



No. HPSES-RMSA-(H.O.)-RMSA Evaluation- 2015-16
State Project Office RMSA, Shimla-1, Himachal Pradesh.

Dated: Shimla-171001, the 23/6/2016.

To

All the Principal DIETs-cum-DPO, SSA/RMSA,
in Himachal Pradesh.

Subject: Regarding Broad Guidelines to Conduct Remedial Teaching for the FY-2016-17 under RMSA

Sir/Madam,

As per the approval of Annual Work Plan, 2016-17, GOI has approved the remedial classes for VIII pass- outs to enhance the learning of the students. To conduct these classes guidelines have been approved by the Additional Chief Secretary Education to the Govt. of H.P. which are being sent to you for implementation of remedial teaching in your district.

A. L. S. A.
State Project Director (RMSA)
Himachal Pradesh, Shimla-1.

Enclosures : As above

Endst. No. Even Dated:

Shimla-171001, the... 23/6/2016

Copy to: -

1. Additional Chief Secretary (Education), Govt of Himachal Pradesh, Shimla-2 for favour of information please.
2. Director Higher Education, Himachal Pradesh, Shimla-1 for favour of information please.
3. All the Dy. Director, Higher Education for information and n/a please.
4. All the cluster Heads in Himachal Pradesh.
5. All the BRC's in the State.

with the request to
upload these instructions
on your departmental
website.

A. L. S. A.
State Project Director (RMSA)
Himachal Pradesh, Shimla-1.

upload on RMSA/DHE
website
23/6/16



Broad guidelines to conduct Remedial Teaching for Learning Enhancement of students studying in class 9th

As per the approval of AWP& B, 2016-17 by the PAB, GOI, remedial teaching for students who have passed class 8th in the session 2015-16-who require additional coaching on 8th syllabus has been sanctioned. For conducting remedial teaching, following guidelines have been approved by the Government;

- ❖ The classes are to be organized for low achievers of VIII class pass-out students who are at present studying in 9th class.
- ❖ Dy. Director, Higher Education and DPO will identify the Schools for conducting the remedial teaching.
- ❖ The additional coaching in Maths, English and Science subjects is to be imparted.
- ❖ The classes are to be organized during holidays in summer vacation schools.
- ❖ Two hours per subject per day will be devoted in three subjects during summer vacation i.e. English, Mathematics and Science.
- ❖ Keeping in view examination schedule of winter closing schools where examination are held in November/December, extra classes may be organized for two hours per day other than regular classes. Two days for each subject per week are to be assigned for each specified subject mentioned above.
- ❖ The classes are to be conducted for 15 days continuously for summer closing schools only.
- ❖ A batch should consist of minimum 20 students. For this, two or more schools can be clubbed only for summer closing schools.
- ❖ The syllabus of VIII class will be taught.
- ❖ The classes of identified low achiever students (E, D grade students/ if possible C grade also) may be organized at cluster level (where number is less) /school level (where number is more).
- ❖ Preferable teachers/retired teachers/B.Ed (Passout) students may be hired for the purpose. He/she will be made responsible so that each low performing student come up to desired standard.
- ❖ Orientation of selected teachers for 6 hrs will be done at DIETs.
- ❖ In the beginning of the remedial classes baseline test will be taken in the supervision of school head where the remedial teaching will conducted.
- ❖ At the end of the remedial classes a test will be administered by the school head for which an assessment tool shall be prepared by the schools. To prepare test tool and conduct baseline and end line test there is budget provision of Rs 250 per school.
- ❖ The head and SMC person will supervise the learning enhancement programme of the school.
- ❖ At the end of assessment the school Head shall share the report.
- ❖ Honorarium @ Rs. 2000 per subject for 15 days may be given in each of three subjects.

- ❖ Each DIET shall submit a consolidated report to this office on the format of annexure-A
- ❖ Peer group learning should be adopted in process of remedial teaching.

Assessment and Record of Learning (Record Keeping)

Assessment plays a very important role in teaching and learning. By means of assessment, remedial teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. The two most common assessment methods are listed as follows for teachers' reference:

Formative Assessment: Teachers can understand and assess the learning abilities of pupils from their daily class work and homework as well as individual or group activities and the way they relate daily events to the topics they learnt in class, so that they can revise the teaching content accordingly.

Summative Assessment: With reference to the progress of teaching, teachers may assess the performance of students by means of tests/ examinations. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities.

The weighting of questions and marks should be balanced.

Different types of questions as per the different learning level of learning memory, understanding, application, analysis, synthesis and creative should be included.

- Schools may have different forms and weightings of assessment
- Remedial teachers should keep a detailed personal record for each pupil. They should assess the progress of pupils regularly and systemically.
- Teachers should pay attention to the response of pupils during classroom learning and make a record in the "Evaluation" to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

Liaison with Parents

- In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their school work.
- Some parents may have unrealistic expectation of their children's performance. In such cases, remedial teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials.

Co-ordination with Other Teachers and Heads

- Remedial teachers must keep in close contact with other teachers. They are encouraged to discuss or share their experiences with others to find out ways to improve pupils' learning and behavior. For example, they may discuss on the teaching plans, learning progress of pupils, test and examination questions, pupils' problem behavior and partial or total withdrawal of pupils.
- Remedial teachers should also liaise with other related professionals to seek for professional support with a view to helping pupils solve their problems.

Annexure A

Assessment Tool of Students

S. No	Name of school	No. of beneficiary	Baseline			After Remedial	End line above		
			Maths	Sc.	Eng.		Maths	Sc.	Eng.
1.									
2.									
3.									

District wise Budgetary Provision for Remedial Teaching:

Sr. No	District	No. of Blocks	Number of Schools	Budget provision for Learning Enhancement (Remedial Teaching)@ Rs.6250/-per School)	
				Phy.	Fin.
1	Bilaspur	5	75	940	463750
2	Chamba	15	155	1939	968750
3	Hamirpur	6	80	1003	500000
4	Kangra	19	253	3161	1581250
5	Kinnaur	3	14	175	87500
6	Kullu	6	105	1319	656250
7	L&S	4	4	55	25000
8	Mandi	20	217	2713	136250
9	Shimla	20	148	1853	92250
10	Sirmour	13	151	1886	92750
11	Solan	7	125	1560	78250
12	Una	6	108	1352	675000
	Total	124	1436	17956	8975000