

ACADEMIC CALENDAR - 2018

Salient Features of the Academic Calendar

- The Morning Assembly will be held daily at the scheduled time. The *Rastriya Sangeet* or the *Jatiya Sangeet* will be sung during Morning Assembly everyday.
- For development of good habits leading to good health of the learners of primary level, every teacher should give importance on the following aspects-
 - √ sanitation habits
 - √ eating healthy food and drinking safe and pura water
 - √ cleanliness

Break-up of School Hours is as follows :

School hours for 'Ka-shreni' is 2 hours 30 minutes daily.

1. Pre-Primary (Ka-shreni) – 2 hours 30 minutes

Distribution of Time:

Morning Assembly	-	15 minutes (May be increased if required)
Instructional hours	-	125 minutes
Recess	-	10 minutes

2. Lower Primary and Upper Primary level – 6 hours 30 minutes (9:00 a.m. to 3:30 p.m.) Students should remain in the school premises during school hours.

Distribution of Time:

Morning Assembly	-	15 minutes (flexible)
Instructional hours	-	325 minutes
Mid Day Meal & Recess	-	35 minutes
Short break	-	15 minutes

- As per Academic Calendar the academic session will commence from 8th January and classes will start from that day itself.
- Discussion with parents on procuring of textbooks and regular classroom transaction will be held on 18th January.
- Local holidays have to be observed as per announcement of the district authority.
- Condolence meeting for the demise of any important national/state personality or any revered person of the locality will be held after the last period of the daily routine. No holidays or half holidays will be announced without prior permission of the District Authority.
- Changes in the Academic Calendar may be made only as per orders and intimation from the Government.
- In Barak Valley/Other districts, the number of Puja holidays can be increased by decreasing exact number of Summer holidays taking prior permission from the authority by maintaining the exact number of working days.
- For the convenience of students of tea garden areas, the school timings have been decided from 7.30 a.m to 12.15 p.m for lower primary and 7.30 a.m to 1.00 p.m for upper primary classes.
- The loss of academic time due to flood and other calamities/ bands must be compensated by transacting classes on Sundays/other holidays and after the last period of working days.
- Cluster Resource Teachers' meeting, Centre meetings and Zonal meeting for upper primary level will be held on a Saturday of every month without hampering normal classes.
- Children with Special Needs (CWSN) should be taken special care of with activities adapted from the curriculum according to their needs or weaknesses in classroom situations.
- Parent-Teacher meetings are to be held at least once a month to inform the parents about the attendance, learning ability, academic progress and development of personal-social qualities of their wards.

Protection of Child Rights Act, 2005 (A few important points)

The functions and powers of the National Commission on Child Right Protection Act, 2005 is to:

- Examine and review the legal safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation.
- Present to the central government, annually and at such other intervals, as the commission may deem fit, reports upon the working of those safeguards.
- Inquire into violation of child rights and recommend initiation of proceedings in such cases.
- Examine and recommend appropriate remedial measures for all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence/riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution.
- Look into the matters relating to children in need of special care and protection including children in distress, marginalised and disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners and recommend appropriate remedial measures.
- Study treaties and other international instruments and undertake periodical review of existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in the best interest of children.
- Undertake and promote research in the field of child rights.
- Create awareness through various mediums.
- Inquire into complaints of deprivation and violation of child rights, non-implementation of laws and non-compliance policy decisions, guidelines or instructions.

Right to Free and Compulsory Education Act, 2009. (Extracts)

- Every child of the age of six to fourteen years shall have the right to free and compulsory education.
- Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- No school or person shall, while admitting a child subject the child or his or her parents or guardian to any screening procedure.
- No child shall be denied admission in a school for lack of age proof.
- The appropriate Government shall ensure that the child belonging to different linguistic group, religion, caste, sex, weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
- No child in the age group 6-14 years shall be subjected to physical punishment or mental harassment.
- Teachers shall maintain regularity and punctuality in attending school.
- The curriculum should provide scope for comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.
- Out of school children will be identified and motivated to enroll for special training to be provided to them for acquiring the required competencies. Children from migratory groups shall also be provided with education.
- No teacher shall engage himself or herself in private tuition or private teaching activity.
- Children with special needs shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.
- Minimum number of working hours per week for the teacher is forty-five i.e. 7 hours 30 minutes daily on an average. The time besides teaching will be used for preparation. The preparation hours will be utilised for lesson planning, preparation of teaching-learning materials, assessment of classwork and homework, remedial teaching for slow learners, designing of school development plan and meeting the parents of irregular students.

Curriculum for Ka-shreni, Lower Primary and Upper Primary Levels

(A) Pre-Primary level (Ka-shreni)

Objectives of Pre-Primary Education

The aim of pre-primary education is to:

- make a conducive atmosphere in the schools to attract children.
- contribute to the all round development of the child.
- prepare and motivate them for formal education.

The main aspects of all round development are:

- language development
- cognitive development
- physical development
- social and emotional development
- aesthetic development
- creative development

For the above mentioned developments different activities, games and sports should be introduced to children at this stage.

At this stage, teachers should keep in mind the following aspects - The Workbook is not to be transacted during the first three months of the academic session. The first three months should be utilised for enabling the child to adjust with the school environment through games, traditional songs, conversation, etc.

The aspects included in the workbook for Ka-shreni -

The teacher should plan theme/subject based activities for the all round development of the children.

These plans are -

- a comprehensive and detailed description of activities suitably designed on different themes for children of pre-

primary level.

- the primary aspects of theme based plans proceed in a simple to complex manner and the themes should be arranged from known to unknown.
- in order to motivate children, teacher should engage them in games for introduction, conversation, songs and sports, etc. In this regard teacher should take measures to design activities theme wise and month wise to attract children towards the school environment.

March	-	Trees and flowers
April	-	Fruit and vegetables
May	-	Living things and birds
June	-	Parts of the body, transport and communication
July	-	Summer vacation
August	-	Home, dress
September	-	Water, insects
October	-	Sky, livelihood
November	-	Market, festivals
December	-	Recapitulation

Detailed description of the activities has been provided in the Theme based Activity Plan for teachers dealing with Ka-shreni.

(B) Primary level (Class I - Class V)

Subjects

- Language 1 (Mother tongue and Medium Language)

• Language 2

- English, for vernacular medium schools.
- Any Regional Language (Assamese/Bodo/Bengali) for English medium schools.

• Mathematics

- Environmental Studies (Integrated with Language and other subjects in Class I & II)

• Health and Physical Education

• Art Education

(Necessary measures are to be taken for teaching-learning of mother tongue along with the regional language in those schools which have students speaking other languages like - Mising, Tiwa, Rabha, Tai, Deuri, Bishnupriya Manipuri, etc.)

(C) Upper Primary level (Class VI - Class VIII)

Subjects

- Language 1 : (Mother tongue or Medium language)

• Language 2 :

- English for Vernacular medium schools
- Any Regional language (Assamese/ Bodo/ Bengali) for English medium schools

- Language 3 : Children can either choose (A) or (B) for Language 3 according to the medium of instruction of their schools. i.e.-

A.	Hindi (100%) OR Hindi (50%) + Language 4 (50%)	}	for non-Hindi medium schools
B.	Any Regional Language (Assamese/Bodo/ Bengali) (100%) OR Regional Language (50%) + Language 4 (50%)		

[Language 4 is not compulsory. Children can opt for language 4 (50%) i.e., Sanskrit/Arabic/other language (if there is no scope of learning these languages as first language) along with language 3 (50%)]

• Mathematics

• Science

• Social Science

• Health and Physical Education

• Art Education

• Work Education

Inclusive Education :

- Inclusive education provides scope to all students to equally participate in the teaching learning process.
- All children include -
 - children with special needs
 - children with different language, caste, religion and background
 - gifted children and slow learners
- In inclusive education, teacher can change the overall environment of the classroom as per developmental needs of different children.
- The overall environment of the classroom includes - curriculum, textbook, teaching-learning materials, teacher-learner methods and techniques, environment of the classroom, evaluation system, teacher's positive attitude, etc.

Peace Education

- Peace Education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children to create conditions conducive to peace.
- Even though Peace Education is not a separate subject in the curriculum, help can be taken from various activities to inculcate the value of peace in the minds of the children.

Activities for Peace Education

Meditation :

- Observation of silence by the students in the classroom before the teacher starts lesson transaction. This will help to bring peace in the mind and improve concentration level of the students.

Peace Message :

- Inspiring students towards creative writing to remove mental confusion and be at peace with oneself and stay calm in the eye of a storm.

Being at one with nature :

- Encouraging students to spend some time with nature in a calm and serene place.

Symbols of Peace:

- Drawing pictures of Doves, Pigeons or a Hand with PEACE written on it, as symbols of peace and hanging them on the walls of the classroom.

Appreciating songs for World Peace :

- Inspiring students to appreciate the songs for world peace by listening to and singing such songs and also reciting poems in order to inculcate the values of sympathy, empathy and humanity in the minds of the students.

Role of Students in school management

Student Parliament :

For smooth management of the school, the help and co-operation of everyone concerned is very essential. To help the students to understand this philosophy, it is necessary to entrust some duties and responsibilities to the students from a very young age. To help the teachers to conduct different activities in the school effectively, each school should form the Student Parliament and entrust them with different duties and responsibilities.

Through the Student Parliament, the students get the opportunity to work and think independently. The main aim of Student Parliament is not only to conduct the activities perfectly but its objectives are also as follows:

Objectives:

- To help the students to learn many important things on their own.
- To help the students to learn to deliver speeches, present songs and dances, recite poems, demonstrate acting abilities etc. by organising meetings.
- To learn to work unitedly and to take decisions after thorough discussion on any matter.
- To develop self confidence, leadership qualities, discipline and social consciousness.
- To enable the parents to get information about the school regularly and offer their suggestions and ideas to the school.
- To help in creation of a cordial relationship among students, teachers and guardians.

To ensure full participation of each student, rotation of distribution of responsibilities to the students should be done after every two months.

Each school should take up the task for formation of Houses in the name of different renowned personalities of the state viz. Kanaklata, Maniram Dewan, Lachit Barpuukan, Jyoti etc. Each House will consist of equal number of students from each class as members. These Houses will take up the responsibilities phase-wise. At the end of the academic year, declaration of the "Best House of the Year" may be made as per performance of the Houses.

Utsav Vidyarambha Programme 2018

Though Government has taken various initiatives for fulfillment of the Right of Children to Free and Compulsory Education Act, 2009 (RTE) requirement, there are many schools where enrolment is very poor. Moreover, in some Government and Provincialised Elementary schools the enrolment is declining day by day. So, it is essential to take some special measures for increasing enrolment of the schools. Keeping this objective in mind, the Government has taken initiative under Utsav Vidyarambha Programme to complete the admission process of fresh children within 31st December and ensure start of new classes from the very beginning of the academic session from January 1.

The following suggestive activities are to be carried out at respective level as part of Utsav Vidyarambha Programme

Part I: November 2017

• Newspaper advertisement will be published for new enrolment in school for new academic session 2018.

• A special meeting of the SMC is to be held on a specific day. A special invitation will be given to local authority (PRI/UP) for this meeting. SMC will make a plan to conduct child mapping in their area and also discuss the programme to be carried out.

• Child mapping will be done by SMC/community under the monitoring of Local authority. SMC will prepare a database of all eligible students of the catchment area of school along with a separate list of dropout children.

• SMC along with teachers of the school will visit the house of out of school children and will motivate the parents/guardians to resend their children to the schools.

• SMC will send a letter (in local language) to all parents/guardians of all eligible students to enroll their children in Government schools within 30th December 2017.

• Hanging of advertisements for new admission in prominent places.

• Organise rally/procession in the villages/wards/lanes etc. with the help of SMC and highlight the matter of enrolment of all children of the locality in the neighbourhood schools.

• Campaigns through public communication system/folk groups/streetplay/poster campaign/campaign in market places/weekly bazar, etc. may be organized during these days.

December 2017

• New Admission.

• Checking of 4th evaluation sheets and declare of results of children.

• Entry of name of children who got promoted to the next class in the register of the next class.

• Cleaning of the school campus, toilets, MDM kitchen, water storage, etc. with the help of community (SMC, Mother Groups (MG), Local Authority and parents/guardians, etc.) teachers and students.

• Exhibition of resources/materials etc. of the school in the evening. SMC, Mother Groups (MG), Local Authority and parents/guardians will be involved in the activity.

• (The programmes mentioned above are to be performed as per Government instruction in due course of time.)

• (Local society will be encouraged to donate voluntarily and such contributions will be kept in record perfectly.)

Part II January 2018

Date: 1st January 2018

• Plantation by teachers/students/community/NGOs/Ex students/Rtd. teachers, etc.

• Felicitation of students (class wise) who had regularly attended the school during the academic year 2017 and also felicitation of their parents. The children and their parents are to be felicitated in the special parent teacher meet to be held on this day.

• Performing cultural activities by students, teachers, MG, community, SMC, etc.

• Illuminating/lighting earthen lamp/candles in the school campus in the evening with the help of SMC, MGs, community members.

• On this day, students, parents, teachers and the SMC members will take the following oath for the welfare of the students and the school.

Oath for students:

This is our school. We shall come to school every day. We shall show respect to our teachers and elders. We shall come to school neatly and keep the school clean and tidy. We shall live in harmony with our friends. We the pupils are the future citizens of our country. We take the oath to work towards holding high the honour of our country.

Oath for Teachers:

I Sri/Smt..... on this day take the pledge to work earnestly for ensuring Universalisation of Elementary Education in our area in particular and for the state in general. I solemnly resolve to work hard to teach children to the best of my capacities. I will treat all children equally.

Oath for SMC members:

This is our school. We shall extend our support for the development of the school. We shall monitor the proper functioning of the school. We shall prepare the School Development Plan (SDP) effectively. We shall keep our school neat and tidy. We take oath that we shall participate in every activity of the school for the welfare of the students.

(SMC will maintain proper documentation of organization of the above activities during Utsav Vidyarambha Programme.)

Continuous and Comprehensive Evaluation:

- Continuous and comprehensive evaluation helps in determining the holistic development of children correctly.
- Continuous and comprehensive evaluation lays emphasis on children's cognitive, physical, social, emotional and creative development.
- Continuous and comprehensive evaluation helps in development of the thinking and reasoning skills amongst children.
- Continuous evaluation means regular assessments, recording of the learning gaps, analysis of learning gaps, applying corrective measures and giving feedback to teachers and students for enhanced learning.
- Comprehensive evaluation on the other hand ensures covering of both the curricular and the social, personal aspects of a student's growth and development. So, comprehensive evaluation analyses holistic development of a child.

Some Salient features associated with Continuous and Comprehensive Evaluation:

- Continuous and Comprehensive Evaluation mainly aims at assessing children's qualitative achievement in the teaching learning process.
- Evaluation focuses on the actual level attained by children after a certain period of instruction and proper remedial measures can be taken up after proper discussion.
- The term 'comprehensive' refers to not only the evaluation of the whole curriculum but it also covers the evaluation of a child's ability and interests.
- CCE helps in development of the child's personality as a whole, for example: her attitude towards learning, social interactions, emotional health, motivation, physical health, strengths, etc.

The spirit of CCE is to identify learning gaps and to provide timely feedback. It is not to compare the achievement of one child with another but with himself/herself.

Tools for Continuous and Comprehensive Evaluation :

- 1) Oral Questions
- 2) Written Questions
- 3) Activities
- 4) Projects

- 5) Group Work
- 6) Observation
- 7) Field Study
- 8) Quiz/Extempore Speech/Debate Competition etc.

Reflection points for teachers

- Are my children completely involved in assigned tasks?
- Are they able to learn properly?
- Am I able to understand children's varying needs?
- Are there children who are unable to learn? What can I do to motivate them and make learning exciting?

Gunosav (A Revolutionary Step towards spreading Quality Education)

○ As per the terms of the "Right to Education Act, 2009", various steps have been taken to spread quality education amongst children of 5 to 14 years of age where the aim is to measure the learning capabilities of children, identification of learning gaps and appropriate remedial measures to improve the level of learning of children.

○ In order to achieve the objectives of quality education and keeping the progress of every child as priority, Government of Assam has also implemented Gunosav in a phased manner starting from 2017.

○ Gunosav is a collaborative initiative by the Government of Assam, Sarba Siksha Abhijaan, Assam, State Council of Educational Research and Training and Directorate of Elementary Education, Assam

Major objectives of the programme :

- To assess each child as mandated under CCE to identify learning gaps.
- To ensure learning enhancement and achievement of learning outcomes by all children at elementary level.
- To assess the performance of schools on areas viz. curricular, co-curricular, availability and utilization of infrastructure, community participation etc.
- To indicate learning gaps and to design effective strategies to remove/reduce these gaps.
- To ensure greater participation of all stakeholders starting from teachers, students, administrators, communities and enhance accountability among them for quality education.

Expected outcomes: The programme is expected to –

- help in tracking each child; continuation of education upto elementary level
- help in identification of learning level and learning gap upto class VIII
- help in holistic diagnosis of school for better performance
- bring awareness amongst all and ensure all stakeholder's participation
- help reducing dropout rate
- increase Teachers' Accountability

Assessment :

○ As a part of the programme, assessment of children's performance level, availability and use of infrastructure and other facilities and community participation will be done. Assessment will be done in two ways. Firstly, the school will do self-assessment and secondly the assessment will be done by External Evaluators.

○ After assessment, record of performance of each child for each question of each subject will be generated and report card of the school will also be generated. Remedial package will be developed as per learning gaps of children to be indicated/ identified through the assessment for bringing about desirable improvement in the learning level of children.

Evaluation Procedure :

As per Govt. Notification No. AEE.499/2010/14-A, dated 29/04/2011 **Four (4) Unit Evaluations** for each subject will be held in an academic year. Assessment of each concept/ competency of a lesson has to be done after completing the lesson to check on pupils progress and use this information in a number of ways. Unit evaluation has to be done on the lessons completed in the months earmarked for, in an academic year. Appropriate record of each pupil should be maintained in record books. Children with Special Needs (CWSN) has to be evaluated following certain directions as listed below. The students will be benefited if the teacher adapts the instructions according to the needs of his/her school. The instructions are -

1. Extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue.
2. Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Braille, Taylor Frame communication board, slant boards, pencil/pen grips etc.
3. Assessment procedures may include objective type questions, instead of essay type questions for children with difficulties in language acquisition, questions to be modified e.g. questions with simple language.
4. Question papers should be provided to children with visual impairment in Braille/large print.
5. For children with special needs as far as possible, marks should not be cut for punctuation, spelling and grammatical errors
6. The oral directions should be written on the board during exams.
7. If required a scribe may be provided.
8. For children with Cerebral Palsy the paper/answer sheet provided should be thick enough (as children with cerebral palsy at times use lot of pressure while writing)
9. The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child's level of understanding.

VALUE-BASED EDUCATION :

Values that can be developed through the curricular areas–

Curricular Areas	Values
Language	Love, patriotic feeling, attitude for right judgement, helpfulness, courage, etc.
Social Science	Feeling of brotherhood, aesthetic sense, national and international understanding, social responsibility, national consciousness, dutifulness, etc.
Science	Scientific attitude, aesthetic sense, discipline and positive attitude, punctuality, etc.
Mathematics	Patience, small savings, concentration, discipline, economy, reasoning, etc.
Art & Physical Education	Leadership, group discipline, aesthetic sense, cleanliness, sense of hygiene, good habits, positive attitude towards work & dignity of labour, etc.
Environmental Studies	Love for nature and responsibility, relationship of man and environment, conservation and protection of environment, rational use of environment, etc.
Work Education	Attitude towards any environment, attitude towards doing productive work, respect for different professions, dignity of labour, mutual cooperation, self confidence, team spirit, tolerance, etc.

ACADEMIC CALENDAR - 2018

for
Lower Primary, Upper Primary and Composite Schools
(Ka-shreni to Class VIII)

Academic Year 2018



GOVERNMENT OF ASSAM

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