

Academic Calendar - 2017

for

Ka-shreni to Class VIII
of
Lower Primary, Upper Primary and Composite
Schools

Academic Year

2017



Govt. of Assam

Elementary Education Department

Prepared by :

**State Council of Educational Research and
Training, Assam**

Kahilipara, Guwahati-781019

Pollution Awareness

The world is a beautiful paradise for you and your future generation.

Earth is the only planet which supports life.

So save it, love it, protect it from pollution.

Our little actions can make a big difference——

1. Save forests because trees provide us with oxygen.
2. Plant trees on all special occasions and take care of them.
3. Prevent your family members from cutting trees and disposing garbage in the open.
4. Encourage production of organic food by preparing organic fertilizer from rotten fruit and vegetables.
5. Keep levels of noise low to make the environment free from noise pollution.

An “Ahot” tree (Phycus Religiosa) with a 40 ft. canopy diameter absorbs 4000 Kgs. of So_2 , No_2 , etc. and release 2000kgs of oxygen per hour

Source: NGO – Ban Banani, Guwahati

GOVT. OF ASSAM
DIRECTORATE OF STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (SCERT), ASSAM
KAHILIPARA, GUWAHATI-781019
Ph./Fax No.- (0361) 2382507

NOTIFICATION

In pursuance to the decision of the Joint Coordination Committee held on 26th December, 2016 the Academic Calendar for the session 2017 is hereby notified for all concerned with Primary, Upper Primary and Composite Schools of Assam.

Please contact the undersigned for any clarification.



(Sewali Devi Sharma, ACS)

Director,

State Council of Educational Research & Training (SCERT), Assam
Kahilipara, Guwahati-781019

Memo No. SCERT/ACA/AC/327/2013/79

Dated : 26/12/2016

Copy to :-

1. The P.S. to Hon'ble Minister, Education, Assam, Dispur, Guwahati-6 for appraisal.
2. The Commissioner & Secretary to the Govt. of Assam, Education Department, Dispur, Guwahati-6.
3. The Mission Director, Sarva Shiksha Abhiyan, Assam, Kahilipara, Guwahati-19.
4. The Mission Director, Rashtriya Madhyamik Shiksha Abhiyan, Assam, Kahilipara, Guwahati-19.
5. The Director, Secondary Education, Assam, Kahilipara, Guwahati-19.
6. The Director, Elementary Education, Assam, Kahilipara, Guwahati-19.
7. The Director, Education, Bodoland Territorial Council.
8. The Secretary, Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21.
9. The Secretary, Board of Secondary Education, Assam, Bamunimaidam, Guwahati-21.
10. The District Elementary Education Officer (all).
11. The Inspector of Schools (all).
12. The Executive Members (all), Autonomous District Council, Karbi Anglong and N.C. Hills.
13. The District Elementary Education Officer, Karbi Anglong and N.C. Hills.
14. The Heads of Higher Secondary Schools, High Schools, M.E. Schools, Madrassa and Lower Primary schools.
15. The President and General Secretary of High Schools, M.E. Schools and Lower Primary schools.
16. The Officers of SCERT, Assam.



(Sewali Devi Sharma, ACS)

Director,

State Council of Educational Research & Training (SCERT), Assam
Kahilipara, Guwahati-781019

Note to the Headmaster

The Headmaster of each school will read the Academic Calendar thoroughly. He/She will hold discussions with the teachers about the instructions given in the Calendar every month and will plan the activities for the month in advance.

Index

1. Child Right Protection Act, 2005	1
2. Salient Features of the Academic Calendar	2-3
3. Guideline for Inculcation of Moral and Value Education in schools	4-6
4. Role of Students in School Management	7
5. Curriculum for Elementary level	8-16
6. Annual Activity Plan	17
7. Compulsory Activities for Morning Assembly	18
8. Value Based Education	19
9. Unit-wise Distribution of Lessons	20-21
10. Continuous and Comprehensive Evaluation	22-31
11. Progress Report of Students	32-34
12. Month-wise Detailed Schedule	35-46
13. Month-wise holidays, other holidays, observation/working days class days and evaluation days for the Academic Year 2017	47
14. Model Daily Routine	48-51
15. Pledges to be taken during Morning Assembly	52
16. Brief description of the significance of Observation Days	53-57
17. Role and Responsibility of a teacher related to Health and Sanitation	57
18. Jatiya Sangeet and Rashtriya Sangeet	58
19. Gunotsav	59-60
20. Children live what they learn	
21. Calendar 2017	

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, collect any capitation fee and 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.
- 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 days/instructional hours in an academic year are (i) two hundred working days and 400 hours for first class to fifth class (ii) two hundred and twenty working days and 1000 hours for sixth class to eighth class.
- Minimum number of working hours per week for the teacher is forty-five teaching including preparation hours. The preparation hours will be utilized 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.

Protection of Child Rights Act, 2005

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.
- Prepare and present annual and periodic reports upon the working of these safeguards.
- Inquire into violation of child rights and recommend initiation of proceedings in such cases.
- Undertake periodic review of policies, programmes and other activities related to child rights in reference to the treaties and other international instruments.
- Spread awareness about child rights among various sections of society.
- 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.
- Undertake and promote research in the field of child rights.
- Inspect institutions meant for juvenile/children.
- 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.
- Undertake other necessary functions for the promotion of child rights. The Commission has the power of a civil court and all criminal cases brought to the same has to be forwarded to a concerned Magistrate who has jurisdiction to try the same.

NB. : Government of Assam has issued notification to observe March 4 as **Child Protection Day** at the state level.

Salient Features of the Academic Calendar

- ❑ All the teachers and students shall be present in the school at least 15 minutes before the commencement of the Morning Assembly for cleaning of the school compound and classrooms. The Head of the institution along with the teachers will supervise the works done by the students. The cleaning of the surrounding environment will also be done as and when necessary.
- ❑ 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.
- ❑ The class teacher of each class will inspect and record personal cleanliness of each student and take necessary measures for giving grades accordingly for personal cleanliness, punctuality and participation in different activities.
- ❑ For development of good habits leading to good health of the learners of primary level, every teacher should keep a strict eye on the following aspects–
 - √ sanitation habits
 - √ eating healthy food
 - √ drinking safe and pure water
 - √ cleanliness
- ❑ School hours for 'Ka-shreni' is 2 hours 30 minutes daily including Morning Assembly.
- ❑ The school hours for primary level is fixed for 4 hours 45 minutes from 9.00 a.m. to 1.45 p.m. and 5 hours 30 minutes for upper primary level from 9.00 a.m. to 2.30 p.m. which includes 30 minutes for Mid Day Meal and 15 minutes of Morning Assembly. Classroom transaction will start from 9.15 a.m. Teachers are to be present in the school 15 minutes ahead for monitoring the cleanliness of the classroom and school compound and also make arrangement for prayers.

Break-up of School Hours is as follows :

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. Primary level – 4 hours 45 minutes (9.00 a.m. to 1.45 p.m.) Students should remain in the school premises during school hours.

Distribution of Time:

Morning Assembly	–	15 minutes (flexible)
Instructional hours	–	240 minutes
Recess	–	30 minutes

3. Upper Primary level – 5 hours 30 minutes (It is compulsory for the students to remain in the school premises during school hours.)

Distribution of Time:

Morning Assembly	–	15 minutes (flexible)
Instructional hours	–	285 minutes
Recess	–	30 minutes

- As per Academic Calendar the academic session will commence from 2nd January and classes will start from that day itself. This day will be considered as 'Utsav Vidyarambha' day. Discussion with parents on procuring of textbooks and regular classroom transaction will be held on 18th January.
- All the activities of the Academic Calendar are compulsory for each and every school.
- All observation/celebration days marked in the Academic Calendar are to be observed/celebrated and a report of the observation/celebration is to be submitted to the authority (If any Observation Day falls on a holiday or a Sunday the the Day will be observed before or after the holiday or per convenience). Moreover the school authority can also organise Observation Days for any renowned personality of the locality with due permission from the district authority.
- 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 at 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 from the Government and intimated accordingly.
- The loss of academic time due to flood and other calamities/ bandhs must be compensated by transacting classes on Sundays and other holidays.
- Children with Special Needs (CWSN) should be taken special care of, according to their needs or weaknesses in classroom situations.
- Cluster Resource Teachers' meeting, Centre meetings and Zonal meeting for upper primary level will be held on a Saturday of every month as per convenience and after school is over.
- 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 ward.



Director,

State Council of Educational Research and Training, Assam

Kahilipara, Guwahati-781019

GUIDELINE FOR INCULCATION OF MORAL AND VALUE EDUCATION IN SCHOOLS

(FOR STUDENTS OF ELEMENTARY STAGE)

Tasks and activities for inculcation of moral and value education amongst students:-

- ❖ During morning assembly five minutes will be dedicated for moral and value education, out of which students will do meditation for one minute. The next five minutes will have students reading out speeches/messages of great personalities of the world. The rest of the five minutes will have discussion on moral and value education with students.
- ❖ Students will occasionally do silent meditation, after which, they will be asked to express their own thoughts and feelings.
- ❖ During Physical & Health education period, students will practise Pranayam, Yoga and Drill.
- ❖ Once a month during the period allotted for Language, the teachers will read out stories having moral and value education from the textbook. Besides stories from the textbook, teachers will also say stories depicting love for nature, stories on values related to truth, sacrifice, love, patriotism, respect, faith, helping others. For e.g. tales of Raja Harishchandra, Shraavan's devotion to his parents, Aesop's fables, Folk tales etc. Moreover at the end of the month, students will be enlightened about the life and contributions of some great personalities, great warriors, litterateurs and artistes.
- ❖ Once a week during the period allotted for Art Education, students will sing songs which will ignite their minds with the feeling of patriotism, brotherhood and endurance and also help them to understand the cultural significance of each community.
- ❖ Students will sing the *Jatiya Sangeet* of the state of Assam by standing in rows just before the end of school hours .

- ❖ Students will sing the Scout and Guide prayer and strictly adhere to the Oath and Motto of Scout and Guide.
- ❖ Each student will develop the habit of planting a sapling on his/her birthday and nurture it with care.
- ❖ Through Performing Art, teachers will facilitate the students to sing community songs and songs of different tribes and communities. They will be provided scope for inculcating peace and moral values by enacting in dance and drama.
- ❖ To ensure good health of students, they will be warned about the injurious health effects of chewing tobacco, inhaling cigarettes and drinking intoxicating liquor and thus prevent them from consuming such substances which will prove to be dangerous to their health.
- ❖ Students will be encouraged to develop habits of exercising caution while walking on roadways and sidewalks and listening to others with patience.
- ❖ For inculcation of moral values, students will practise during the period allotted for Art Education, the art of drawing pictures related to love and endurance towards living beings, symbols of peace (dove, pigeon), injurious effects of smoking and chewing of tobacco on health. These pictures will be hung in classrooms or on the walls of the school building.
- ❖ Scope for discussions to create awareness amongst students to abstain from substances injurious to their health will be provided in the periods allotted for Social Science, Science and EVS. Students will also develop an attitude to encourage others also from abstaining from such substances.
- ❖ Students will take up cleanliness drive in a locality under the leadership of teachers once a month.
- ❖ Students will offer voluntary service to any social institution on behalf of their school, under the leadership of teachers.
- ❖ Students will offer necessary care and assistance to any elderly person or physically challenged person in their family/village/locality. For this, teachers will hold discussions with the students in the classroom.

- ❖ Students will be encouraged to help their parents in household chores, gardening, watering plants, cooking and serving food, sewing etc. Moreover emphasis has to be laid on students doing their personal tasks by themselves. Record of the different ways, how students help their family will be maintained in the Progress Report Card.
- ❖ Teachers will ensure formation of good conduct and behaviour in students viz.- showing respect to elders, giving love and care to the young, preserving the resources of the society along with personal resources, maintaining discipline and being punctual in school activities, maintaining cleanliness etc. while handling the subject on EVS.
- ❖ The Fundamental Rights and Duties of a citizen according to the Constitution of India has been printed in the inside cover page of almost every textbook. Teachers will hold discussions on the importance of the Rights and Duties off and on. Detailed discussions will be held during the periods allotted for Social Science and EVS.
- ❖ Moreover during the period allotted for Social Science, measures will have to be taken for discussion on at least any two of the issues given below-
 - ◆ Salient features of the Indian Constitution
 - ◆ Fundamental Rights
 - ◆ Fundamental Duties and Responsibilities
 - ◆ Unity in Diversity etc.

If required necessary help may also be sought from local resource persons.



Director,

State Council of Educational Research and Training, Assam
Kahilipara, Guwahati-781019

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.

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 Barphukan, Joymati etc. Each House will consist of equal number of students from each class as members. These Houses will take up the responsibilities phase-wise. To ensure full participation of each student, rotation of distribution of responsibilities to the students should be done after every two months. At the end of the academic year, declaration of the "Best House of the Year" may be made as per performance of the Houses.

Apart from this, each school should have one or more student ambassadors from the student union with the responsibility to maintain cleanliness in the school. They will check availability of safe drinking water and clean toilets with provision of soap for hand washing and cleaning material for the rooms. They will also ensure that classrooms and teachers' common rooms are clean and dustbins are available so that cleanliness is maintained in the school. In this regard, a student ambassador's duty should be changed from time to time. Such healthy atmosphere will ensure overall development of students and each student will feel proud to be a citizen of a clean country.

Curriculum for Elementary level

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

Objectives of Pre-Primary Education

The aim of pre-primary education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and life long learning. This aim is to be achieved through enabling the child to –

- ◆ develop a positive self concept
- ◆ establish a sound foundation for a good physique, adequate muscular co-ordination and basic motor skills.
- ◆ imbibe good health habits and basic life skills necessary for personal, social adjustment.
- ◆ enhance verbal and non-verbal communication skills.
- ◆ develop the five senses and cognitive skills and concept which are foundations for higher order thinking and reasoning.
- ◆ develop emotional maturity.
- ◆ imbibe values, social attitude and manners important in his/ her socio-cultural context.
- ◆ develop independence, aesthetic appreciation and creativity by providing the child with sufficient opportunities for self expression and active exploration.
- ◆ make a smooth transition from pre-school to primary through development of emergent literacy and school readiness.

For children of this stage, focus is laid on health, nutrition and early psycho social stimulation through free play activities and a lot of adult child interaction. The 'Karmaputhi' is not to be transacted in the first two months of the academic session. The first two months should be utilised for enabling the child to adjust with the school environment through infant games, traditional songs and syllables, access to variety of play materials, introduction to stories, infant books, drawings, etc.

Integrated monthly programme for curriculum transaction –

March	–	Trees and flowers
April	–	Fruit and vegetables
May	–	Living things and birds
June	–	Parts of the body, transport and communication
July	–	<i>Summer vacation</i>
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 'Ka-shreni' teachers.

(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 of Instruction)

◆ **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
Any Regional Language (50%) +
Language 4 (50%) } for Hindi medium schools

[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%)]

◆ **Environmental Education** (Incorporated with Language, Science, Social Science)

◆ **Mathematics**

◆ **Science**

◆ **Social Science**

◆ **Health and Physical Education**

◆ **Art Education**

◆ **Work Education**

Health and Physical Education:

Special emphasis is to be laid on Health and Physical Education as it contributes to the healthy living of the child and providing the base for performance in the chosen area of work.

Annual Sports should be organized in the month of February of each academic year. Participation of each student in the games and sports during the period allotted for Health and Physical Education should be ensured. This will help the students in development of their talents and identification of specially talented students and providing them the scope for proving themselves as future sports person of the State.

At primary level activities for Health and Physical Education will be transacted everyday in each class for at least 1 period. Once a week the activities will be transacted by combining all the 5 classes together.

At upper primary level, activities for Health and Physical Education will be transacted in at least 2/3 periods in a week.

Health and Physical Education activities incorporated in the curriculum for primary level

- ⇒ Development of good habits related to health and cleanliness
- ⇒ Simple exercises
- ⇒ Drill and March-Past
- ⇒ Yogasana and Pranayam
- ⇒ Minor Games/Local games
- ⇒ Athletics
- ⇒ Cub-Bulbul
- ⇒ Safety Education, Natural Calamities and Disaster Management
- ⇒ Awareness related to diseases and food preservation

Health and Physical Education activities incorporated in the curriculum for upper primary level

- ⇒ Development of good habits related to health and cleanliness
- ⇒ Simple exercises
- ⇒ Drill and March-Past
- ⇒ Yogasana and Pranayam
- ⇒ Major Games/Local games
- ⇒ Athletics
- ⇒ Scout and Guide
- ⇒ Safety Education, Natural Calamities and Disaster Management

- ⇒ Awareness related to diseases and food preservation

The expertise and guidance of the following personnel/organizations may be taken into consideration while undertaking the tasks related to Health and Physical Education–

- ⇒ District Institute of Education and Training (DIET)
- ⇒ Basic Training Centre (BTC)
- ⇒ Normal School
- ⇒ Sports Welfare Department
- ⇒ Health and Family Welfare Department
- ⇒ National Rural Health Mission (NRHM)

Moreover the expertise and guidance of the following personnel/organizations may also be taken–

- ⇒ District Resource Person (Scout and Guide)
- ⇒ Local Sports Organisation
- ⇒ Experienced person of a local sports club
- ⇒ Other trained personnel

Evaluation of Health and Physical Education is to be done like other subjects.

The following aspects are to be taken into concern during evaluation of Health and Physical Education–

- ⇒ Keeping record of the achievement of the learner as per areas mentioned in the previous page.
- ⇒ Identification of talented students and providing them with the scope to participate in District, State, National, International competitions.
- ⇒ Necessary measures to be taken up for strengthening of the weak areas of the learners, identified after evaluation.

Art Education

Art Education at the elementary level (class I – VIII) has been divided into two different Art forms- Visual Art and Performing Art. Visual Art includes drawing, painting, clay model making, printmaking, collage; sculpture whereas Performing Art includes dance, drama, music.

At the elementary level, less emphasis is laid on the theoretical aspects and children are encouraged to explore and develop their ideas by recording what they see around them, trying out different materials, tools and techniques and engaging in activities individually or in small groups. For transaction of Art Education there should be provision for allotment of 5 periods a week in the daily routine. Students need to be encouraged to take part in interschool competitions and bring laurels to the school. Besides providing scope for development of innate talent in a child, Art Education should also help in installing a competitive spirit in the minds of the young learners.

The experience of learning through music, drama, drawing, painting, and clay modelling is very soothing to a child and makes learning more permanent. Necessary guidance may also be taken from local resource persons and experienced personnel from DIETs.

Evaluation in Art Education like other subjects has to be conducted periodically to assess the progress of the child's performance. The creative resources of the children related to Visual Art are to be collected and exhibited at the end of the academic year for inspiration of the parents and students.

Weightage of Visual Art and Performing Art as per curriculum—

		Primary	Upper Primary
Visual Art	Drawing	20%	20%
	Design	10%	10%
	Printed Pictures	10%	10%
	Sculpture	10%	10%
Performing Art	Music, Dance, Acting	50%	50%

Activities related to Art Education, cultural and literary activities such as— quiz, debate, extempore speech, singing-dancing, art, drama, recitation, exhibition etc. can be done on any specific day for observation in any month by combining 1/2 periods of any Saturday of that particular month.

Diniyat : In the Madrassa schools of upper primary level, a few periods allotted for Art Education is to be utilised for transaction of Diniyat Education so that the students are not overburdened by transaction hours.

Work Education

Objectives of Work Education at elementary level :

- To help the child in developing sense of dignity of labour.
- To be self-reliant
- To develop the competency of taking part in productive activities for self development and development of the society.
- To be able to establish the link between education and work.

Weightage of Work Education course contents :

Weightage of compulsory work – 40%

1. Cleanliness
2. Beautification

3. Helping parents and neighbours in different activities
4. Helping teacher in organising school activities
5. Preparation of chart, model, poster, slogan, etc.
6. Plantation, maintenance and protection of trees
7. Social service

Weightage of elective work – 50%

According to the facilities available in the schools located in different areas students can choose the elective subjects as per their area of interest.

1. Needlework/knitting/cutting/tailoring.
2. Preparation of hand bags (from paper, cloth) including fancy bags.
3. Items prepares from waste materials.
4. Preparation of items from clay.
5. Growing medicinal plants/ornamental plants/fruit plants in pot or lawn.
6. Simple wood/bamboo and cane work.
7. Simple book binding and preparation of items like exercise books, notebooks, album, etc.
8. Simple food preparation and preservation.

Exposure to practical field of work – 10%

The school will provide opportunities to the students for exposure to different practical fields of work mentioned below. Students will have to submit a report based on the exposure gained by them.

1. Fruit and vegetables preservation
2. Cooking
3. Weaving/cloth craft/textile designing
4. Hair cutting and beautician course
5. Interior decoration (basic idea)
6. Bee-keeping/mushroom cultivation/rearing of cows
7. Laundry work (washing different types of cloths, ironing)
8. Pisciculture
9. Cane work/bamboo work/wood work/clay work
10. Ceative printing, signboard preparation
11. Gardening and agricultural work
12. Leather work/metal work
13. Communication media (Post office, Radio centre, TV centre, Newspaper print, Internet, etc.)

Inclusive Education :

Inclusive education provides scope to all students to equally participate in the teaching learning process. The “Right to Education Act 2009” makes primary education the fundamental right of every child. Therefore, this Act is important for all the government and private schools.

Inclusive education is a system which gives each and every child of the society the opportunity to take part in the teaching-learning process. In a way, inclusive education is a practical and a scientific initiative to equally educate the needy children irrespective of their language, caste, religion and background. Apart from this, a well planned effort is made to educate all the children including the most intelligent ones according to their needs.

In order to create a suitable environment for inclusive education, every teacher should first understand the curriculum properly because the whole process of teaching- learning is based on the curriculum which includes aspects of the teaching learning process like—syllabus, textbook, teaching-learning material and method, evaluation, assessment etc. In certain cases, the curriculum, the teaching-learning material, the classroom environment, evaluation system. etc. have to be changed for students to achieve the learning objectives in such a way that students can move forward in their developmental process by equally participating in the teaching- learning process.

Peace Education

In the present context, Peace Education is an integral part of the school curriculum. Peace Education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and to create conditions conducive to peace. Peace Education is best thought of not as a distinct ‘subject’ in the curriculum, nor as an initiative separate from basic education, but as a process to be mainstreamed into all quality educational experiences. The school authority should take up necessary measures to take up all the activities geared towards education for peace in an academic year. A number of activities and projects embodying peace themes could be organized by teachers in schools for orientation of attitudes and behaviour towards peace. Evaluation of these activities and projects has to be done and grades are to be given accordingly.

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.

Duties of a teacher to promote Peace in schools

There are some actions, words and attitudes of human being which are violent. A few such examples which a teacher has to do away with are cited below.

- **Attitudes that harm and/or hurt**

- Over indulgence in eating (Physical)
- Lack of responsibility about work (Psychological)
- Disrespect for differences in caste or religion (Social)
- Disrespect and disobedience of norms regarding sound, littering or pollution, etc. (environmental)

- **Words that harm and/or hurt**

- Use of words like 'stupid' for others (Psychological)
- Use of dirty or casteist words (Social)

- **Actions that harm and/or hurt**

- Beating or pulling the ears of a child (Physical)
- Ridiculing him or her (Psychological)
- Commenting on the caste or profession of the family (Social)
- Wasting water or electricity or causing pollution (Environmental)

- **Structures and Systems that harm and/or hurt**

- Disciplinary practice like corporal punishment (Physical)
- Displaying names of children who fail on bulletin boards, or insulting children in the assembly for indiscipline (Psychological)
- Discrimination among children on the basis of culture, caste, language or region (Social)
- Practices and sanctions for burning leaves in schools, disregard for standards of safety (Environmental)

ANNUAL ACTIVITY PLAN :

For smoothly conducting different activities in an academic year, the school authority should compulsorily prepare an annual activity plan. Implementation of the activities should be followed by evaluation, grading and recording of the grades in the record book.

Allotted time for non-instructional activities

Task	Allotted Time
Cleanliness	15 minutes everyday
Morning Assembly	15 minutes everyday (May be increased if required)
Gardening and Plantation	1 period each month for every class and $\frac{1}{2}$ an hour group work everyday for nurturing the plants.
Observation of Special Days,	3 periods (maximum)
Cultural activities such as songs, dance, debate, essay writing, extempore speech, drama, quiz, recitation, creative writing, etc.	3 periods (twice a year) for each activity
Annual Sports	3 days
Social Work	2 times a year for 3 periods
Cub-Bulbul/Scout & Guide related tasks	40 periods in a year
Field trip /Picnic/Educational trip	2 days or 10 hours
Summer Camp/Winter Camp/ Inter-school camp/ Peace education camp	12 days

Importance of field observation :

The present education system aims at knowledge extension and enrichment of learners. With this objective in mind the curriculum lays emphasis on field observation. Through field observation the learners can go out of the classroom and relate what they see with the knowledge gained from textbooks. Before going out for field observation the teacher has to prepare a plan along with the students and the head of the institution. The data/materials collected through field observation will be maintained properly for use as and when necessary in the school/classroom. During the trip conducted for field observation the academic and personal-social qualities of the learner will be observed and recorded in a notebook so that they prove to be beneficial for holistic evaluation of the learner.

Compulsory activities for Morning Assembly

- Group formation
- Organizing the students for morning assembly
- Saying of prayers and maintaining silence
- Drill and free hand exercise
- Oath taking/proverbs of great men
- Reading of important headlines from the newspaper
- Inspection of personal cleanliness, discussion and demonstration of health related good habits
- Singing of *Rashtriya Sangeet* (3 days a week) & *Jatiya Sangeet* (3 days a week)
- The activities/tasks to be carried out on an Observation Day will be specified during morning assembly
- Discussions on issues related to value education.

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 saving, 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.

Unit wise distribution of lessons (Lower Primary) 2017

Unit	Subject	Class I	Class II	Class III	Class IV	Class V
		Lesson No.	Lesson No.	Lesson No.	Lesson No.	Lesson No.
Unit Evaluation - 1	Language	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3
	Mathematics	1,2,3	1,2,3	1,2,3	1,2,3,4	1,2,3,4
	English	1,2	1,2	1,2	1,2	1,2
	EVS			1,2,3,4	1,2,3,4	1,2,3,4
Unit Evaluation - 2	Language	4,5,6,7	4,5,6,7,8	4,5,6,7,8	4,5,6,7,8	4,5,6,7,8
	Mathematics	4,5,6	4,5,6,7	4,5,6,7	5,6,7	4,5,6,7
	English	3,4,5	3,4,5	3,4,5	3,4,5	3,4,5
	EVS			5,6,7,8,9	5,6,7,8,9	5,6,7,8,9
Unit Evaluation - 3	Language	8,9,10	9,10,11,12	9,10,11,12	9,10,11,12	9,10,11,12
	Mathematics	7,8,9,10	8,9,10,11	8,9,10,11	8,9,10,11	8,9,10,11
	English	6,7,8	6,7,8	6,7,8	6,7,8	6,7,8
	EVS			10,11,12,13,14	10,11,12,13,14	10,11,12,13,14
Unit Evaluation - 4	Language	11,12	13,14	13,14	13,14	13,14
	Mathematics	11,12,13	12,13,14	12,13,14	12,13,14	11,12,13,14
	English	9,10	9,10	9,10	9,10	9,10
	EVS			15,16,17,18	15,16,17,18	15,16,17,18

Unit wise distribution of lessons (Upper Primary) 2017

Unit	Subject	Class VI	Class VII	Class VIII
		Lesson No.	Lesson No.	Lesson No.
Unit Evaluation - 1	Language	1,2,3,4	1,2,3,4	1,2,3
	Mathematics	1,2,3,4	1,2,3,4	1,2,3,4
	English	1,2	1,2	1,2
	Science	1,2,3,4	1,2,3,4,5	1,2,3,4,5
	Social Science	Geography-1,2 History-9,10 Civics-17,21	Geography-1,2 History-10,11 Eco -18, Pol. Science-22	Geography-1 History-9,10 Eco-17, Pol. Science-21
	Hindi	1,2,3,4	1,2,3,4	1,2,3,4
Unit Evaluation - 2	Language	5,6,7,8,9,10,11	5,6,7,8,9,10,11	4,5,6,7,8
	Mathematics	5,6,7	5,6,7,8	5,6,7,8
	English	3,4,5	3,4,5	3,4,5
	Science	5,6,7,8	6,7,8,9	6,7,8,9,10
	Social Science	Geography-3,4 History-11,12 Civics-18,22	Geography-3,4,5 History-12,13 Eco -19, Pol. Science-23	Geography-2,3,4 History-11,12 Eco-18, Pol. Science-22
	Hindi	5,6,7,8	5,6,7,8	5,6,7
Unit Evaluation - 3	Language	11,12,13,14,15	12,13,14,15,16,17,18	9,10,11,12
	Mathematics	8,9,10,11	9,10,11,12	9,10,11,12,13
	English	6,7,8	6,7,8	6,7,8
	Science	9,10,11,12	10,11,12,13,14	11,12,13,14
	Social Science	Geography-5,6 History-13,14 Civics-19,23	Geography-5,6,7 History-14,15 Eco -20, Pol. Science-24	Geography-5,6 History-13,14 Eco-19, Pol. Science-23
	Hindi	9,10,11,12	9,10,11,12	8,9,10
Unit Evaluation - 4	Language	16,17,18,19,20	19,20,21	13,14,15
	Mathematics	12,13,14	12,13,14,15	14,15,16
	English	9,10	9,10	9,10
	Science	13,14,15,16	15,16,17,18	15,16,17,18
	Social Science	Geography-7,8 History-15,16 Civics-20,24	Geography-8,9 History-16,17 Eco -21, Pol. Science-25	Geography-7,8 History-15,16 Eco-20, Pol. Science-24
	Hindi	13,14,15,16	13,14,15,16	11,12,13,14

CONTINUOUS AND COMPREHENSIVE EVALUATION

Evaluation is an integral part of the curriculum. It is an essential part of the teaching learning process. It is the process through which the learners' learning experiences pertaining to curricular areas and personal and social qualities are assessed.

Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching-learning materials and methods used for transaction, the curriculum, textbooks, administration competence of the Head of the institution and effectiveness of the infrastructural facilities provided by the school.

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It helps in the development of cognitive, psychomotor and affective skills. It lays emphasis on the thought process and de-emphasises memorisation. Continuous and Comprehensive Evaluation helps in making evaluation an integral part of teaching-learning process and taking appropriate decisions about the learner/the process of learning and the learning environment. It also helps in improving students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

Continuous means regular assessments, recording the learning gaps, analysis of learning gaps, applying corrective measures and giving feedback to teachers and students for enhanced learning.

Comprehensive on the other hand attempts to cover both the curricular and the social, personal aspects of a student's growth and development- with both these aspects of the evaluation process being assessed through formative and summative assessments.

Why Continuous Comprehensive Evaluation?

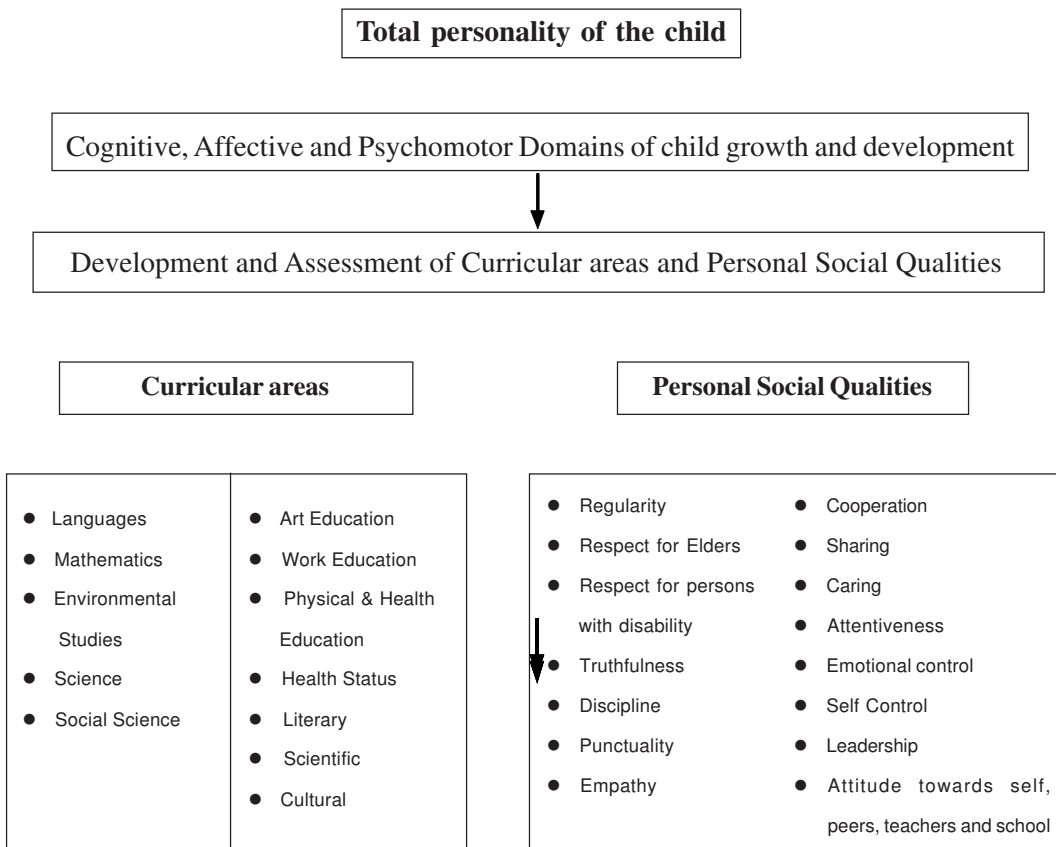
Compared to the present system of examination, CCE is a way to make sure every child can get the help they need to learn well and for their all round development. Continuous evaluation means that we don't wait until the end of the year to find whether children have learned. Teachers should assess children's learning every day, during the process of teaching-by observing children's participation, asking questions, facilitating activities, small assignments, projects or tests. In this way the teacher can identify early on which children are facing problems in learning, and can provide individual help to children who need it. The teacher also immediately comes to know what needs to be improved or changed in her teaching method.

Comprehensive evaluation does not mean that we assess children only for curricular activities/subject areas. It also assesses other aspects of a child's all round development viz. their values, confidence and leadership skills, their talents in sports, music, dance, arts and drama, their participation in school activities and events, etc. Each child is good at different things, and CCE helps to nurture those unique talents in every child.

Salient features of CCE

- Assessment mainly aims at judging whether the children are learning or not and providing timely feedback.
- Evaluation focuses on the actual level attained after certain period of instruction.
- The terms 'comprehensive' refers to assessment of all round development (i.e holistic development) of child's personality. It covers both curricular and social personal areas including the child's personality as a whole, e.g. her attitudes towards learning, social interactions, emotional health, motivation, physical health, strengths and weaknesses, etc.
- The spirit of CCE is to help improve the learning. It 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.

What to be assessed in CCE ?



Personal Social Qualities

Besides cognitive, schooling also involves appropriate socio-economic development (i.e. self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of personal social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others. The school besides the family has a major influence on children's personal social development. As students' progress through primary and secondary stages of schooling they need an environment that is secure, warm, caring and nurturing. Teachers in order to foster personal social competence need to ensure that students are treated fairly, valued, and exposed to a wide range of personal and social learning experiences. Personal-social

development is intrinsic to the nature of education and by its very nature is rooted in all subjects, hence the role of the teacher is vital.

Assessment of personal social qualities is not confined to a specific subject nor requires assigning a specific time as it can be dealt with more effectively in the context of class teaching(across subjects) and during various other activities of the school.

The aim of assessment of personal-social qualities is to indicate the direction of individuals' development and focus should be on the strengths of each child. Teachers need to understand that variations would be present among students of the same class/age in personal social qualities. Also assessment of personal-social qualities should keep in view that the needs of students are varied because of differences in gender, or belonging to economically weaker sections, or as a member of minority group, or having special needs (physical, visual, hearing, cognitive handicaps) or due to personal, family or social circumstances which affect the development of personal-social qualities. Teachers need to be particularly sensitive to the needs of these children while assessing their personal – social qualities. Undesirable behaviours of children not to be highlighted, especially in view of that CCE aims at remediation for enhancing learning and for holistic development.

Creation of a conducive environment is very essential for the development of personal-social qualities. Teachers need to ensure that students are provided adequate learning experiences or conditions appropriate for development of specific personal-social qualities. Keeping in view the students' strengths and abilities, teachers will be required to create opportunities for them to achieve, be recognized and be rewarded. Students may-be encouraged to organize one's work and activities and to work both independently and with groups (in cooperation with others, peers etc.)

Students are to be given the opportunity to work in groups, experience being a member of a group, leadership, offer and respond to ideas, provide opportunity to use their imagination, argue/defend sensibly a decision or course of action, present personal ideas and insights and group views reflect and share responsibility for the outcome of group activities undertaken.

Teachers need to create/provide a supportive environment for students to talk about, present/display their work, to listen to and accept ideas and criticism. Teachers can contribute by clarifying students' thinking, helping them to deal with tasks/activities, listening to what they have to say and make them feel accepted and valued.

Examples of Personal-Social Qualities at Primary stage

Stage	Personal-Social Qualities	Broad Indicators
Primary	Self-Discipline	Able to do things on one's own (self-care: cleanliness, dressing, toilet trained, etc.)Shows regularity, orderliness (brings required books/ materials to school) pays attention in class, punctuality in work and conduct. Assumes responsibility for his/her behaviour, books, toys, pets etc.
	Cooperation	Shares things when others need them, able to work/collaborate in group (activity, projects, play etc. Able to seek/give help when needed. Provides support, assistance to others at work / play.
	Emotional-control	Shows behaviours such as: can wait for his/her turn, obeys classroom rules in presence/absence of teacher (understands why rules are made and reasons for keeping them), shows the ability or willingness to suppress restlessness/annoyance when confronted with delay, can handle dispute among friends, shows control of feelings/desires.
	Concern for others/Empathy	Able to understand other's feelings and concerns, listens to others, understands others point of view, understands and is sensitive to others' feelings, has consideration for others, and listens to others' view.
	Initiative taking	Able to take necessary action on one's own, e.g asks to be included in a play/work activity in progress, can initiate discussion with peers, undertakes new task in a positive manner, copes confidently in unfamiliar situations/people, expresses views clearly, shows willingness to work or act together for a common purpose or benefit.

How will CCE be implemented ?

1. At the beginning of the year, the teacher through informal interaction will try to understand the learning level of the learners. Keeping in view the curricular expectations/learning outcomes in view she/he will develop activities/tasks according or as per the need of the each lesson (you may refer to the exemplar material). However it is expected that before the start of each lesson, previous knowledge of the child needs to be checked.
2. Based on the learning goals, the teacher will plan how to teach in a way that children will learn, using lots of activities and opportunities to discuss and ask questions, so that she can observe how much each child is participating and learning.
3. Through these various activities, assignments, projects, small tests, etc., the teacher will regularly observe and update her record each week or as per the activity/need which children have achieved, the learning goal for that unit and which children have achieved the goal and which children need more help by finding out why the child is struggling, getting other children to help, giving individual attention, discussion with their parents, or giving different activities or practice to help the child learn.
4. The teacher will change her teaching methods if needed, and will plan how to give additional help to those children who need it, not only ideatic fication of needs but also timely feedback.
5. The teacher will report the progress of each child in the form of a Progress Report Card Portfolio to be shared with parents four times a year. The report will describe the child's academic performance in each subject, what areas they are good at, and any areas requiring attention. The teacher will also share the child's all-round development including samples of the child's work such as notebooks, portfolio, project work, art work, etc. so that parents can see what their child has been able to do.
6. Teachers will keep in mind that the development of Personal Social Qualities will help in bringing about desired changes in the behaviour of children. They will have to track the progress of all the aspects of Personal Social Qualities mentioned in the Progress Report of Students on page-32.
7. Teachers will record descriptive analysis of the Personal Social Qualities for each Unit Evaluation after taking the opinion of all the other teachers.

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?

How to Assess Personal-Social Qualities (PSQ)?

The purpose of assessment of personal-social qualities in the CCE scheme is to indicate *how well the child is progressing* in his/her development of personal-social qualities. There is nothing like optimum level of these qualities as variations would be evident amongst students of the same class/age.

Assessment of personal-social qualities are to be done–

1. During response received from students while asking questions in the classroom.
2. When students carry out instructions of the teachers
3. During participation in group discussions
4. During experimentation carried out by students
5. When students express their own opinions
6. When students move about here and there in the school
7. During teacher-student interaction
8. By observing behaviour of students
9. While working with their peers
10. While completing written tasks
11. While playing
12. While taking mid-day meals
13. While drinking water etc.

Assessment of personal-social qualities would involve teachers to observe/look for evidences related to child's personal-social qualities while s/he is in the class, asking, listening, during discussions, experimentations, while expressing one's self in speech, movement or writings and in behaviours like student-teacher interactions, peer groups etc; in different contexts (inside/outside the classroom, during evaluations, library etc.) and across various activities (art, music, dance, sports etc.) over a course of several days/occasions. Assessment of the kind should not be restricted to a specific course or activity of time. Teachers should make observations throughout the year and report/record once in a term the key personal social qualities observed in the particular child. While reporting, teachers will be required to descriptively state/write only those personal-social qualities observed/seen in a child. Reporting is not to be done in grades.

Direction of development is more important than the status, focus to be on the strengths of the child, undesirable behaviours should not be highlighted especially in view of that CCE aims at remediation for enhancing learning and for holistic development.

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 provided extra time for evaluation. This unit evaluation should be based not only on paper pencil test but should be based on other criteria also such as observation, oral expression, experiments, projects, portfolio etc. during that term period. There should be flexibility in the choice/number/sequence of lessons choosen in one quarter/unit.

General Evaluation Techniques for CWSN

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, Brailier, Taylor Frame communication board, slant boards, pencil/pen grips etc.

3. Question papers should be provided to children with visual impairment in Braille/ large print or a scribe should be provided.
4. For children with Hearing Problems as far as possible, marks should not be cut for punctuation, spelling and grammatical errors.
5. For children with Hearing Problems oral evaluation should be substituted by written responses, if required.
6. 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)
7. The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child's level of understanding.
8. 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.
9. Accommodation is to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or with the help of amanuensis to write down answers which could be given orally or on a communication board.

Evaluation Schedule

Evaluation No	Month	Marks per Subject	Total Marks	Grade
Unit Evaluation I	April	50	200	
Unit Evaluation II	June	50		
Unit Evaluation III	October	50		
Unit Evaluation IV	December	50		

After every quarter, there should be descriptive analysis of the child's performance. This applies to each unit/quarter separately. The unit/quarter evaluation/progress may reflect the overall learning progress and gaps in a qualitative manner which is based on the analysis of the performance throughout the year.

Assessment at Pre-primary level :

Assessment is an essential and integral component of any ECCE programme to ensure that the programme remains child centric and the experiences and activities are planned according to the level of the child. It gives an insight into children's interests, achievements and possible difficulties in that learning from which next steps in learning and teaching can be planned and hereby provides a platform to support the planning of a coherent curriculum for progression in learning. In order to ensure that the programme is responsive to the developmental needs of the child, it is essential to maintain their developmental and learning profile. The purpose of assessment is to give useful information about children's learning and development to the adults providing the programme as also to children and their families. It helps ensure early identification of developmental delays, special educational needs and particular abilities.

The areas of assessment :

- ◆ The child's interest and participation
- ◆ Skills and abilities
- ◆ Social interactions

Assessment should be formative, continuous and should flow from the experiences planned in the curriculum. The progress of each child is to be evaluated on an ongoing basis through observations of their behaviour, art work etc. Portfolio of individual child should be maintained where anecdotal records, developmental check list, samples of drawing, writing etc. are maintained.

Evaluation Record:

Students continuous evaluation records are to be maintained in the following areas :

- (a) Scholastic (Subject based)
- (b) Personal-Social qualities

Progress Report of Students

Name of the School :

Name of the Student :

Class :

Academic Year :

Curricular areas					Personal-Social Qualities (Descriptive Remarks)	
Subject Unit	Unit Eva-1 (50)	Unit Eva-2 (50)	Unit Eva-3 (50)	Unit Eva-4 (50)		
Language-1					● Truthfulness	
Language-2					● Discipline	
Language-3					● Punctuality	
Mathematics					● Empathy	
EVS					● Cooperation	
Soc. Sc.					● Sharing	
Science					● Leadership	
Health & Phy. Ed.					● Attentive	
Art Education					● Emotional control	
Work Education					● Respect for Elders	
Total					● Attitude towards self, peers	
					● Attitude towards teachers and school	
					● Respect towards differently abled persons	
					● Others	

Remarks of the Class Teacher

.....

Signature of Parents/Guardians Signature of Class Teacher.....

Date

Signature of Headmaster

Use of Grade in Evaluation

Although CCE does not lay emphasis on use of grades in evaluation yet for the convenience of the teachers, the process of use of grades in evaluation will continue till the implementation of the new evaluation scheme in the state.

Grading at the elementary level is to be done as follows :-

(A) For Scholastic Areas

Grade A+	—	(91-100)%	Grade C+	—	(51-60)%
Grade A	—	(81- 90)%	Grade C	—	(41-50)%
Grade B+	—	(71-80)%	Grade D	—	40% and below
Grade B	—	(61-70)%			

$$\text{Determination of Grade : } \frac{\text{Total Marks scored in all subjects}}{\text{Grand Total (including all subjects)}} \times 100$$

Example:

Total marks scored by the student

Subject	Total Marks	Marks scored
Language	50	45
Mathematics	50	50
English	50	40
EVS	50	40
Phy. Ed.	50	40
Art Ed.	50	40
Total	300	255

Determination of Grade:

$$\frac{255}{300} \times 100 = 85\% \quad \text{Grade A}$$

Levels (as given on the next page) with descriptive remarks is a must along with grades.

(B) Personal-Social Qualities

Teachers need to provide qualitative statement about what and how the child is learning. The strengths of the child has to be highlighted along with the aspects that need improvement.

There may be four levels of assessment for a given parameter–

Level 1 : The child needs help in completing the task/activity

Level 2 : The child understands the task but is not completing the task/activity

Level 3 : The child completes the task independently

Level 4 : Child's learning beyond expected level (could attempt task/activities of higher order difficulty)

Teacher may use the following symbols to represent the above levels. (These symbols are suggestive only).

Level 1 :  Level 2 :  Level 3 :  Level 4 : 

What to share with Parents/Guardians

- What a child likes or what a child does not like to do.
- Highlighting the child's extraordinary work with parents, to help indicate areas of success and improvement, along with appreciation of any special strengths, as well as efforts put in by the child.
- Talking on aspects such as cooperation, responsibility, sensitivity towards others, interests, etc. with both the child and parents in a positive manner. If the child needs to improve in some area, instead of saying 'she is not cooperative', it will be better to say 'the child needs to put in more efforts towards cooperating with others'.
- Discuss with parents (a) how they can help (b) what they have observed at home about the child that would help the teacher support the child's learning better.

Month-wise Detailed Schedule						
January, 2017						
Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
2,3,4,5,6,7, 9,10,11,12, 13,16,17, 18,19,20, 21,24,25, 27,28,30	17 - Shilpi Divas 26 - Republic Day	—	—	1,8,15, 22,29	14,15 - Magh Bihu and Tusu Puja 23 - Netaji's birthday 26 - Republic Day 31 - Me-Dum-Me-Phi	
22	2	—	—	5	5 (-1Sunday)	31

Activities of the Month :

- ⇒ **January 2-7** - Utsav Vidyarambha- Activities will be conducted to welcome and orient students to create a conducive learning environment. Meetings/discussions with parents and teachers will also be held and Annual Plan for smooth functioning of school will be prepared under the guidance of the Headmaster. Academic activities like reading, practice of tables and handwriting, word games, recitation of poems, storytelling etc. also will be conducted by the schools during this week.
- ⇒ **17th January** - Shilpi Divas will be observed by offering floral tributes to Rupkonwar Jyotiprasad Agarwala in front of his photograph and lighting of an earthen lamp. A speech on the significance of the day will be conveyed by the student who is asked to come prepared beforehand. Shilpi Divas will be celebrated by singing of Jyoti Sangeet, recitation of poems and organizing dance programmes etc.
- ⇒ **26th January** - On the occasion of Republic Day the National Flag will be hoisted by the teachers and students together followed by speeches by teachers and students on the significance of the day. A discussion on the roles and responsibilities of every citizen towards the Constitution of India will be held.

February, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+3+5+6)
1, 2, 3, 4, 9, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28	1 - Saraswati Puja 28 - National Science Day	6, 7, 8	—	5, 12, 19, 26	10 - Bir Chilarai Divas	
20	2	3	—	4	1	28

Activities on days to be observed :

- ⇒ **6th, 7th, 8th February** – Annual Sports
- ⇒ **1st February** – Saraswati Puja
- ⇒ **28th February** – National Science Day will be observed by organising science exhibition and science based discussion with the help of a local resource person in the school.

March, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,2,3,4,6,7,8,9,10,11,13,14,15,16,17,18,20,21,22,23,24,25,27,28,29,30,31	4 - Child Protection Day 22 - World Water Day	—	—	5,12,19,26	12 - Dol Jatra	
27	2	—	—	4	1 (-1 Sunday)	31

Activities on days to be observed :

- ⇒ **4th March** - Teacher will deliver a speech on Child Protection Day and its awareness in the morning assembly.
- ⇒ **22nd March** - On the occasion of World Water Day awareness on conservation of water will be created by talks delivered by the students selected beforehand to speak on the occasion. Posters/ wall charts/ slogans etc. prepared by the students will be exhibited. Normal classroom transaction will continue.

April, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,3,4,5,6,7,8,10,11,12,13,17,18,19,20,21,22,24,25,26,28,29	7 - World Health Day	—	3,4,5,6,7,8,10,11	2,9,16,23,30	14,15,16- Good Friday and Bohag Bihu 27 - Tithi of Damodardev	
22	1	—	8	5	4 (-1 Sunday)	30

Activities of the Month :

- ⇒ **3rd - 11th April** - First Unit Evaluation will be held followed by discussion with parents about the achievement of the learners in the following week.
- ⇒ **7th April** - World Health Day will be celebrated by enlightening the students about the significance of the day during Morning Assembly. After recess, health check up of the students and persons concerned with the school will be taken up in association with local Primary Health Centre.

May, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
2,3,4,5,6,8, 9,11,12,13, 15,16,17, 18,19,20, 22,23,24, 25,26,27, 29,30,31	11 - National Technology Day	—	—	7,14,21, 28	1 - May Day 10 - Buddha Purnima	
25	1	—	—	4	2	31

Activities of the Month :

⇒ **11th May** - National Technology Day is to be celebrated by glorifying the importance of Science in day to day life and motivating students to adopt Science as a career option. After recess, quiz/ extempore speech or debate competition on Science will be organized among the students of upper primary level and records of each student will be maintained for necessary assessment. The help of a local resource person will be taken for smooth conduction of the activities.

June, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,2,3,5,6,7,8,9,12,13,14,15,16,17,19,20,21,22,23,24,27,28,29,30	5 - World Environment Day 20 - Kalaguru Bishnu Rabha Divas	—	15,16,17,19,20,21,22,23	4,11,18,25	10 - Janmotsav of Shri Shri Madhabdev 26 - Idul Fitre	
24	2	—	8	4	2	30

Activities of the Month :

- ⇒ **15th - 23rd June** - Second Unit Evaluation will be held from 15th - 23rd June followed by discussion with parents about the achievement of the learner in the following week.
- ⇒ **5th June** - World Environment Day will be observed by 1) Highlighting the significance of the day and enlightening the students about the necessity of trees and plants for ecological balance during morning assembly; 2) Sapling of trees will be planted in the school compound; 3) Events such as essay writing, composing of poems, extempore speech on conservation of the environment and necessary measures to be taken up to reduce environmental pollution are to be organised. The students will present field study reports/ projects on environmental pollution prepared by them beforehand.
- ⇒ **20th June** - Death anniversary of Kalaguru Bishnu Prasad Rabha will be observed by offering floral tributes to the Kalaguru in front of a photograph during morning assembly. After two periods of classroom transaction, the day will be marked by holding discussion on the life of the Kalaguru and practice of the songs composed by him.
- ⇒ **30th June** - Allotment of home tasks and projects to be done during the summer vacation.

July, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (5+6)
S u m m e r V a c a t i o n	11 - World Population Day			2,9,16, 23,30	1,3,4,5,6,7,8,10,11,12,13, 14,15,17,18,19,20,21,22, 24,25,26,27,28,29,31	
—	1	—	—	5	26	31

Activities of the Month :

- ⇒ In the beginning of the Summer Vacation, a 10 day Summer Camp will be organised by the SMC with the help of the Mothers' group. The objective of the summer camp is to impart Health and Physical Education, Art Education and Work Education to the students through enjoyable activities. The above headings have been mentioned from Page 11 to 15 in a detailed manner.
- ⇒ Teacher will encourage children to help their Parents/Guardian in household/domestic works.
- ⇒ Encourage children to participate in social festivals during summer vacation.
- ⇒ Ensure that children complete their holiday assignments.
- ⇒ **11th July** - World Population Day is to be observed with the aim to increase people's awareness on various population issues. Students can be made aware by conducting activities that are relevant to them.

August, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,2,3,4,5,7, 8,9,10,11, 12,14,16, 17,18,19, 21,22,24, 25,26,28, 29,30,31	15 - Independence Day	—	—	6,13,20, 27	15 - Independence Day 23 - Tithi of Srimanta Sankardev	
25	1	—	—	4	2	31

Activities of the Month :

- ⇒ **15th August** - Celebration of Independence Day will be done by hoisting of the National Flag in the school compound and delivering of speeches on struggle for freedom and significance of the day by teachers and students.

September, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,4,5,6,7,8,9, 11,12,14,15, 16,18,19,20, 21,22,23,25, 26	5 - Teachers' Day 8 - International Literacy Day 21 - World Peace Day	—	—	3,10,17, 24	2 - Id-Uz-Zuha 10 - Tithi of Shri Shri Madhab Dev 13 - Janmastami 27,28, 29,30 - Durga Puja, Vijoya Dashami & Janmotsav of Srimanta Sankardev	
20	3	—	—	4	7 (-1 Sunday)	30

Activities of the Month :

- ⇒ **5th September** - Teachers' Day will be celebrated by offering floral tributes to Dr. Sarvapalli Radhakrishnan in front of his photograph and discussion on his life. A cultural programme by students will mark the celebrations of the day.
- ⇒ **8th September** - Teacher will speak on the significance of International Literacy Day in the morning assembly. Children will write slogans, prepare placards on literacy and exhibit their work.
- ⇒ **21st September** - Discussions about the necessity of peace in today's society will be done during Morning Assembly and the plans and programmes to be taken up by the students for establishing peace in the society will be chalked out.

October, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
3,4,5,6,7,9,10,11,12,13,14,16,17,20,21,23,24,25,27,28,30,31	2 - Gandhi Jayanti 13 - International Day for Disaster Reduction 14 - Anniversary of Lakshminath Bezbaroa 15 - Global Handwashing Day	—	9,10,11, 12,13,14, 16,17	1,8,15, 22,29	2 - Gandhi Jayanti 18 - Kati Bihu 19 - Kali Puja & Diwali 26 - Chhat Puja	
22	4	—	8	5	4	31

Activities of the Month :

- ⇒ **9th - 17th October** - Third Evaluation will be held from 9th - 17th October followed by discussion with parents about the achievement of the learner in the following week.
- ⇒ **2nd October** - Gandhi Jayanti will be celebrated by offering floral tributes to Mahatma Gandhi in front of his photograph. The life and contributions of Gandhiji will be discussed followed by cleanliness drive.
- ⇒ **13th October** - International Day for Disaster Reduction will be observed to encourage children to take part in building more disaster resilient communities and nation and to promote the culture of natural disaster reduction, including prevention, mitigation and preparedness.
- ⇒ **14th October** - Tributes will be paid to Rasharaj Lakshminath Bezbaroa and discussions will be held on contributions of Lakshminath Bezbaroa to the world of literature. Students will be facilitated for telling and hearing "Burhi Aair Sadhu" along with others.
- ⇒ **15th October** - On Global Handwashing Day focus will be laid on increasing knowledge of why handwashing with soap is important and laying the foundations for healthy life long habits by a health specialist. The procedure of proper handwashing will be demonstrated before mid day meal. Along with this, the life and activities of A.P.J. Abdul Kalam will also be discussed on this day i.e. World Students' Day.
- ⇒ **5th October (Lakshmi Puja)** - On this day half holiday will be declared as per Government Notification after first four periods of daily routine.

November, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+5+6)
1,2,3,6,7,8,9,10,11,13,14,15,16,17,18,20,21,22,23,25,27,28,29,30	5 - Sudhakantha Divas 11 - National Education Day 14 - Children's Day 19 - World Sanitation Day	—	—	5,12,19,26	4 - Guru Nanak's Birthday 24 - Lachit Divas	
24	4	—	—	4	2	30

Activities of the Month :

- ⇒ **5th November** - During morning assembly tributes will be paid to Dr. Bhupen Hazarika and discussions on his life and works will be held along with singing of the songs composed by Dr. Hazarika.
- ⇒ **11th November** - National Education Day will be celebrated commemorating the birth anniversary of Maulana Abul Kalam Azad, first Union Minister, Human Resource Development (Education) and holding discussions on his life and works. Competitions on essay writing, extempore speech, debate, quiz etc. will be organised.
- ⇒ **14th November** - On the occasion of Pandit Jawaharlal Nehru's birthday, Children's Day will be observed by offering tributes to Nehruji in the morning assembly and organizing cultural activities for the children.
- ⇒ **19th November** - The importance of World Sanitation Day will be discussed during Morning Assembly and the significance of the day will be highlighted upon by students.

December, 2017

Class Days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
1	2	3	4	5	6	7 (1+3+5+6)
1,4,5,6,7, 8,9,11,12, 13,14,15, 16	1 - World AIDS Day 3 - World Disabled Day	18,19,20, 21,22,23, 26,27,28, 29,30	8,9,11, 12,13,14, 15,16	3,10,17, 24,31	2 - Asom Divas (Su-Ka-Pha Divas) 25 - Christmas Day	
13	2	11	8	5	2	31

Activities of the Month :

- ⇒ **8th - 16th December** - Fourth Evaluation will be held from 8th - 16th December followed by discussion with parents about the achievement of the learner in the following week.
- ⇒ **1st December** - World AIDS Day : Students will be made aware of the AIDS pandemic caused by the spread of HIV infection and how to prevent it.
- ⇒ **3rd December** - World Disabled Day will be observed by highlighting the significance of the day during morning assembly. Students will read out the success stories collected by them prior to this day. This will help the students to understand that disabled children are actually able in different capacities and ways.
- ⇒ **23rd December** - Results will be declared within this day.
- ⇒ **26th December** - From this day onwards the teachers will prepare the lesson plans, TLM etc. for the next academic session.

Month-wise holidays, other holidays, observation/working days and class days for the Academic Year 2017

Month	Class days	Observation Days	Other Working Days	Evaluation Days	Sundays	Other Holidays	Total Days
	①	②	③	④	⑤	⑥	⑦
January	22	2	-	-	5	4	31 (1+5+6)
February	20	2	3	-	4	1	28 (1+3+5+6)
March	27	2	-	-	4	-	31 (1+5+6)
April	22	1	-	8	5	3	30 (1+5+6)
May	25	1	-	-	4	2	31 (1+5+6)
June	24	2	-	8	4	2	30 (1+5+6)
July	-	1	-	-	5	26	31 (5+6)
August	25	1	-	-	4	2	31 (1+5+6)
September	20	3	-	-	4	6	30 (1+5+6)
October	22	4	-	8	5	4	31 (1+5+6)
November	24	4	-	-	4	2	30 (1+5+6)
December	13	2	11	8	5	2	31 (1+3+5+6)
Total	244	25	14	32	53	54	365 (1+3+5+6)

- ◆ Annual Sports — 3 days (Feb 6, 7, 8)
- ◆ Unit Evaluation I — 8 days (April 3-11)
- ◆ Unit Evaluation II — 8 days (June 15-23)
- ◆ Unit Evaluation III — 8 days (Oct 9-17)
- ◆ Unit Evaluation IV — 8 days (Dec 8-16)

Model Daily Routine (Class I to Class V)

Day		Class	1st Period	2nd Period	3rd Period	4th Period	Recess	5th Period	6th Period	
Mon	9.00-9.15		9.15-10.00	10.00-10.40	10.40-11.20	11.20-12.00	12.00-12.30	12.30-1.10	1.10-1.40	1.40-1.45
	-Safai -M.A -Thought of the Day	I	Language	Mathematics	English	H. & P. Ed.	Recess	Mathematics	Art Ed.	School will be over with the singing of "O Mor Aponar Desh" by the chil- dren together.
		II	Mathematics	Language	English	H. & P. Ed.		Language	Art Ed.	
		III	Language	Mathematics	English	H. & P. Ed.		Art Ed.	EVS	
		IV	Mathematics	Language	English	EVS		Art Ed.	H. & P. Ed.	
V	Language	Mathematics	English	EVS	English	Art Ed.				
Tue	-Safai -M.A -Thought of the Day	I	Mathematics	Language	English	Mathematics	Recess	H. & P. Ed.	English	
		II	Language	Mathematics	English	H. & P. Ed.		Art Ed.	Language	
		III	Mathematics	H. & P. Ed	EVS	English		English	Language	
		IV	Language	Mathematics	English	EVS		Mathematics	H. & P. Ed.	
		V	Mathematics	Language	EVS	H. & P. Ed.		Language	English	
Wed	-Safai -M.A -Thought of the Day	I	Language	Mathematics	English	Art Ed.	Recess	Language	H. & P. Ed.	
		II	Mathematics	Language	English	H. & P. Ed.		Art Ed.	Mathematics	
		III	Language	Mathematics	EVS	H. & P. Ed.		Mathematics	English	
		IV	Mathematics	Language	English	Language		EVS	H. & P. Ed.	
		V	Language	Mathematics	English	H. & P. Ed.		EVS	Mathematics	

Model daily Routine (Class I to Class V)

Day	9.00-9.15	Class	1st Period	2nd Period	3rd Period	4th Period	Recess	5th Period	6th Period	1.40-1.45
Thurs	-Safai -M.A -Thought of the Day	I	Mathematics	Language	English	H. & P. Ed.	Recess	Art Ed.	EVS	School will be over with the singing of "O MorAponar Desh" by the children together.
		II	Language	Mathematics	English	Language		Art Ed.	H. & P. Ed.	
		III	Mathematics	Language	English	H. & P. Ed.		Art Ed.	EVS	
		IV	Language	Mathematics	H. & P. Ed.	English		EVS	Language	
		V	Mathematics	Language	English	H. & P. Ed.		EVS	Art Ed.	
Fri	-Safai -M.A -Thought of the Day	I	Language	Mathematics	Mathematics	H. & P. Ed.	Recess	English	Art Ed.	
		II	Mathematics	Language	EVS	H. & P. Ed.		Mathematics	English	
		III	Language	Mathematics	English	EVS		English	H. & P. Ed.	
		IV	Mathematics	Language	English	H. & P. Ed.		EVS	Art Ed.	
		V	Language	Mathematics	English	EVS		Language	H. & P. Ed.	
Sat	-Safai -M.A -Thought of the Day	I	Language	Mathematics	English	H. & P. Ed.				
		II	Mathematics	Language	English	H. & P. Ed.				
		III	Language	English	English	H. & P. Ed.				
		IV	Mathematics	Language	English	H. & P. Ed.				
		V	Language	English	Mathematics	H. & P. Ed.				

Note:- The daily routine may be adjusted by the Headmaster as per weightage of the subjects and progress made by the learners in those subjects.

M.A :- Morning Assembly

H. & P. Ed.:- Health & Physical Education

Model Daily Routine (Class VI to Class VIII)

Day		Class	1st Period	2nd Period	3rd Period	4th Period	Recess	5th Period	6th Period	7th Period	
	9.00-9.15		9.15-10.00	10.00-10.40	10.40-11.20	11.20-12.00	12.00-12.30	12.30-1.10	1.10-1.45	1.45-2.25	2.25-2.30
Mon	-Safai -M.A -Thought of the Day	VI	Language	Maths	H. & P. Ed.	Soc. Sc	Recess	English	Science	Science	School will be over with the singing of "O Mor Aponar Desh" by the children together.
		VII	Maths	Language	Soc. Sc	H. & P. Ed.		Science	English	Work Ed.	
		VIII	Language	Maths	Science	Soc. Sc		English	Soc. Sc	Art Ed.	
Tue	-Safai -M.A -Thought of the Day	VI	Maths	Maths	Science	Soc. Sc	Recess	Hindi	Language	Work Ed.	
		VII	Language	Language	Soc. Sc	Science		Science	English	Art Ed.	
		VIII	Maths	H. & P. Ed.	Science	Soc. Sc		English	Language	Work Ed.	
Wed	-Safai -M.A -Thought of the Day	VI	Language	Maths	English	Soc. Sc	Recess	Science	Art Ed.	Language	
		VII	Maths	Language	Soc. Sc	Science		Hindi	English	Art Ed.	
		VIII	Language	Maths	Science	Soc. Sc		Hindi	English	H. & P. Ed.	

Model daily Routine (Class VI to Class VIII)

Day	9.00-9.15	Class	1st Period	2nd Period	3rd Period	4th Period	Recess	5th Period	6th Period	7th Period	2.25-2.30
Thurs	-Safai -M.A -Thought of the Day	VI	Language	Maths	Science	Soc. Sc	Recess	Hindi	Soc. Sc	Art Ed.	School will be over with the singing of "O Mor Aponar Desh" by the children together.
		VII	Maths	Language	Soc. Sc	Science		Soc. Sc	Hindi	Art Ed.	
		VIII	Language	Maths	Science	Soc. Sc		English	Hindi	Art Ed.	
Fri	-Safai -M.A -Thought of the Day	VI	Language	Maths	English	Soc. Sc	Recess	Science	Hindi	Scout & Guide	
		VII	Maths	Language	English	Science		Soc. Sc	Hindi	Scout & Guide	
		VIII	Language	Maths	Science	Soc. Sc		Hindi	Science	Scout & Guide	
Sat	-Safai -M.A -Thought of the Day	VI	Language	Maths	Science	English					
		VII	Maths	Language	Science	Soc. Sc					
		VIII	Language	Maths	Language	Soc. Sc					

Note:- The daily routine may be adjusted by the Headmaster as per weightage of the subjects and progress made by the learners in those subjects.

– Scout and Guide related activities will be conducted together in the last period on Friday for classes VI, VII & VIII.

M.A :- Morning Assembly

H. & P. Ed.:- Health & Physical Education

Pledges to be taken during Morning Assembly (A Few examples)

- ⇒ We will always keep ourselves clean.
- ⇒ We will wash our hands before taking food.
- ⇒ We will always keep food and drinking water covered.
- ⇒ We will keep the surroundings of our home and school clean.
- ⇒ We will always throw garbage in the bin and in the garbage pit.
- ⇒ We will not spit here and there.
- ⇒ We will come to school clean. We will keep our school clean. We will be friendly with our friends and obey the rules and regulations of the school.
- ⇒ This is our school. We will come to school everyday. We will obey our teachers and elders.
- ⇒ We are the future citizens of our country and we will try to retain the dignity of our country.
- ⇒ We will respect our parents, teachers and elders.



Brief description of the significance of Observation Days–

17th January : (Shilpi Divas)

Jyotiprasad Agarwala was one of the greatest cultural icons of Assamese culture. He is popularly known as Rupkonwar. He was a great poet, lyricist, dramatist, and filmmaker. Jyotiprasad Agarwala died on 17th January 1951. To honour the greatest contribution of Rupkonwar Jyotiprasad Agarwala, his death anniversary is celebrated as **Shilpi Divas** in Assam.

26th January : (Republic Day)

Republic Day is celebrated every year on 26th January to commemorate the date and moment when the Constitution of India came into effect. The Constitution of India is the supreme law of India. The Constitution came into force in a full-fledged form from on 26th January, 1950. Thus, Republic Day celebration is the moment of the coming of the Constitution into effect.

1st February : (Saraswati Puja)

Saraswati Puja is associated mainly with Goddess Saraswati. On this day, people worship Goddess Saraswati. Goddess Saraswati is considered as the Goddess of knowledge, culture, wisdom, music, and arts. Hence, Saraswati Puja is important for the students. It is celebrated in all educational institutions and people irrespective of caste, religion, and creed take part in Saraswati Puja celebrations.

28th February : (National Science Day)

National Science Day is celebrated in India on 28th February each year to mark the discovery of *Ramen Effect* by Indian Physicist Chandrasekhar Venkat Raman on 28th February, 1928. For his discovery Sir C. V. Ramen was awarded the Nobel Prize in physics in 1930. In 2000 the Government of India designated 28th February as National Science Day. Since then the event is now celebrated all over the country in schools, colleges, universities and other academic, technical, medical institutions.

4th March : (Child Protection Day)

Government of Assam has decided to celebrate 4th March as **Child Protection Day** throughout the state every year to bring child protection to focus and enhance awareness in protecting the rights of children.

22nd March : (World Water Day)

World Water Day has been observed on March 22 since 1993 when the United Nations General Assembly declared March 22 as World day for Water. It is held annually as a means of focusing attention on the importance of freshwater and advocating for sustainable management of freshwater resources. It offers a global reminder of how critical freshwater is for life.

7th April : (World Health Day)

World Health Day is celebrated each year on 7th April globally. The day marks the founding of World Health Organization (WHO) and aims to draw attention to important health issues facing the world each year. The decision to have a day dedicated to world health was taken and since 1950 it was decided to celebrate World Health Day on 7th April each year to raise awareness among people pertaining to health issues and concerns.

11th May : (National Technology Day)

On 11th May 1998 Indian technology created a record in nuclear weapon technology, the successful controlled nuclear missile test at Pokhran and the test flight of the indigenous aircraft Hansa-3 was carried out. Therefore, this day is christened as **National Technology Day** to commemorate technological advancement India has made in the field of science. One such advancement is the nuclear weapon technology.

5th June : (World Environment Day)

World Environment Day is celebrated every year on 5th June to take positive environmental action and to protect nature and planet earth. The main aim is to promote awareness on the importance of preserving our biodiversity. It is celebrated as a means to tackle environmental challenges.

20th June : (Bishnu Rabha Divas)

Bishnu Prasad Rabha is one of the pioneers of Assamese music and art. He was a revolutionary figure, a poet, a writer, an actor and a great classical icon of Assam. He is popularly known as Kalaguru. Bishnu Rabha passed away on 20th June, 1969. To commemorate this great personality of Assam, 20th June is celebrated as **Rabha Divas**.

11th July : (World Population Day)

World Population Day is to be observed with the aim to increase people's awareness on various population issues. Students can be made aware by conducting activities that are relevant to them.

15th August : (Independence Day)

15th August is a day when we can proudly admire ourselves as Indian citizen as on this day in 1947 we got freedom. **Independence Day** is observed annually to commemorate the Nation's Independence from the 200 year old British Empire. On this day every Independent Indian citizen pays tribute to and salutes those freedom fighters and patriots who fought for our Independence.

5th September : (Teachers' Day)

Since 1962 India has been celebrating **Teachers' Day** on 5th September. The day commemorates the birthday of Dr. Sarvepalli Radhakrishnan, a philosopher and a teacher. Dr. Radhakrishnan believed that teachers should be the best minds in the country. Teachers are the cornerstones of our foundation for creating responsible citizens and good human beings. This day is celebrated to show our acknowledgement and recognition of the hard work put in by our teachers towards our development.

8th September : (International Literacy Day)

September 8 was proclaimed **International Literacy Day** by UNESCO on November 17, 1965. It was first celebrated in 1966. Its aim is to highlight the importance of literacy of literacy to individuals, communities and societies. On International Literacy Day each year, UNESCO reminds the international community of the status of literacy and adult learning globally. Literacy is one of the key elements needed to promote sustainable development, as it empowers people so that they can make the right decisions in the areas of economic growth, social development and environmental integration.

21st September : (International Day of Peace)

Each year the **International Day of Peace** is observed around the world on 21st September. The General Assembly has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples.

2nd October : (Gandhi Jayanti)

Gandhi Jayanti is celebrated on 2nd October to mark the birth anniversary of Mahatma Gandhi the "Father of our Nation", "Bapu" or "Mahatma". The day is declared as a national holiday and all schools and offices are shut on this festival. Gandhiji gave our nation and the world the principles of truth, non-violence and honesty which are still remembered and widely used till today. The day is celebrated to commemorate Gandhiji's sacrifice, struggle and tolerance to achieve India's freedom.

13th October : (International Day for Disaster Reduction)

Natural disaster has become a threat to mankind globally. Flood, earthquake, tsunami, cyclone, etc. have led to great destruction from time to time. Man cannot fight against these natural disasters but timely precaution can minimize the destruction. Therefore natural disasters have been given due importance. The General Assembly decided to designate 13th October as **International Day for Disaster Reduction**. The objective of the observance is to raise awareness of how people are taking action to reduce their risk to disasters.

14th October : (Anniversary of the birth of Lakshminath Bezbaroa)

Lakshminath Bezbaroa (1864-1938) was a great Assamese personality and celebrated pioneer of modern Assamese literature. He was one of the literary stalwarts of the Jonaki Era, the age of romanticism in Assamese literature who through his essays, plays, fiction, poetry and satires gave a new impetus to Assamese literature. A few of his famous works are— *Burhi Air Xadhu*, *Koka Deuta Aru Nati Lora*, *Junuka*, *Litikai*, *Pachoni*, *Nomal*, *Belimar*, *Mor Jiwon Soworon*. He is popularly known as “Sahityarathi” “Sahitya Samrat” and “Rasaraj” in the field of Assamese Literature. The Govt. of Assam has decided to celebrate 14th October as “Lakshminath Bezbaroa Jayanti” in order to commemorate his 150th birth anniversary.

15th October : (Global Hand Washing Day)

Global Hand Washing Day is a campaign to motivate and mobilize millions around the world to wash their hands with soap. It takes place on October 15 of each year. The campaign is dedicated to raising awareness of hand washing with soap as a key approach to disease prevention. Although people around the world clean their hands with water, very few use soap to wash their hands. Washing hands with soap removes germs much more effectively.

15th October : (World Students' Day)

A.P.J. Abdul Kalam was a true legend of our times. He has inspired not only generations of Indians but also others in different parts of the world. Dr. APJ Abdul Kalam rose from humble beginnings and earned the reputation of being the “people’s President” who endeared himself to all sections of people, especially the young. He was a constant source of inspiration to the new generation and even after his demise, he continues to ignite young minds. His advice to them was to dream and convert these dreams into thoughts and actions.

It was year 2010 when United Nations decided to mark the importance of India’s former President and great scientist APJ Abdul Kalam and declared his birthday as World Students’ Day’. This day is celebrated as a day for students all around the world. Even Dr. Kalam always expressed his wish that people remember him as a teacher.

It would therefore be good for our schools to observe this day to remember the popular “Missile Man” who would continue to be remembered by all for his honesty, sincerity, determination, sacrifice and virtues that help others dream big.

5th November : (Sudhakantha Divas)

Dr. Bhupen Hazarika was a legendary personality. He made incomparable contribution to Assamese culture. He was a poet, lyricist, singer, musician, film maker. He died on 5th November. As a mark of respect to this multifaceted icon, the Government of Assam has announced 5th November as **Sudhakantha Divas**. His death anniversary is celebrated throughout the state.

11th November : (National Education Day)

Education is the foundation of an independent nation. Maulana Abul Kalam Azad became the first education minister of independent India. His philosophy and principle has immensely contributed to the education system of India. **National Education Day** of India is celebrated on 11th November annually to commemorate the birth anniversary of Maulana Abul Kalam Azad.

14th November : (Children's Day)

Pandit Jawaharlal Nehru was the first Prime Minister of India. He is fondly referred to as Chhacha Nehru by young children. He loved children and roses. He was born on 14th November. As a tribute to this great man and his love for the children, his birthday is celebrated all over India as **Children's Day**.

19th November : (World Sanitation Day)

November 19 is celebrated as the **World Sanitation Day** to raise awareness on the use of toilet, sanitation and clean water. Everyday children across the world die due to diarrhoea, which is caused due to poor sanitation and dirty water.

1st December : (World AIDS Day)

Students will be made aware of the AIDS pandemic cause by the spread of HIV infection and how to prevent it.

3rd December : (World Disabled Day)

Physical disability is not a barrier to human development. International Day of people with Disability is a United Nations sanctioned day. It aims to promote an understanding of people with disability and encourages support for their dignity, rights and wellbeing.

Role and Responsibility of a teacher related to health and sanitation

- Classroom and school complex to be cleaned by different groups of students.
- Determine who will monitor sanitation and health related activities timely.
- Toilets and source of drinking water must be kept clean as per instruction of teachers and School Managing Committee.
- Fund received for development of school should also be spent to clean source of drinking water and to repair toilets.
- Regular monitoring of health related activities of students.

For convenience of teachers, two songs are incorporated herewith :

State Anthem

*O Mur Aapunar Dex
O Mur Sikuni Dex
Enekhon Xuwola Enekhon Xuphola
Enekhon Moromor Dex*

*O Mur Xuriya Mat
Oxomor Xuwodi Mat
Prithiwir Kotu Bisari Jonomtu
Nupuwa Korileo Pat*

*O Mur Upoja Thai
O Mur Oxomi Ai
Sai Loun Tumar Mukhoni Ebar
Hepah Mur Poluwa Nai*

— **Sahityarathi**

Lakshminath Bezbaroa

(**Source** : Asamor Jatiya Sangeet Aru
Janajatiya Bhasharup Adhyayan Gaweshana
Prakalpa, Kharghuli, Guwahati-4)

National Anthem

*Jana Gana Mana Adhinayaka Jaya He
Bharata Bhagya Vidhata!
Punjaba Sindhu Gujarata Maratha
Dravida Utkala Banga
Vindhya Himachala Yamuna Ganga
Uchchhala Jaladhi Taranga,
Tava Subha Name Jage,
Tava Subha Asisha Mage,
Gahe Tava Jaya-Gatha.
Jana Gana Mangala Dayaka Jaya He
Bharata Bhagya Vidhata!
Jaya He, Jaya He, Jaya He,
Jaya Jaya jaya, Jaya He.*

— **Rabindra Nath Tagore**

Gunotsav in a nutshell

The RTE Act, 2009 provides the Constitutional Right to Education to every child aged between 6 to 14 years thereby guaranteeing the Right to Elementary Education. Section 29 of the Right to Education Act, 2009 mandates that every child in India aged 6 to 14 years has the constitutional right to receive quality, inclusive and child friendly education. Drawing from the mandate of the Act, increased focus is being laid on quality education at elementary level which is the foundation of learning among children.

Over the years, various initiatives have been taken for improved Learning Outcomes. These include development of textbooks in the line of NCF, 2005, implementation of activity based learning, providing training to teachers, engagement of qualified teachers etc. Now, there is an urgent need to focus on assessing the learning outcomes so identifying the learning gaps objectively and providing for necessary remedial measures.

Quality of education is a major concern of the State Government. In order to achieve the same the State Government has planned to implement 'Gunotsav-celebrating quality' from the academic year 2017. This is a convergence exercise involving State Government of Assam, SSA, SCERT and Directorate of Elementary Education. Initially, eight districts namely Barpeta, Chirang, Dibrugarh, Hailakandi, Kamrup (Metro), Lakhimpur, Morigaon and West Karbi Anglong will be covered under the programme.

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.
- To support the school and education system to improve the quality of education and ensure better functioning of schools.

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 by both the school which will be the self-assessment and by External Evaluators which will include Hon'ble Chief Minister, Education Minister, Ministers of other Departments, MLAs, Sr. Officials including IAS, IPS, IFS, other Grade-I & II officers, faculty of University, College, High School, Higher Secondary School etc.

The assessment will be conducted in Govt./Prov./Tea Garden Managed/Composite Schools (elementary level) of five mediums viz. Assamese, Bodo, Bengali, Hindi and English. Class-II to VIII will be covered for the programme. The mode of assessment will be OMR based. Questions will be of Multiple Choice Question (MCQ) having four alternatives. 75% weightage of the question paper will be on previous year and 25% weightage will be on the current year.

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.

Children live what they learn

If children live with criticism, they learn to condemn.

If children live with hostility they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and
in those about them.

If children live with friendliness, they learn the world is a nice place in
which to live.

Source: <http://www.empowermentresources.com/info2/childrenlearn.html>

2017

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
30						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
30	31					1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4	31					1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30