

**Academic Calendar for the year 2016-17 and other programmes,  
activities for the next academic year**

**I. MAIN SCHEDULE OF ACTIVITIES**

1. **Academic year starts for 2016-17:** 21.03.2016
2. **Summer vacation:** 24.04.2016 to 12.06.2016
3. **Reopening of the schools:** 13.06.2016
4. **Syllabus distribution:** The syllabus for all subjects is distributed from 21.03.2016 to 23.04.2016 and 12.06.2016 to 28.02.2017 [The syllabus was demarcated for SA1 and SA2 examinations].
5. **Examinations schedule:**

Exams	Dates	No. of working days and dates for declaring results
FA1	<ul style="list-style-type: none"> <li>• before 30<sup>th</sup> July, 2016 – The performance must be recorded in the registers and cumulative records</li> <li>• period 21.03.2016 to 30.07.2016.</li> </ul>	62 working days
FA2	<ul style="list-style-type: none"> <li>• before 22<sup>nd</sup> September, 2016 – The performance must be recorded in the registers and cumulative records.</li> <li>• period 01.08.2016 to 22.09.2016.</li> </ul>	41 working days
SA1	23.09.2016 to 29.09.2016	after 101 working days <ul style="list-style-type: none"> <li>• answer scripts to children and declaring results 17.10.2016.</li> <li>• recording results upto 20.10.2016</li> <li>• parents meeting on 21.10.2016</li> </ul>
FA3	<ul style="list-style-type: none"> <li>• before 30<sup>th</sup> November, 2016 – The performance must be recorded in the registers and cumulative records.</li> </ul>	48 working days

<b>Exams</b>	<b>Dates</b>	<b>No. of working days and dates for declaring results</b>
	<ul style="list-style-type: none"> <li>• period 15.10.2016 to 30.11.2016.</li> </ul>	
FA4	<ul style="list-style-type: none"> <li>• before 30<sup>th</sup> January, 2017– The performance must be recorded in the registers and cumulative records.</li> <li>• period 01.12.2016 to 31.01.2017 for class X.</li> <li>• period 01.12.2016 to 28.02.2017 for class VI to IX.</li> </ul>	after 44 working days (for class X) after 66 working days (for class VI to IX)
SA2	07.03.2017 to 15.03.2017	after 109 working days <ul style="list-style-type: none"> <li>• answer scripts to children and declaring results 21.03.2017.</li> <li>• recording results upto 21.03.2017.</li> <li>• parents meeting on 21.03.2017.</li> </ul>
Pre-final for class X	22.02.2017 to 06.03.2017	-

### **Term Holidays**

- 30.09.2016 to 14.10.2016: First term holidays- 15 days [Dasera]
- 24.12.2016 to 30.12.2016: Christmas holidays- 7 days [for Christian minority schools]
- 11.01.2017 to 17.01.2017: Second term holidays- 7 days [Sankranti. Other than Christian minority schools]
- 24.04.2017 to 11.06.2017: Summer vacation
- 12.06.2017 : School reopening

**New syllabus for the academic year 2017-18:** 21.03.2017 to 23.04.2017

## II. TRAINING PROGRAMMES TO IN-SERVICE TEACHERS

### (A) Primary teachers:

- 6-day programme on English language teaching learning process @ 3 days on classroom transaction for classes I and II 3-days for classes III to V. This includes CCE.
- 5-day training programme in the subjects of First Language (Telugu/ Urdu) and Mathematics. This includes CCE.
- 4-day training programme on Co-curricular activities @1 day per each of four co-curricular areas.
- A teacher gets training in two subject areas i.e. English and Maths or English and Telugu.
- A 2-day common training programme on strategies/ material for developing basic skills of literacy and numeracy among children who are backward in studies.

### (B) Upper Primary and High Schools: 5-day training programme in all the subjects on following areas.

- Content enrichment and clarification of doubts.
- Classroom teaching learning process.
- Assessment (CCE)- Focus on Formative and Summative Assessment and preparing question papers duly following the blueprint.
- Co-curricular activities
- A 2-day common training programme on strategies/ material for developing basic skills of literacy and numeracy among children who are backward in studies.
- A 5-day training programme on ICT skills to integrate with curriculum teaching will be taken up to all the teachers in a phased manner starting with Maths and Science teachers during 2016-17.

**(C) Training to teachers working in English Medium schools (Success Schools):**

Separate training shall be organized for the teachers teaching English medium sections in High Schools. This will be on English language communication and subject.

**(D) Training will be on demand and based on needs of the teachers:** The trainings are being organized in a non serious way. Certain teachers are not interested to attend the training programme and says that they don't need training programmes. Therefore, willingness of the teachers to undergo training may be collected through MEOs and Dy.EOs. All the teachers will be informed about the contents of the training programme, venue, particulars of the RPs, training amounts etc. and requested for their willingness. Those who wants training alone can be invited for the training.

**(E) Resource Persons for undertaking trainings:** State Level Master Trainers (SRGs) shall be developed @20 per subject. Further, District Level Resource Groups in each subject @30 are being identified. In case of Primary Schools, Mandal Level RPs i.e. MRPs @2 per subject shall be identified. Capacity building of the Resource Persons shall be taken up through Master Trainers/ DRPs. *The DEOs, Dy.EOs and DIET Principals shall identify DRPs and MRPs.*

**(F) Training venues:** DIETs and Division Level training venues (DRCs) may be identified for the training of High School teachers. In case of Primary Schools, MRCs will be strengthened with all facilities i.e. LCD Projectors, TV, ROTs etc. DIETs also will be developed as best Training cum Resource Centres.

**(G) ICT labs:** Two labs per District with 30 computers each will be developed in each District i.e. one at the DIET and the other at the divisional headquarters to start with.

**(H) ICT infrastructure in High Schools:** The existing computer labs in all the High Schools under Government management will be made functional. Further, a smart classroom will be developed with LCD (K-YAN), TV and with ROT facility. Further, computer labs will be used for curriculum learning. The e-resources on various curricular subjects shall be uploaded into the school server so that the students and teachers shall use the resources through router like Wi-Fi services. The existing

e-resources available with SIET, SCERT and SSA have been evaluated and effective programmes have been selected for providing to the schools under various school subjects.

**(I) Schedule for conducting training programmes:** The capacity building of Resource Persons at various levels shall be conducted during summer vacation and actual teacher trainings may be conducted after reopening of the schools i.e. July, 2016.

### III. OTHER ISSUES

#### 1. Rationalization of Schools and Teachers

Following is the data on distribution of schools across enrollment slabs.

Sl. No.	Type of school	Schools	Zero	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	>100
1	Primary Schools	18139	398	980	2333	3747	2718	1283	719	1302	699	362	731	2867
2	Upper Primary Schools	3244	4	10	39	119	190	247	258	285	277	293	248	1274
3	High Schools	4583	3	2	4	7	26	29	72	83	155	186	203	3813

The School Education statistics i.e. DISE 2015-16 shows that the schools are functioning with low strength and uneconomic in terms of providing teachers and manage the curriculum implementation effectively. This leads to provision of two (2) teachers mostly for each Primary School who are responsible to teach all the subjects. If one teacher is on leave, the remaining teacher manages the children and attend Mid Day Meals etc. without focusing on curriculum.

- **Single teacher Primary Schools and clubbing of schools within the same compound and habitations:** A decision may be taken to club the schools functioning in the same campus or in the same habitation within 1 KM radius duly following the enrolment norms. this facilitates for providing more number of teachers i.e. at least three (3) teachers in Primary School i.e. 1 teacher completely responsible for teaching Telugu/ Urdu and the second teacher teaches English for classes I to V and third teacher teaches Mathematics from classes I to V. This facilitates capacity building of subject teachers in

their subject and held responsible for the outcomes rather than teaching different subjects to different classes.

- **Merging of UP Schools with nearby High Schools**

- **The structure of schools:** At present the schools are operating in three ways i.e. Primary Schools, Upper Primary Schools and High Schools.
- In the case of UP Schools sufficient staff structure is not available i.e. there no teacher in each subject for teaching. One School Assistant for Maths and Science and another for Social and English. In this case, the Science teacher cannot teach Maths and similarly the Social teacher cannot teach English. Further, the minimum working periods are not being taught by the teachers. The UP sections are not viable and justice is not being done to children. In case of High Schools, there is a teacher for every subject. Therefore, quality can be ensured in High Schools but not in Upper Primary Schools.
- Therefore, it is proposed to have two types of schools i.e. Primary and High Schools and do away with Upper Primary Schools. There is a 3 KMs distance norm for UP Schools. However, High Schools are available in most of the habitations within 3 KMs. In case wherever there is no High School within the radius of 5 KMs, the existing Upper Primary Schools may be upgraded to High Schools. All the UP Schools may be merged nearby High Schools.
- Certain High Schools are working with strength of 40 or 50 children and below 75 and such schools are being functional within the area of 1 or 2 KMs. The actual norm for High School is 5 KMs i.e. a High School within the radius of 5 KMs.

This need to be discussed and a decision may be taken on the rationalization of schools by clubbing the low strength uneconomic schools and establish a good school with all facilities at Gram Panchayat/ Cluster Level with good ambience, library, compound wall, ICT facilities with five (5) teachers and one Headmaster.

## **2. Remedial programme for the students in Primary and High Schools who are unable to read, write and do basic Mathematics.**

The surveys on children performance conducted by ASER, SCERT and NCERT shows that about 40 to 50% are unable read and write in mother tongue and more 70% in English. Similarly, children are unable to do basic arithmetical operations of subtraction, multiplication and division. This need to be addressed with a focus and top prioritized item. Therefore, suggestions are invited to address this problem and see that there shall not single student in the schools without having basic competencies of reading, writing and arithmetic.

## **3. English medium schools (Success Schools)**

It is discussed and proposed for separate schools for English medium rather than running parallel sections of Telugu and English in the same schools. Certain High Schools in the Mandal may be specifically declared as English medium High Schools. The teachers qualified i.e. with English medium education may be posted for effective transaction of syllabus in English medium.

## **4. School Leadership Development Programme for Headmasters**

A programme for the Head Masters for effective management and leading have been conducted during the month of November, 2015 focusing on implementation of curriculum, assessment and ensure children learning. The activities, programmes to be organized may be informed to them to make schools function in a holistic manner.

Further, the focus for the year 2016-17 will be on financial and infrastructure management, service matters, School Development Plan, ICT etc. A 10-day programme may be organized for the Headmasters of High Schools. The HMs/ Principals working in all types of schools i.e. Model Schools, KGBVs, Residential Schools will be covered.

## **5. School standards and school evaluation and school accreditation**

Evaluation of schools on certain standards may be taken up as per the guidelines issued by NUEPA. This may be initially through self appraisal followed by external appraisal. The

indicators of performance of schools shall be developed based on which the school evaluation and accreditation may be taken up.

#### **6. Academic monitoring of schools and on job support and reviews**

The programme of monitoring of schools through inspecting officers at District Level shall be strengthened with specific roles and responsibilities. A common schedule for the school observation shall be developed and oriented accordingly. The performance of schools may be captured and fed on-line. Monthly work done reports and tour programme may be focused and regular reviews on schools performance and implementation of curriculum and assessment procedures may be organized at different levels i.e. State, District, Division and Mandal Level.

The MRPs in the system have been removed and not in practice at present. The support to the Primary Schools may be discussed and alternative ways may be proposed.

#### **7. School Complexes**

The curricular and examination reforms have been taken up and accordingly new textbooks and CCE have been introduced in all schools. In this context, more support and awareness is required to the teachers. This will be made possible through conducting School Complex Meetings and discuss the above issues and providing hands on experience. In this regard, School Complex Meetings must be improved and seriously conducted.

The functional aspects of School Complexes may be improved with regular monthly meetings for High School and subject teachers shall be improved. An agenda for School Complex Meetings both for Primary and High Schools may be developed along with a Handbook to the Head Masters of School Complex. An orientation to the School Complex Head Masters and Asst. Secretary shall be conducted. DIETs may be made responsible to support School Complexes.

There is need for Resource Person support in the School Complex Meetings. The DRGs who trained at State Level and who conducted the trainings at their respective Divisions shall act as RPs for School Complex Meetings. The Asst. Secretaries for the School Complex Meetings



both Primary and Secondary may be elected by the teachers during the first School Complex Meeting.

Six (6) School Complex Meetings shall be organized in an year. Based on the demand from the teachers one or two more School Complex Meetings may be conducted.

The School Complex HMs shall monitor the Primary and Upper Primary Schools under their complex once in a month and upload the observation report online.

#### **8. Documentation of successful practices and dissemination, newsletter from SCERT**

Several schools and teachers working effectively and undertaking innovative programmes. This need to be recognized and their practices must be documented and informed to others for motivation and for appreciation. A newsletter also from SCERT to informing the programmes and trends is proposed.

#### **9. Conduct of School Day (Vaarshikotsavam) celebrations in all Government schools duly inviting parents and show casing the children performance in various co-curricular and curricular areas**

The school should demonstrate its performance to the parents and others for public approval and get appreciation/ recognition from the community. It improves public image on Government schools and improves the enrollment. Therefore, it is mandatory that all schools i.e. Primary, Upper Primary and High Schools shall conduct School Day functions during February/ March of every academic year.

#### **10. Avoiding the unethical practices of encouraging and sponsoring the bright children to the private/ corporate schools by the Headmasters and teachers**

As professionals we should support the children for their continuation in our Government schools rather than suggesting the parents for their enrollment in private/ corporate schools. Certain complaints received by the Commissionerate of School Education. This must be stopped at once and shall not be encouraged.

**11. 100% transition of students from Primary to Upper Primary (class V to VI) and Upper Primary to High Schools (class VII/ VIII to VIII/ IX)**

The DISE data pertaining to 2015-16 shows that about 92 to 95% of transition of students from Primary to Upper Primary. This shows that some children are leaving Government schools or dropping out. Therefore, the Department must ensure 100% transition to Upper Primary/ High Schools.

Therefore, every Headmaster of Primary School shall physically take the children to the nearby Upper Primary/ High Schools with list of children and their TCs and enroll them on 21<sup>st</sup> March, 2016. Similarly, the Upper Primary Headmaster shall enroll in the nearby High Schools.

**12. Community mobilization for enrollment of all school age children and conduct of “Badi Bata”**

Every school must plan for an enrollment drive for enrollment of all the school age children in the catchment area during March/ June, 2016.

**13. Summer Schools**

In view of providing Mid Day Meal during summer holidays in the drought hit Mandals, it is planned for Summer School programme for a period of 40 days focusing on improving basic competencies of reading, writing and arithmetic. A Work Book may be developed with appropriate exercises for children to practice the “3-Rs”.

**14. Distribution of work load – Subject-wise allotment of periods per week for classes VI to X – Assignment of teaching of class VII Maths subject to the Maths teacher instead of Physical Science teacher.**

It is proposed that the School Assistants of Physical Science shall take up Mathematics classes for class VI along with Physical Science subject for classes VIII, IX and X. The Maths School Assistants shall take up Mathematics subject for classes VII, VIII, IX and X. The computer classes shall be taken by Physical Science School Assistant. The Headmaster must plan for implementation of co-curricular activities by assigning the subjects to the teachers keeping in

view of work load. Head Master must see that equal allocation of periods combinedly for both curricular and co-curricular areas. The Headmaster shall develop time table for the school showing curricular and co-curricular areas along with teachers responsible to teach the subjects and display in the Headmaster room and staff room. In case if second teacher is allotted for Mathematics for single section schools, the Mathematics classes for classes VI and VII may be allocated to second Mathematics School Assistant. The Headmaster must take up 8 periods per week i.e. one complete subject for any one class i.e. VI to X and one or two periods for co-curricular activities. As a result Headmaster taking one subject for one class, if number of periods for a teacher is reduced, he/ she may be allocated with other co-curricular periods to balance the work load. If teachers come forward to take co-curricular activities like Value Education & Life Skills, Art & Cultural Education etc., the same may be allocated to them. Otherwise the periods for the subjects and co-curricular activities shall be allocated as per the suggested sheet on work load distribution enclosed herewith (**The class-wise allocation of periods for subjects and work load distribution is enclosed**).

## ANNEXURE

### 1. Subject-wise allotment of periods per week for classes VI to X

S. No	Subject	Allotment of periods for classes VI to X in High Schools		
		Classes VI & VII	Class VIII	Classes IX & X
	<b>I) Languages</b>			
1.	Mother Tongue / First Language	6	6	6
2.	Second Language - Hindi	4	4	4
3.	Third Language – English	6	6	6
4.	Read and Reflections (Library Period)	3	0	0
	<b>II) Non Languages</b>			
5.	Mathematics	6	8	8
6.	General Science	6	0	0
7.	Physical Science	0	5	5
8.	Biological Science	0	4	4
9.	Experiments/ lab for both Physical & Biological Science	1	1	1
10.	Social Studies	6	6	6
	<b>III) Co-curricular subjects</b>			
11.	Physical and Health Education	3	3	3
12.	Work and Computer Education	2	2	2
13.	Value Education and Life Skills	3	1	1
14.	Art and Cultural Education	2	2	2
<b>Total Periods</b>		48	48	48

## 2. Subject-wise and Teacher-wise Work Distribution (Allotment of subject & no.of periods)

Class	Tel	Hin	Eng	Mat	Science		Lab for Phy. & Bio. Sciences	Soc.	W.E & Comp.	Art & Cult. Edn.	Health & Physical Edn.	Value Edn. & Life Skills	Library periods (Tel+Hin+Eng @1 each)	Total
					Phy. Sci.	Bio. Sci.								
VI	6	4	6	6	6		1	6	2	2	3	3	3	48
VII	6	4	6	6	6		1	6	2	2	3	3	3	48
VIII	6	4	6	8	5	4	1	6	2	2	3	1	0	48
IX	6	4	6	8	5	4	1	6	2	2	3	1	0	48
X	6	4	6	8	5	4	1	6	2	2	3	1	0	48
<b>Total</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>36</b>	<b>15</b>	<b>24</b>	<b>5</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>240</b>

### 3. Teachers work load subject-wise

<b>HM</b>	8 periods (one full subject for 6 periods + 2 co-curricular periods)	<b>Maths</b>	30 (VII to X subject periods)
<b>Telugu</b>	30+1=31; (30 periods for subject i.e. VI to X + 1 period for Value Edn. for class X)	<b>Phy.Sci.</b>	22+10=32 periods (15 periods for subjects of Phy. Science for classes VIII to X & 6 periods for Mathematics for class VI + 1 period for lab + 10 periods for Work & Comp. Edn. for classes VI to X.)
<b>Hindi</b>	20+8=28 (20 periods for subject i.e. VI to X + 8 periods for Value Edn. for class VI to IX)	<b>Bio.Sci.</b>	28 periods (12 periods for subjects of Bio. Science for classes VIII to X + 14 periods for General Science for classes VI & VII + 2 periods for lab)
<b>English</b>	30 (VI to X subject periods)	<b>Social Studies</b>	30 (VII to X subject periods)
		<b>PET</b>	25 (15 periods for Physical & Health Edn. + 10 periods for Art & Cultural Edn.)

**Note: 1.** Headmaster must take one complete subject for a class based in his subject. As a result of this, the number of periods for the subject teacher may be reduced and co-curricular periods like Value Education/ Art Education may be given to that extent. If Headmaster, handles about 6/ 7 periods for a subject to a class, the remaining 1 or 2 periods may be allocated to co-curricular activities.

**2.** If Physical Education Teacher is not available, the periods pertaining to Health & Physical Education and Art & Cultural Education periods may be allocated to other teachers equally.

**3.** Health & Physical Education includes both theory and games. With regard to theory, the aspects of health, hygiene, nutrition etc. may be discussed during forenoon session. Games, sports and massdrill may be taken up in the afternoon session.

**4.** The library and laboratory periods are important and part of formative assessment. They must be conducted and concerned records may be developed. Headmaster must facilitate for this by strengthening library and labs. The Science teacher shall plan and conduct experiments at least one period per week in the lab. In case if lab room is not available, he/ she has to conduct the experiment in the classroom.

**5.** In case special library room is not available in the schools, the language teachers must get the books from almirahs and distribute to the children during the period and return the same after the period. One or two students shall be made in-charge for this. This supports reading and reflection item under Formative Assessment. Three such periods are available for classes VI and VII per week @ 1 period for each of Telugu, Hindi and English. Language teachers must utilize this period.

**6.** Four (4) periods were allocated towards lab activities for both Physical and Biological Science @ 2 per each in a month (1<sup>st</sup> and 3<sup>rd</sup> week Physical Science; 2<sup>nd</sup> and 4<sup>th</sup> week for Biological Science).