

Academic Calendar for the year 2015-16 and other programmes, activities for the next academic year

I. Academic Calendar - Main schedule of activities

- Reopening of the schools – 12th June, 2015
- Syllabus distribution – The syllabus for all subjects is distributed from the months of June, 2015 to 15th February, 2015. The syllabus was demarcated for Quarterly, Half yearly and Annual examinations.

1. Examinations schedule

Exams	Dates	No. of working days and dates for declaring results
FA1	before 30 th July, 2015 – The performance must be recorded in the registers and cumulative records.	40 working days
FA2	before 30 th August , 2015 – The performance must be recorded in the registers and cumulative records.	23 working days
SA1 (Quarterly)	21.09.2015 to 28.09.2015	after 78 working days answer scripts to children and declaring results 29.09.2015 to 30.09.2015. Parents meeting on 03.10.2015
FA3	before 30 th November, 2015 – The performance must be recorded in the registers and cumulative records.	37 working days
SA 2	17.12.2015 to 23.12.2015	answer scripts to children and declaring results 28.12.2015 and 29.12.2015. Parents meeting on 31.12.2015. after 50 working days
FA4	before 30 th January, 2016 – The performance must be recorded in the registers and cumulative records.	after 22 working days
SA 3	07.03.2016 to 14.03.2016	after 52 working days answer scripts to children and declaring results 16.03.2016 and 17.03.2016. Parents meeting on 21.03.2016.
Pre-final for class X	15.02.2016 to 27.02.2016	-

Alternatively the dates for quarterly and half yearly have been discussed to hold before the Dasera and Sankranthi festivals i.e. during October and January as given hereunder.

- SA1 (quarterly) : 03.10.2015 to 09.10.2015
- SA 2 (half yearly) : 02.01.2016 to 08.01.2016

However, if we follow the above timetable, the exam dates followed by vacation results in no working days during October and January for classroom transaction. Therefore, the timetable for the exams as shown in the table will be followed.

2. Term Holidays

- 12.10.2015 to 26.10.2015 : First term holidays (Dasera)
- 24.12.2015 to 30.12.2015 : Christmas holidays (for Christian minority schools)
- 11.01.2016 to 17.01.2016 : Second term holidays (Sankranthi)
- 24.04.2016 to 11.06.2016 : Summer vacation

3. New syllabus for the academic year 2016-17 16.03.2016 to 23.04.2016

Rational for starting the next year syllabus from March last week onwards:

- In order to value the answer scripts and declare results, the annual examinations are pre-poned and conducted in the first week of April, 2015. In this regard, meaningful engagement of the children after exams i.e. for the period 10th to 23rd April is become an issue and majority Head Masters and private school managements complained that children do not come if we do not engage properly.
- Starting the next year syllabus for a period of one month before closing of schools for summer vacation enable children to read the books, doing the projects in the summer vacation. This helps the children to acquaint children with next year syllabus.
- Children will meaningfully engaged and full attendance may be expected we start next year syllabus.
- The first Formative work i.e. projects, written assignments, book reading and review etc. may be completed by the students during summer vacation.

- All the CBSE school are following this pattern of starting the next year syllabus during March and April. They conduct annual exams and declare results before second week of March of every year and start new syllabus from third week of March onwards.

II. Training programmes to In-service teachers

(A) Primary teachers: A 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.

(B) Upper Primary and High Schools: 4-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

(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.

III. Other issues

1. 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.

2. 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.

3. Low strength 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.

4. Half day schools during summer

It is discussed on this item and practices in neighbouring States. In Tamil Nadu and Karnataka full time schools are in practice. In case of Maharashtra, half day schools during April i.e. 08.00 AM to 02.00 PM i.e. full hours of schooling. Therefore, it is suggested to go for full day schools during summer. The present timings of half day schools i.e. 08.00 AM to 12.30 PM and about 30 minutes per period is not sufficient to teach the subject. The school timings being 08.00 AM in the morning, most of the teachers and children do absent to the school assembly and come late to the schools. This is general phenomenon being observed in almost all schools. The children will be going to their houses after having their Mid Day Meal i.e. at 01.30 PM i.e. hot mid day summer.

5. 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.

6. 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.

7. School Leadership Development Programme for Head Masters

A programme for the Head Masters for effective management and leading may be organized during the month of June. The focus is 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, training to the Head Masters of Primary Schools where the teachers strength three (3) and more may be conducted.

8. 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.

9. 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.

10. 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.

Four School Complex Meetings shall be organized in an year @1 per every formative period. Based on the demand from the teachers one or two more School Complex Meetings may be conducted.

11. 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.