensive Evaluation includes both Scholastic and co-scholastic areas and now treated them as curricular areas which reflects the holistic development of the learner. Continuous evaluation reveals the strengths and weakness of learners more frequently and it is a feedback to the children and teachers for improvement.

CCE is a school based evaluation covering all the aspects of learners growth and development. The main aim is to find out how far the curricular objectives were achieved.

Assessment: Existing Perspectives

- Assessment of learning is now treated as terminal and outside the teaching learning processes to rank and grade the children. Assessment involves using paper-pencil test retrieving information from the children. Usually children memorize the concepts, definitions and answers to questions and reproduce them in the examinations. Children suffer tension, anxiety and fear of exams in view of burden of memorization and its proper reproduction. The assessment is also confined to core curricular subjects and it never attempts to know how far the purpose of school is achieved in terms of realizing educational aims and objectives. Assessment is not being treated as an evidence of teachers practice and strength of the curricular content. Assessment must become an integral part of teaching; it must be holistic, comprehensive and cumulative.
- The NPE -1986 made a special emphasis on the improvement of the examination system as well as the process of evaluation. In the document i.e. **challenge of education** it was mentioned that the annual examination system evaluates the candidates on the basis of wrote learning and memory and creates the attitudes and circumstances to study only for three to four months in a year. As the application of knowledge has not been done continuously, unbearable, tensions, arise at the end of the year.
- The National Curriculum Frame Work – 2005 made special emphasis resorting to innovative evaluation processes instead of examinations that emphasis memory like oral work, group work, projects etc.
- The focus from testing memory to testing higher level competencies such as interpretation, analysis, synthesis, problem solving etc.

What SCF Says on Assessment

- Education is concerned with preparing citizens for a meaningful and productive life and evaluation should be a way providing feedback on the extent to which we have been successful in imparting such an education.
- Well designed assessment and regular reports cards provide learners with feedback and such standards for them to improve.
- Assessment also serve to inform parents about the quality of learning and the development and progress of their wards?

Assessing Learning Aims

Three different aims are enlisted for assessing the learners as follows:

1. to support learning
2. to assess the learning standard of learners and affect promotion and issue certificates.
3. to inform the public and win their reorganization on the progress

Assessing Process

Assessment process refers to the entire process of measurement, analysis and classification and relation to learning.

Assessment for learning: Assessment for learning is done along with the learning process for its efficacy through diverse interventions, assessment and feedback. This will be intertwined with each learning activity. It is formative in nature (Formative assessment)

Assessment as learning: This is a process by which a learner goes back self-critically through the learning process he / she has undergone and identifies his/her own merits and limitations. The refinement processes done in the light of self assessment is nothing but learning itself, a deeper level of learning.

Assessment of learning: Assessment of learning is assessing the learners after a particular period of time to know what they have learned and to pass the information to the persons concerned. It is the assessment of the changes visible in a learner after a fixed period of time and the assessment of the learner's achievement level. Term – end assessments more or less do this function. It is summative in nature in the form of examinations both oral and written.

CCE and Examination Reforms:

Following are the proposed reforms as a part of implementation of CCE.

- Making examinations more flexible an integrated into classroom teaching through formative assessment.
- Ensuring that learning is shifted away from rote methods and memory oriented and focus on self expression.

- Grading in place of marks.
- Assessment of subject specific academic standards / competencies rather than information.
- Assessment is school based through teacher made test papers.
- Questions which are analytical and open ended which discriminate children of various abilities.
- Teacher maintaining child wise, subject wise performance register.
- The assessment tools are not only pen paper but also oral, projects, observations, portfolios, class work, activity reports etc.,
- Evaluation made comprehensive including co-curricular areas such as Art Education, Games And Sports, Work Experience, Value Education etc.,
- Evaluation made continuous and now become part of teaching through formative assessment.
- Progress report compresses with descriptive statement on children performance covering all curricular areas.
- Periodic sharing of children progress with SMCs and parents.
- Assessment starts with a base line assessment at the beginning of academic year for all subjects and classes based on which the teacher set targets and plan for teaching.

What is CCE?

CCE refers to a system of school based assessment that covers all aspects of students development.

It emphasizes two fold objectives

1. Continuity in evaluation and assessment of broad based learning
2. Behavioral outcomes

CCE comprises three areas

a) continuous b) comprehensive c) evaluation

- Continuous - Assessment is regular and periodical. Evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidences to teachers and students for their self evaluation.
- Comprehensive - is a holistic approach, covers both scholastic and co- scholastic areas. It provides ample opportunity for the child to grow in all areas.
- Evaluation - is assessment of child in all aspects. The emphasis shifted to testing of holistic learning. It aims at creative good citizens possessing sound health appropriate skills and desirable qualities besides academic excellence.

What is to be Assessed

We try to find out the development of child in his / her physical, social, cognitive, scholastic and emotional realms. If we approach assessment keeping these in mind assessment will become holistic. Thus the educational system of the state will get feedback how far the on the purpose of the school is achieved and how far the staff successful in imparting education to the pupil. The total feed back on child's learning includes:

- The child's learning and performance in different subject domains.
- The child's skills, interests, attitudes, motivation etc.
- The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
- The reaction of the child to the different contexts and opportunities in and out of the school.

Curricular Areas for Assessment

Primary – Class I-V

- Mother tongue- (Telugu / Urdu / Hindi)
- English
- Mathematics
- Environmental Studies
- Arts and Crafts
- Music and Dance
- Games and Physical Education
- Health Hygiene
- Work Experience
- Ethics and Values

Upper Primary / High Schools

- Mother tongue - (Telugu / Urdu / Hindi)
- Second Language
- Third Languages – English
- Mathematics
- Science
- Social Studies.
- Arts and Crafts
- Music and Dance
- Games and Physical Education
- Health Hygiene
- Work Experience
- Computer Education
- Ethics and Values

Academic Standards and Subject specific attainment targets

Languages:

- Listening comprehension and speaking with thinking, confidence
- Reading and Reading comprehension, Reflection
- Writing – Self expression
- Creative Expression
- Vocabulary
- Language Elements – Grammar
- Appreciation

Mathematics:

- Problem Solving
- Reasoning with Proof
- Communication
- Connection
- Representation

Environmental Studies:

- Conceptual Understanding
- Information skills
- Experiment skills and field investigation
- Mapping skills
- Drawing and Making models
- Appreciation
- Questioning

Science:

- Conceptual Understanding
- Asking Questioning and making Hypothesis
- Experiments and Field Investigation
- Data Handling, Analysis and Projects
- Communication through Drawing and models
- Appreciation and Aesthetic Sensitivity
- Application in daily life and concern towards Bio-Diversity

Social Studies:

- Conceptual understanding
- Reading Comprehension and Interpreting text
- Information skills
- Reflection on Social and Contemporary issues and Questioning
- Mapping Skills
- Constitutional Values, Appreciation and Life Skills

OTHER CURRICULAR AREAS

Arts and Crafts

- Colouring, drawing, decoration
- Making models and toys
- Origami, Tongramme
- Stitching, Netting, Knitting

Music and Dance

- Singing
- Dance and Demonstrating local Art forms
- Dramatization, Acting and Mime
- Playing Musical Instruments

Games and Physical Education

- Interest and Participation
- Rules and Regulations
- Sporting spirit and Appreciation
- Special skills, Yoga and Meditation

Health Hygiene and Nutrition

- Physical development
- Personal Hygiene
- Environmental Hygiene
- Health, Nutrition and food habits

Work and Education

- Preparing various models and articles
- Skill in making use of tools and material / goods
- Making use of services of persons Arts, Crafts and other produce
- Participation in programmes, festivals and taking the responsibilities

Computer Education

- Computer aided learning
- Utilizing the computer
- Internet and E-mails
- Presentation, PPT

Value Education – Life Skills and Human Values

- Discriminatory knowledge
- Equality and Brotherhood
- Life Skills
- Observation of Human values, Morality and Human Rights

When and how to Assess

Before looking at how Assessment is to be undertaken teachers need to determine objectives for achievement at elementary and secondary level. They need to look at what elementary and secondary education should develop in children. They also need to determine what their expectations are from the learners at the end of elementary and secondary stage and what kind of profile report is required in relation to different aspects and learning areas.

We view Assessment as the part and parcel of the classroom processes. Learning, Assessment, feedback and scaffolding are not done in linear mode. It is a continuous spiral growth from one to other. Which makes learning a dynamic and organic processes.

Types of Assessment

Assessment may be categorized broadly into two categories viz.,
(A) Formative Assessment (B) Summative Assessments.

Formative Assessment

Formative Assessment is a assessment conducted during the process of teaching. It is through observation of student responses, student engagement, student notebooks, assignments and other written works. Formative Assessments will be conducted by the teacher during instructions without knowledge to the students. Teacher observes and record the children progress and as well as learning gaps. No paper pencil test for formative assessments.

Formative assessment is the process of gathering ongoing information (what teachers see and hear) during teaching to determine what students know and can do, and to provide descriptive feedback to improve learning and inform teaching. Feedback is generally directly connected to student learning goals. This is assessment for Learning. It emphasizes the mastery of classroom content and is conducted throughout the entire instructional process to gauge students' progress. Results are then used to adapt instruction to meet students' needs. Feedback is also used to help students to achieve their learning goals and takes the form of specific suggestions for improvement and discussion of errors rather than merely providing the correct answer. Formative Assessment is part of the instructional process. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

NPE 1986 emphasized that at the school level the evaluation should be formative or developmental in nature because at the stage child is in the formative stage of learning and does the emphasis should be on improvement of learning.

Some of the main features of formative assessment are listed below:

- Is diagnostic and remedial
- Makes the provision for effective feedback.
- Provides the platform for the active involvement of students in their own learning.
- Enables teaches to adjust teaching to take account of the results of assessment.
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- Recognizes the need for students to be able to assess themselves and understand how to improve.
- Builds on student's prior knowledge and experience in designing what is taught.
- Incorporates varied learning styles into deciding how and what to teach.
- Encourages students to understand the criteria that will be used to judge their work.
- Offers an opportunity to students to improve their work after feedback.
- Helps students to support their peers, and expect to be support by them.

Summative assessment takes place after a period of instruction and requires making a judgment about the learning that has occurred. This is through using paper pencil tests. It is to takes place at end of term semester or school year. Special learning outcomes and standards are reference points, and grade levels may be the bench marks for reporting. This is assessment of learning.

It is essential to check weather the progress seen in formative in formative evaluation is being sustained. Such review should be taken after a sufficient period of time. Summative evaluation certifies the level of achievement only at a given point of time. Over emphasis on examinations makes children assume that assessment is different from learning resulting in the learn and forget syndrome. Over emphasis on summative assessment system produces enormous stress and anxiety among children. This should be replaced with adequate formative assessment.

Summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards. Summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

Strategies, techniques and tools of assessments

In the classrooms the teacher will have many opportunities to assess the learners at various stages of knowledge construction. The teacher may employ various strategies for assessing for learners while they are engaged in various classroom activities responding, reading, working in groups etc.

There are various strategies of assessment

- Group Assessment
- Peer assessment
- Self Assessment
- Teachers assessment

Group assessment helps to develop the skills of collaboration. It also helps develop the objectivity required for effective self assessment. Through peer assessment students much more clearly learn what constitutes quality work and are stretched to rethink their own work as consequence. Further with regard to self assessment, it is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do reach it. So self assessment is essential to learning. Students must feel comfortable and they have to trust one another in order to provide honest and constructive feedback. Assessment on learning involves learners in becoming more responsible participants in the whole learning process.

The techniques and tools for formative evaluation:

The children's learning process is continuously checked and monitored and formative evaluation. Different kinds of tools and techniques must be used to observed and record the different types of behaviour. These are as follows:

1. Daily observations.
2. Oral work (questions and answers, reading aloud, speech and conversation, role playing, interview, group discussions, etc).
3. Practicals / experiments.
4. Programmes / activities (individual / in groups, by self – learning).
5. Projects
6. Children Notebooks / Exercises / class –work (writing informative passages, descriptions, essays, reports, stories, letters, dialogues, fantasies, etc.)
7. Others tools (like questionnaire, peer-evaluation, self-evaluation and group work.)
8. Teacher dairy (Planning and reflection on TLP
9. Portfolios
10. Rating scales
11. Anecdotes

Tools and techniques for Summative Evaluation:

Summative Evaluation should based on the written, oral and practical responses.

Following are the tools for summative evaluation

1. Oral work (questions and answers, reading aloud, reading comprehension, speech and conversation, role playing, interview, group discussions, etc).
2. Written Test – Pen Paper test
3. Projects

The questions must be qualitative i.e., open ended, analytical in nature, drawing conclusions, giving reasons, evaluating and interpreting in nature. They must discriminate children based on their intelligence and creativity.

When to Assess? – Periodicity

1. Base line test – June (Baseline) – A baseline test which is diagnostic in nature to be conducted at the beginning of the academic year to understand how far the children possess expected competencies to follow the regular syllabus of the class. In case if the children do not possess required basic competencies a remedial teaching shall be planned by the concerned teachers. This as per the RTE act Section
2. Formative Assessments: This is a part of teaching learning process the teacher observes performance of the children through questioning, observation of children notebooks, assignments, class works, projects etc., The teacher has to record the performance of the children unit / lesson wise and accordingly consolidate and record against Formative Assessments against each competency / Academic Standard. The frequency of formative assessments is given here under.

F1 – July
F2 – September
F3 – December
F4 - February
3. Summative Assessment: Summative Assessment is a terminal tests in nature and shall be conducted twice in a year viz.,
S1 – October
S2 – April

Who will Assess?

- School based assessment by the concerned teachers.
- Test papers must be teacher made and never from external sources.

Recording children performance

- Grading in place of marks
- Three point scale grade – A, B, C grading

Performance Level	Grade
Achievement of Academic Standards up to the mark – Higher level performance	A – Grade
Achievement of Academic Standards to some extent – moderate	B – Grade
Achievement of Academic Standards – has made an attempt and requires more support	C – Grade

- The grading will be absolute based on performance against each indicators and grade never will be on marks.
- Directly grades will be allocated based on the performance.

- Children performance will be shown against each academic standard in every subject.
- Consolidated grade will be provided per subject per child and per class.
- Descriptive analysis against each grade will be recorded in the cumulative achievement record.

Class / School grade

- The children will be graded into A, B, C as above based on their performance against Academic Standards.
- Every school strive to achieve the expected academic standards as envisaged and it is expected that every child is potential to achieve the expected competencies.
- A class / school grade will be based on number of children achieved the academic standards. A child who achieves the academic standards is graded as ‘A’ and the children who cannot achieve are graded into ‘B’ and ‘C’.
- A class / school will be graded into ‘A’ provided 80% of children in the class achieves ‘A’ Grade. If the ‘A’ grade children are 60% - 79% and it will be graded into ‘B’. Similarly if ‘A’ grade children are 59% - 50% the school / class grade will be ‘C’ and if it is below 49% the class / school will be ‘B’. The overall goal of every school will be achieving expected academic standards by all children or atleast 80%.

Class / School Grade

Performance Levels of Children	Grade
Achievement of Academic Standards by 80% of children and more	A – Grade
Achievement of Academic Standards by children between 60% - 79%.	B – Grade
Achievement of Academic Standards by the children between 50% - 59%	C – Grade
Achievement of Academic Standards by the children below 49%.	D – Grade

Therefore, the class / school will be based on number of ‘A’ grade children.

Grading

- Every subject posses certain academic standards which reflects nature of the subject and every student expected to achieve the expected competency.
- Subject specific grade will be decided based on the nature of grades obtained in different competencies in the subject. Eg: there are about seven academic standards in languages. If a child achieves ‘A’ grade in five and above competencies out of seven he / she may be given ‘A’ grade in the subject. If the child achieves ‘C’ grade in four and above competencies he / she may be graded as ‘C’ and all remaining combinations leads to get ‘B’ grade.

Eg:

Sl. No.	Subject	No. of Academic Standards	A - Grade	B - Grade	C - Grade
1	Languages	7	If a child scores A grade in five above standards.	Any combination other than 'A' & 'C' grade specifications	The child scores 'C' grade in four and above standards

Records and Registers

- Every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators over base line.
- Recording child's work, teachers observations / remarks in the child's progress card.
- Every child completing his elementary education shall be awarded a certificate (*enclosed as annexure*).
- A cumulative achievement record at two levels will be used i.e., a) for primary (1-V classes) and b) Upper Primary (VI-VIII) (*enclosed as annexure*).

Teachers Responsibilities:

- Developing test papers on their own.
- Keeping the evidences of children progress while recording for formative assessments.
- Valuation of answer scripts of base line and summative assessment and keep record for the entire academic year.
- The children progress after every formative and summative shall be informed and shared to the parents as per RTE Act section
- Conduct of remedial instruction for the children do not show progress as found during formative and summative. Assessment is for improving the children performance and assessment provides feedback for such action.
- Maintenance class wise / Subject wise CCE register.
- Maintenance of children cumulative achievement record.
- The class teacher is responsible for teaching of regular subjects and as well as other creative areas as a part of regular curriculum.

HMs Responsibilities

- Distribution of class and subject responsibilities among teachers
- Ensure proper teaching learning process for all the curricular areas as per the time table.
- Conduct of records and registers by the teachers

- Monitoring and cross check the records and evidences for recording for assessments.
- Conduct of reviews and see the progress over base line and plan for remedial teaching.
- Ensure for the development of teacher made test papers and not allow test papers outside agencies / purchasing.
- Ensure proper valuation of children note books, assignments, projects, answer scripts etc.,
- Ensure for writing teacher diaries which includes planning and reflection separately.
- Furnishing children performance record to the MEOs / Dy. E.O.
- Convening SMC meeting after every formative and summative assessment and share the children progress.

Responsibilities of other officers

- The MRPs and School Complex HMs are responsible for the schools attached to them for the implementation CCE and ensure items of responsibilities of teachers and HMs. Identifying schools of best performance and least performance and share the same during the review meeting at various levels. Record observations such as strengths and weaknesses and suggestions in the academic guidance register.
- *Mandal Educational Officers* – They are responsible for the implementation of CCE in the entire manal and cross check the schools and children performance. The MEO has to conduct monthly review meetings with HMs and MRPs. The MRPs shall share their observations during the meetings the minutes of the meeting shall be communicated to all schools for followup action.
- *Deputy Educational Officers* – They are responsible for the implementation of CCE in all the high schools under their schools jurisdiction and ensure items of responsibilities of teachers and HMs. Identifying schools of best performance and least performance and share the same during the review meeting at various levels. Record observations such as strengths and weaknesses and suggestions in the academic guidance register.
- *School Complexes and DIETs / CTEs / IASEs* – They are responsible for providing academic support to the schools and monitoring staff for the implementation of CCE. The formative and summative assessments, nature of test items, recording procedures, remedial teaching must be discussed as a part of agenda for Primary and Upper Primary school complex meetings. Teaching plans shall be discussed and developed during complex meetings.

The DIET / CTE / IASE staff shall observe the implementation of CCE and plan for the overcoming the gaps. Appropriate trainings may be conceptualized for effective implantation of CCE. Their observation may be shared during mandal and district level review meetings. Research studies shall be conducted for improving the situation. Subject wise forums may be developed by identifying effective and committed teachers and develop appropriate test items, questions

banks, teaching plans etc., through workshops. The same be discussed and used during school complex meetings. The financial assistance for the above academic activities, workshops, material development etc., will be from SSA and RMSA.

- *District Educational Officers* – They are responsible for the implementation of CCE in its real spirits in all the schools i.e., Government, Aided and Recognized Private Schools in the district. Strict vigilance and review of the implementation of CCE and children progress and the performance of schools / mandals in the district.
- *State Council of Educational Research and Training (SCERT)* – SCERT as academic authority shall over see the proper implementation of CCE. It has to conduct studies and programme evaluation and develop appropriate strategies to address the gaps identified in the implementation. Capacity building of staff of teacher education institutes and field functionaries shall be planned and implemented.

2. Teacher accountability towards children learning achievement

As per RTE every child of the age of 6-14 years shall have a right free and compulsory education in a neighbourhood school till completion elementary education i.e., class I-VIII. Every child has the right to receive quality elementary education. The RTE focuses on quality and children learning achievement. The children has the right to receive special training to be on par with others with required subject specific competencies. Therefore the system is accountable towards children learning achievement appropriate to the class / grade. The mandate of the RTE in providing quality elementary education will be possible provided teachers and other support staff are professionally sound, duty bounded, committed for the achievement of goals of elementary education.

Therefore, the teacher accountability is focused on the important areas that promotes quality of children learning performance viz., 1) Performance of the duties of the teachers 2) Teaching learning process 3) Focus on children performance. The first two factors shall have greater bearing on the third one i.e., children learning performance. Following are the item wise indicators of performance to be checked and observed.

a) *Duties of the Teachers*

- Maintain regularity and punctuality in attending schools.
- Not to use Mobile phones in the classrooms and schools.
- Setting goals and targets based on base line.
- Conduct and complete the curriculum duly following child friendly and child centered methods.
- Complete the curriculum with in specified time.
- Planning and providing special training to the children who logging behind to make them at par with others and posses class specific academic standards.
- Checking of homework and correction notebooks.
- Valuation of test papers and maintaining the CCE Record.

- Planning and inviting the SMC members and parents to the meeting.
- Informing the children learning progress to the parents and SMC members.
- Developing question papers and conducting the periodic assessment both formative and summative.
- Teachers not to leave school during school hours and not to abstained from schools without government orders.
- Maintenance of Teacher dairy reflecting planning and reflection.
- Researches and studies
- Basically Headmasters are also teachers and they must take atleast two periods of a regular subject concerned in case of high schools and the headmasters in case of other schools must take responsibility of a class / subject.

b) Teaching Learning Process

- Preparation of Unit plan.
- Preparation and use of Teaching Learning Material.
- The entire period time is learning time for children. Therefore, engage children on full time basis in the period by way of teaching, engage in activities where teacher moving and supporting the children and clarifying the concepts.
- Encourage children to express and ask questions.
- CCE is the part of Teacher Learning Process and assess the children on continues basis and support them observations shall be recorded in the teachers dairy.
- Children participation (engagement) individual and group work.
- Promoting learning through explorations, projects, experiments, discovery and child centered tasks.
- Classroom interaction – Teacher – pupil, pupil – pupil, pupil and material. Inclusive classrooms – focusing on children lagging.
- Not to teach text but to construct text.
- Analysis of children performance and planning for appropriate support to the children.
- Formative assessment to understand the extent of children learning and support them.

c) Exhibiting professionalism

- Attending In-service trainings / workshops for professional development and reading the modules and implementing the training content / method.
- Professional writings, readings, library memberships
- Internet access and awareness of using technology
- Reading professional literature and improve teaching.
- Book reviews and sharing in the school complex meetings.
- Paper presentations and writing to Magazines, News Papers etc.,

d) Children Performance

- Clarity on learning outcomes / competencies.
- Implementation of Continuous and Comprehensive Evaluation.

- Assess the learning ability of each child and accordingly supplement additional instruction required if any.
- Hold regular meetings with parents and guardians and apprise them about the attendance and learning achievement.
- No child shall be excluded or repeated in the same class in the name of non-performance.
- Accountable for achieving subject wise academic standards according to SCF-2011.

Eg: Languages: Listening & Speaking

Reading Comprehension

Self Writing

Creative expression

Vocabulary

Language items

Appreciation

- Attaining subject specific competencies in all other subjects / curricular areas as above.
- All children should achieve standards (except M.R/ children with special needs).
- Incentives / recognition may be given to teachers for 80% and above achievement levels.

f) Checks and Measures

- Disciplinary action for default in achieving performance among children and shall liable to disciplinary action under the service rules applicable.
- System level generation of appreciation / explanation based on the data.
- 5% external check should be done at the district level annually.

g) System level accountability towards teachers performance and quality classroom process, children performance

Headmaster:

- Headmaster is accountable towards performing duties by all teachers as mentioned above.
- HM has to conduct monthly review meetings and record the progress on children learning achievement and record the status and suggestions in the minutes book.
- Focus on the follow up action on the suggestions made in the academic register by the monitoring staff.
- Organize SMC meetings as per the schedule and see that every teacher share the children performance with parents and SMC members.
- Focus on the implementation of CCE and other RTE related quality initiatives.

School Complex Headmaster

- School Complex HM is responsible for the quality of teaching learning processes and children performance in the schools under his jurisdiction.
- The HM must visit all the schools in a month and share his observations during the school complex meetings and ensure to improve the situation.
- Ensure proper attendance of the teachers to the complex meeting and take up activities as per the agenda and recording the minutes.
- The HM shall present in the school complex meeting and identify efficient teachers and appreciate them.

MEOs and Dy. EOs

- The MEO / Dy. EOs must ensure the performance of duties by the teachers as enlisted above. If any discrepancy or gaps MEO/ Dy. EO is accountable and responsible.
- Any gaps and lapses in the schools towards performance of duties by the teachers, headmasters and poor children performance the MEO/ Dy. EO is answerable. Evidence must be recorded and appropriate explanation shall be called for which reveals functioning of the MEO/ Dy. EO and his focus on schools. If any teacher / HM does not respond to the suggestion made and explanations called for the same must be reported DEO.
- To ensure proper attendance and punctuality and other duties of teachers the MEO Dy. EO must be in schools before school assembly on every working day and observe all the processes and available in the office after 3.00 P.M.
- Professional development is addressed through school complex meetings and MEO and Dy. E.O. must ensure proper attendance of the teachers and conduct of school complex activities as per the agenda and attend the meetings.
- Ensure proper utilization of all types of grants to the schools and verify the stock and issue registers.
- Identify the good teachers encourage and appreciate them in the schools and in other meetings.

DIETs, CTEs and IASEs

- School visits and observe the trends teacher practice and professionalism and children performance and submit report to the DEOs and Director, SCERT.
- The staff to attend the review meetings at various levels i.e., complex, mandal and district and share their observations and suggest measures.
- Conceptualize appropriate strategies and programmes to ensure teaching practices in a child friendly and child centered way and ensure learning through discovery, exploration, projects, experiments etc., Support the schools to ensure these quality processes through on job support, material development, trainings, workshops etc.,
- Conduct action research to address the problems related to pedagogy and children performance and take up studies programme evaluations on various initiatives being implemented in the field.
- Monitor and support sub district level resource centers like school complexes, MRCs.

- Quality Education depends on quality teachers which requires proper support by way of Formulating and building the capacity of subject forums across curriculum. Therefore teacher education institutions shall focus on creating such subject forums and use their services in trainings, material development, academic monitoring of schools etc.,

District Educational Officers (DEOs)

- DEO must ensure proper functional aspects of MEOs and Dy. EOs.
- DEO shall visit the schools and preferable before school assembly and observe the classroom processes and children performance.
- The agenda for the review meeting with MEOs, Dy.EOs and headmasters must possess the items on performance of duties of teachers, quality teaching learning process, children performance and utilization of available resources like Library, Lab, grants, ICT etc.,
- The schools and mandals may be classified into A, B, C, D categories based on children performance and DEO must review the MEOs and Dy. EOs with this report and share his observations during the review meeting and take necessary action to improve the situation.
- Appreciation letters to the good Schools, good Teachers, good MEOs, good Teacher Educators. Communication of the review meeting minutes to the MEOs and Dy. EOs.
- DEO to plan for school improvement initiatives and reforms to improve the situations.

State Council of Educational Research and Training (SCERT)

- SCERT shall focus on Curriculum implementation and observe the trends in the teachers professional practice and functional aspects of schools and headmasters and design appropriate strategies to improve the situation.
- Design appropriate courses in various curricular areas for the professional development of teachers.
- Monitor the functional aspects and professional practices of teacher education institutes.
- Design quality in-service teacher training programmes to ensure quality classroom processes and take up appropriate impact studies and evaluations.
- Build subject specific forums and take up capacity building of these forums on a continuous basis.
- Undertaking Research Studies and programme evaluation on various initiatives being implemented in the field.
- Publications and material development on current trends and contemporary issues and practices and disseminate to the field.

3. School Working days, hours and curriculum weightages

The RTE clearly mentions certain norms and standards for a school under section 19 and 25. Following are the revised guidelines for school working days, working hours and curriculum weightages for various subjects as per RTE.

1. School working days

Primary (1-5)	Upper Primary	High schools (6-10)
220	220	220

2. School working hours (Instructional hours – i.e. engaging children in learning tasks / activities)

Primary	Upper Primary	High schools
800	1000	1000

The above hours are instructional basically focusing on subject specific teaching learning processes with 100% interaction and children engagement. The rest must be towards remedial teaching, teacher preparation, other creative activities.

Weekly hours (instructional and preparation)

Primary

45 hours (7 ½ hours daily)

School timings - Primary

First Bell	8.45 a.m.
Second Bell	8.50 a.m.
School Assembly	8.50 a.m. to 9.00 a.m.
Morning Session –	9.00 a.m. to 12.15 p.m.
Lunch	12.15 to 1.15 p.m.
Afternoon Session	1.15 p.m. to 4.30 p.m.

School timings – Upper Primary

First Bell	8.45 a.m.
Second Bell	8.50 a.m.
School Assembly	8.50 a.m. to 9.00 a.m.
Morning Session	9.00 a.m. to 12.15 p.m.
Lunch	12.15 to 1.15 p.m.
Afternoon Session	1.15 p.m. to 4.30 p.m.

School timings – High Schools

First Bell	8.45 a.m.
Second Bell	8.50 a.m.
School Assembly	8.50 a.m. to 9.00 a.m.
Morning Session	9.00 a.m. to 12.15 p.m.
Lunch	12.15 to 1.15 p.m.
Afternoon Session	1.15 p.m. to 4.30 p.m.

Primary I - V:

Sl. No.	Subject	No. of periods (weightage)
1	First Language	12
2	English	6
3	Mathematics	12
4	Environmental Studies	6
5	Physical and Health Education	4
4	Art and Craft	2
5	Music and Dance	2
6	Ethics and Value Education	2
7	Work Education	2
	TOTAL	48

Upper Primary VI - VII:

Sl. No.	Subject	No. of periods (weightage)
1	First Language	6
2	Second Language	6
3	Third Language	6
4	Mathematics	8
5	Science	6
4	Social Studies	6
5	Physical and Health Education	2
6	Art and Craft	2
7	Music and Dance	1
8	Ethics and Value Education	2
9	Work Education	1
10	Computer Education	2
	TOTAL	48

High School VIII - X:

Sl. No.	Subject	No. of periods (weightage)
1	First Language	6
2	Second Language	4
3	Third Language	6
4	Mathematics	8
5	Physical Science	4
4	Biological Science	4
5	Social Studies	6
6	Physical and Health Education	2
7	Art and Craft	2
8	Music and Dance	1
9	Ethics and Value Education	2
10	Work Education	1
11	Computer Education	2
	TOTAL	48

Note: Equal weightage may be given for instruction and practice. Eg: if 8 periods are provided for mathematics per week four periods may be for instruction followed by four periods for practice in presence of teachers. It is preferable to provide two periods continuously i.e., one for teaching followed by the next period for practice. So that the teacher can ensure achievement of subject wise concepts. It also helps for remedial instruction and support to the children who need more support.

Implementation Indicators

- Maintaining regularity and punctuality in attending schools
- Conduct and complete the curriculum duly following child friendly and child centered methods
- Display of class wise time table showing the subject weightages and timings as above.
- Teaching learning as per the timetable.
- Availability and display of teacher wise time table.
- Maintenance of registers for alternative arrangement of teachers in case of teacher on leave or absent.
- Teacher preparation and correction of notebooks during leisure periods.
- Teacher should possess one set of textbooks syllabus copies of all subjects taught by him, training modules provided since last five years.
- Teacher diary reflecting planning and reflection
- CCE register
- Minimum required reference books, dictionaries, magazines, puzzles, Academic Guidance Register etc.,
- Effective utilization of lab equipment, computers, internet and other TLM available in the school.

Duties of Headmasters

- HM has to monitor the implementation of 220 working days and daily schedule / time table with special reference to school assembly.
- Alternative arrangements in case of teacher absenteeism
- Effective utilization school library – Maintenance of class wise issue register
- Identification local artisans, artists and others for instructions in the concerned areas.
- Effective utilization of Computer and Internet facility.
- Conduct of festivals, school days and other special programmes
- Keeping the school clean and green and maintenance of plants and trees.

4. Guidelines on learning through discovery, exploration in a child friendly and child centered way.

A separate teacher handbook is being developed on this item focusing on the pedagogical issues.

5. Making the child free of fear, trauma and anxiety and helping the child to express use freely.

Human child is blessed with immense potentialities and he / she is not a clean slate. We are providing various opportunities to bring out the best in him or her. It is the potential hidden in the child that has to be brought out. Children are inquisit, joyful and gift of god. If a child does anything wrong it does not mean child is not disciplined. Every type of punishment in the name of discipline leads to some scare in the mind from conscious to unconscious and remain recorded in the mind. Punishment cannot solve any problem only love can bring student and teacher together. Children should not branded as who, un intelligent, criminal etc.,

Children face of learning is vary and differ from one other. Every individual is different. Punishment abuse creates low self esteem among children. The teachers professional duty is to understand them and their emotional problems and teat the child love, affection. Appreciation gives emotional support to the child.

Understanding the children background and their issues need to be understood by maintaining personal relationship and trusting the children. The teacher pupil relationships are the basic to address the children issues. Need for unconditional acceptance of a child for what he/she is' is most important. Once an intimacy develops and grows between the child and teachers the child feels free to share his/her problems. This helps in reducing children's stress and make them feel reassured.

The teachers beliefs system on the present practice of discipline and punishment need to be addressed. Some teachers field functionaries and parents believe that punishment and strict discipline keep the child in order. Children basically are inquisitive and try to explore various things and never sit silently hour together in the classroom. They learn through participation, engaging in the work, observations and much less from listening and reading from the text especially at elementary stage. This type of pedagogy gives space for children to engage in challenging tasks and solve the problems.

Children become restless, feel fear, tension and anxiety when they sit hours together in the classroom without meaningful engagement in challenging tasks. There is too much expectations on children performance from teachers and parents. The examinations become memory oriented and insistence on fixed answers and it is very difficult to memorize large text and reproduce as it is in the examinations. Which is uncreative and meaningless and never involves thinking on the part of the children. The curriculum which includes creative activities like Art Education, Drawing, Singing, Games and Sports never implemented in the schools as expected. There is less scope for children for interaction in the classrooms and express their ideas with freedom. Routine copying from text and silent reading of question answers is the major activity found in schools. Lack of trust, care and love.

Thus in many instances indiscipline is induced by teachers and school system itself.

Most of the children at elementary stage lack basic competencies in literacy and numerous do not participate in learning and this idleness creates lot of unrest and they switched over to other activities are simply become irregular to the schools. Long study hours and extended school timings and attending on holidays in most of the private schools also makes children distressed and tension. Attending tuitions in the evening hours in the place of paying games and sports with friends may leads to unrest and uncreative.

Children have basic rights such as Right to survival, Right to protection, Right to participation, Right to development.

As per RTE Act – 2009 (17.1) no child shall be subjected to physical punishment or mental harassment. When ever contravings the provisions of sub section (1) shall be liable to disciplinary action under the service rules applicable such person.

Lot of discrimination is being practiced in the name of Caste, Gender which need to be addressed and one should see that every child shall complete elementary education with proper standards.

Though we no that there is no use that physical punishment and leads to several serious consequences the teachers and parents practicing the punishment. Children do not aware that the rights are not being protected. Though the punishment and abuse, causes much pain and feeling the children are unable to complaint. Physical punishment never leads to good outcomes. It does more harm then good. The tender minds leads to negative impact. This leads to low self esteem and children understand that every problem will solved through violence. This is how society is becoming violent through such nourishment.

Following are the action point for making the child free of fear, trauma and anxiety and helping the child to express views freely.

- 1. Sensitization of teachers on the word discipline and how to engage children in challenging tasks.*
- 2. Making schools as corporal punishment and child abuse free and declare*
- 3. Suggestion / complaint box must be placed in every school to understand children problems and issues and keep them happy and joyful*
- 4. Corporal punishment monitoring cell may be establishment at mandal, district and state level to visit the schools both and private and observe the anti child right practices and for taking appropriate measures.*

5. *Sensitization and awareness to the parents through SMCs and media on the consequences on the practice of physical and mental punishments, discrimination, abuses etc.*
6. *SMC shall monitor the observation of child rights every school.*

6. All round development of the child – building up child’s knowledge and potentiality, talent and development of physical and mental abilities and physical extent.

A separate teacher handbook is being developed on this item.

7. School Monitoring Committees (SMCs)

Role of SMCs:

1. Monitor the functional aspects of the school- children and teacher absenteeism
2. Prepare and monitor school Development Plan
3. Monitor the utilisation of the various grants
4. Monitor the quality of children learning performance. Conduct child performance demo.
5. Monitor the norms and standards prescribed for the school.
6. Monitor the children’s entitlements – mid day meals, uniforms, textbooks, notebooks, writing material , other incentives being provided under RTE etc.,

Why SMCs are not happening regularly?

Improper timings, lack of interest among teachers, lack of in time intimation, lack of welcoming nature..

How to attract parents to SMCs ?

Providing positive feedback on their children performance and offering warm welcome to the parents and members – personal invitation to parents – displaying the children products and works – demonstration of children’s academic / cultural performance – convenient timings to the parents. – preference to mother parent – Information / invitation through phones / letters / directly talk to the parents.- SMCs through cluster level coordinator and self help group leaders. – discussion in the staff meeting on the proposed SMC and planning. –

FREQUENCY OF MEETINGS

Monthly

PTA after BL, S1 & S2 (June, October, April)

How to make use of parent resource support to schools and learning:

- talk to children – demo of artisan skills – demo of life skills – solve the problems – cultural skills – story telling /folk arts – substitute teachers from parents

Agenda of the SMCS:

celebrating the achievements of the children – parents’ reflection on performance – Parents must feel superior and get identity themselves – demonstration of parent resources / skills – review on school activities and way forward – review on school development plan progress.- review on children’s entitlements – review on grants utilization – problems , issues/proposals and support to school – fixing responsibilities and the time frame.
Recording of The Minutes And Passing Resolutions

A separate teacher handbook is being developed on this item based on the above points.

8. School Development Plan

Areas for developing school development plan:

1. Enrolment:

status,
target,
gap, strategies

2. Attendance– Retention:

status,
target,
gap, strategies

3. Quality : sub-wise

4. Infrastructure:

Classrooms
Toilets
Drinking water
Playground
Compound wall
Clean and green
Furniture
Facilities for differently able children
School safety
Sanitation
Health and Hygiene

5. *TLM*

Charts
Maps
A.V. Aids
Science equipment

6. *School Library:*

Books
Storage material
Issue of books

7. *Teacher requirements*

8. *Utilization of the grants*

9. *Curriculum implementation*

Syllabus completion, all curricular areas
Annual and unit plans
School calendar - SMC meetings, PTA meetings, Progress cards
distribution, school level competition, assessment dates, schools festivals
and annual day
Remedial /special trainings
Building up of academic resources
Capacity building and professional development of teachers.

10. *Monitoring and reviewing of the SDP implementation*

11. *Innovations and appreciations*

12. *Financial resource mobilization*

13. *children entitlements: id day meals, textbooks, uniform etc.,*

A separate teacher handbook is being developed on this item based on the above points.

9. Monitoring and performance Reviews

A separate handbook for the Monitor Officers is being developed.