







# **ACADEMIC CALENDAR**

## Academic Year 2021-22

for Lower Primary and Upper Primary Level (From Ka shreni to Class VIII)



Prepared by
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#### **ACADEMIC CALENDAR 2021-22**

#### Salient Features of the Academic Calendar

- The Morning Assembly will be held daily at the scheduled time. The Rastriya Sangeet or the Jatiya Sangeet will be sung during Morning Assembly everyday
- For development of good habits leading to good health of the learners of primary level, every teacher should give importance on the following aspects-

✓ Sanitation habits

→ Eating healthy food and drinking safe and pure water

10 minutes

#### Break-up of School hours as follows:

#### 1. Pre-Primary Level-2 hours 30 minutes

Distribution of Time:

Morning Assembly-Instructional hours-2 hours 5 minute

2. Lower Primary and Upper Primary Level- 6 Hours 25 Minutes (9.00 a.m. to 3.25 p.m.). Students should remain in the school premises during school hours-

Distribution of time:

15 Minutes Morning Assembly-5 hours 25 minutes Intructional hours-Short break-10 Minutes Mid day Meal & Recess-35 minutes

- In 2021-22 total number of working days: 253 and total number of class days: 222
- Local holidays have to be observed as per announcement of the district authority.
- Condolence meeting on the demise of any important national/state personality or any revered person of the locality will be held after the last period of daily routine. No holidays or half holidays will be announced without prior permission of the District
- Changes in the Academic Calendar may be made only as per orders and intimation from the Government
- For the convenience of students of tea garden areas, the school timings have been decided from 7.30 a.m. to 12.15 p.m for ower primary and 7.30 a.m. to 1.00 p.m. for upper primary classes
- In Barak Valley/other districts, the number of Puja holidays can be increased upto 10 days by decreasing exact number of
- mmer holidays taking prior permission from the authority so that the number of working days remains the same ■ The loss of academic time due to flood and other calamities/bandhs must be compensated by transacting classes on Sunday/other
- holidays and after the last period of working days. ■ Cluster Resource Teachers' meeting, Centre meetings and Zonal meeting for upper primary level will be held on a Saturday of
- every month without hampering normal classes. ■ Special care should be taken of the Children with Special Needs (CWSN) by carrying out activities adapted from the curricular
- according to their needs & weaknesses in classroom situations ■ Parent-Teacher meetings are to be held at least once a month to inform the parents about the attendance, learning ability,
- academic progress and development of personal-social qualities of their ward

#### Protection of Child Rights Act, 2005

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

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

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

- Every child of the age of six to fourteen years shall have the right to free and compulsory education.
- Where a Child above six years of age has not been admitted in any school or through admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- No school or person shall, while admitting a child subject the child or his or her parents or guardian to 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 Children admitted in a school shall be held back in any class or expelled from school till the completion of elementary
- No child in the age group 6-14 years shall be subjected to physical punishment or mental harassment.
- Teachers shall maintain regularity and punctuality in attending school.
- The curriculum should scope for comprehensive and continuous evaluation of Child's understanding of knowledge and his or her ability to apply the same.
- Out of school children will be identified and motivated to enroll for special training to be provided to them for acquiring the required competencies. Children from migratory groups shall also be provided with education.
- No teacher shall engage himself or herself in private tuition or private teaching activity.
- Children with special needs shall have the right to pursue free and compulsory elementary education in accordance with the provisions of chapter V of the said Act.
- Minimum number of working hours per week for the teacher in 45 hours. The time besides teaching will be used for preparation. ■ 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

#### Curriculum for Pre-Primary, Lower Primary and Upper Primary Levels

#### (A) Pre-Primary Level:

**Objectives of Pre-Primary Education** 

- Make a conducive atmosphere in the schools to attract children
- Contribute to the all-round development of the child.
- Prepare and motivate them for formal education

#### The main aspects of all round development are:

- Language development
- Cognitive development
- Physical development ■ Social and emotional development
- Aesthetic development

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

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

#### The aspects included in the Pre-Primary Curriculum

The Teacher should plan theme/subject based activities for the all-round development of the children. These plans are

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

Trees and flowers Fruit and vegetables

May Living thing and birds

June Parts of the body, transport and communication

July Summer vacation August Water, insects September October Sky, livelihood November -Market, Festivals

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

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

Subjects

- Language1: Mother tongue or Medium language)
- Language 2

Finglish, for vernacular medium schools

- → Any Regional Language (Assamese/Bodo/Bengali) for English medium schools.
- Mathematics
- Environment Studies (Integrated with Language and other subjects in class I & II)
- Health and Physical 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)

- Upper Primary Level (Class VI-Class VIII)
- Mathematics Science
- Social Science
- Health and Physical Education
- Art Education
- Work Education

L2= English L3 + L4 = L3= Hindi 50%

L4=Bodo/Bengali/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/

Deori/Mising/Bishnupriya Manipuri/Sanskrit/Arabic)

Model (B): Bengali Medium

L2= English

L3 + L4 = L3= Assamese 50%

L4=Bodo/Hindi/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/ Deori/ Mising/Bishnupriya Manipuri/Sanskrit/Arabic

L3=Assamese 100%

Model (C): Bodo Medium

L2= English L3 + L4 = L3 = Assamese 50%

L4=Bengali/Hindi/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/ Deori/ Mising/Bishnupriya Manipuri/Sanskrit/Arabic

L3=Assamese 100%

There will be similar models for schools with medium of instruction other Assamese, English and Hindi. L2 will be

Assamese for English medium schools. L3 will be Hindi for Assamese and English medium schools. L3 will be Assamese for Hindi medium sch · L4 cannot be the same as L1 (MOI) or L3 for students who opt for L4.

(The Above mentioned Language Policy is incorporated here as per Govt. Notification Number: PMA.329/2012/194 dated 18/12/2019)

#### Value Education Holistic Education for Productivity and Harmony

The state of Assam has initiated a long-term innovative project on Value Education-- Holistic Education for Productivity and Harmony (HEPAH) to be implemented from the academic session 2021 in a phased manner in the govern-

The project mainly aims at bringing about a holistic development of children of Classes 1 to 10 through practice of a set of values and skills in an interactive skill-based learner friendly environment. The ten Core Values and Skills are:

- 1. Practice knowing oneself and his/her emotions at an increased level
- 2. Reflect positive behaviour in maintaining health, hygiene and clean environment
- 3. Show positive empathetic behaviour when situations demand
- 4. Cope with and release stress in multiple ways
- 5. Understand the importance of maintaining relationships for a healthy bonding between individuals
- 6. Initiate communication and engage in collaborative and reflective practices
- 7. Develop habits that foster feelings of initiating, trust, care, gratitude, respect, friendliness, commitment,
- 8. Focus learning to know and increase knowledge of subjects and technology
- 9. Think critically to be able to choose, decide, evaluate, resolve conflicts, guide oneself and others, etc.
- 10. Think innovatively and engage in productive work based on creativity

Handbooks for teachers supported by audio-video resources, puppets, cartoons, etc. will help in integrating the set of identified core values and skills into the existing curriculum, textbook transaction and assessment processes without increasing any academic burden.

Teachers, teacher educators, writers and Resource persons of NCERT, New Delhi, Universities and other organizations have come together in the process of development of curricular guidelines, audio-video resources and other teaching-learning materials for different stages of school education.

Research work to be undertaken by all involved in their capacities and reflective practices are expected to bring about positive changes with the help of value based experiences suggested in the handbook and through the use of

Certain activities to be conducted for inculcation of values are:

- ☐ Five minutes during morning assembly will be dedicated for value education. Students will do meditation for one minute within these five minutes. The next four minutes will have students reading out speeches/messages (written by teachers or students) of great personalities of the world.
- ☐ Students will occasionally do silent meditation, after which, they will be asked to express their own thoughts
- ☐ In all the classes, transaction will be continued as per the academic calendar. For this purpose, value education related curricular guidelines, handbook, value related fables, anecdotes, stories, puppetry, skits, audio-visual resources, etc. for teachers will be used.
- Teachers will make students aware of the danger of the diseases caused by consuming intoxicating drugs,
- ☐ Students will conduct cleanliness drive in any area once a month 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, cooling and serving food, sewing, etc.

#### **Inclussive Education**

Inclussive Education provides scope to all students to equally participate in the teaching learning process

- Children with special needs.
- · Children with different laguage, caste, religion and background
- Gifted children and slow learners

In inclussive education education, teacher can change the overall environment of the classroom as per developmental needs of different children.

The overall environment of the classroom includes-

- · Curriculum
- Textbook
- Teaching-learning materials
- Teacher-learner methods and techniques
- Environment of the classroom
- Evaluation system
- Teacher's positive attitude etc

#### **Continuous and Comprehensive Evaluation**

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

#### Some salient features associated with Continuous and comprehensive Evaluation:

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

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

#### Tools for Continuous and Comprehensive Evaluation:

- 1) Oral Questions
- 2) Written Questions
- 3) Activities
- 4) Projects
- 5) Group work
- 6) Observation
- 7) Field study
- 8) Quiz/Extempore Speech/Debate competition etc

#### Reflection points for teachers

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

#### New Education Policy (NEP, 2020)

1. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

The policy envisages that the extent 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown below-

I.Foundational- 5 years: 3Years (Anganwadi/Preschool/Balvatika [Ages 3-6])

2 years (Class 1 & 2 [Ages 6-8])

II. Preparatory- 3 years (Class 3 to 5 [Ages 8-11]) III. Middle- 3 years (Class 6 to 8 [Ages 11-14])

IV. Secondary- 4 years (Class 9 to 12 [Ages 14-18])

own professional development, driven by their own interests

- 2. Universal provisioning of quality early childhood development, care and education must be achieved within 2030, to ensure that all students entering Grade 1 are school ready 3. A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human
- Resource Development (MHRD) on priority and every student will attain foundational literacy and numeracy by (Grade 3) in primary school by 2025. 4. All school children shall undergo regular health check-ups especially for 100% immunization in schools
- and health cards will be issued to monitor the same. 5. The aim of education will not only be cognitive development, but also building character and creating
- holistic and well-rounded individuals equipped with the key 21st century skills. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams with increased flexibility and
- choice of subjects to study. 7. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their
- 8. Every student in the country will participate in a fun project/activity on 'The Languages of India', some time in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative.
- 9. Careful attention must be paid to children and adolescents enrolled in schools safety and rights particularly girl children- and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. Enforcement of child rights in school will be assured by the regulatory system for creating awareness and protecting children from the physical and mental abuse/harassment.
- 10. DIKSHA will contain e-resources under six component categories to begin with-NCERT textbook based, SCERT textbook based, learning Outcome based item banks, TPD, Virtual Labs, and Vidyadaan content and will be expanded and uploaded on DIKSHA by 2021-22 academic session.

#### Digital Initiatives taken by Assam Govt. for ensuring learning for all Children enrolled in schools

#### **Energized Textbook**

Provisions for incorporating the QR codes in the energized textbook have been made. The teachers and the students will be able to match the digital resources in the internet by scanning the QR code in their smart phones

QR codes have been incorporated in 152 numbers of textbooks along with the e-resources available in DIKSHA

#### DIKSHA (Digital Infrastructure for Knowledge Sharing)

The Govt. of Assam has introduced a web-portal named DIKSHA, Assam under the PME digital initiatives. Multiple numbers of e-contents created by the teachers and the teacher educators of Assam have been uploaded in the Portal. The Video classed telecasted through Swawamprabha Channel and the Audio classes broadcasted through AIR are uploaded on DIKSHA, Assam portal. Online Capacity Building Training for the teachers and the teacher educators has been organised for the development of e-contents appropriately.

. The teachers, students and parents can avail the e-contents related to the Textbooks by downloading the DIKSHA APP in their smart phones and by scanning the QR codes with the help of the scanner

Provisions for the Video classes from the primary stage to the higher secondary stage in Assamese medium through Swayamprabha from 24th May, 2020 have been made.

### Gyan Brikshya

Provisions for broadcasting the live classes for the student of class I to Class X by the experienced teachers
through the cable networks named ACC and GTPL.

These classes are also broadcasted through Jio TV.

· The classes of Gyan Brikshya have been broadcasted live on YouTube and Facebook recently. Biswa Vidya Radio Learning Programme

#### Radio Learning Programme ' Biswa Vidya' is being broadcasted through AIR Guwahati, Dibrugarh and Silchar The programmes are broadcasted three days a week continuously from 5.45 PM to 6.00 PM.

Tele-classes Provisions for broadcasting tele-classes for the primary stage for four days a week for an hour have been made by

Doordarshan, Assam.

## Vidya Daan

ets are created by incorporating 135 textbooks under the Vidya Daan programme. Teacher, teacher educators and NGOs developing and contributing e-contents through his programme.

### Biswa Bidya, Assam YouTube Channel

