ACADEMIC CALENDAR

Academic Year
2023-24
(From Ka-Shreni to Class VIII)

ACADEMIC CALENDAR 2023-24

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
  ✔ Cleanliness

Break-up of School hours as follows:
  1. Pre-Primary Level-2 hours 30 minutes
    Distribution of Time:
    Morning Assembly-   15 Minutes
    Instructional hours-   3 hours 15 minutes
    Recess-   30 minutes
  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:
    Morning Assembly-   15 Minutes
    Intructional hours-   5 hours 25 minutes
    Short break-   10 Minutes
    Mid day Meal & Recess-   35 minutes

■ In 2023-24 total number of working days: 254 and total number of class days: 230
■ 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 Authority.
■ 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 lower 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 summer 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 for the differently abled children by carrying out activities adapted from the curriculum 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.

Nipun Asom
(A State Mission/Initiative to Ensure Foundational Literacy and Numeracy)

National Education Policy, 2020 has put emphasis on acquiring skills of Foundational Literacy and Numeracy for children from pre-school stage. Based on this education policy, the children between 3-9 years of age, i.e. from pre-school stage to class-III, it is to be ensured that they achieve the LO's of Foundational Literacy and Foundational Numeracy within 2026-2027. To achieve this objective, Govt. of India has launched an initiative called- 'Nipun Bharat'. With the same objective, the government of Assam has launched the initiative as 'Nipun Asom' and has undertaken necessary administrative and educational programmes to make it a success. To successfully implement 'Nipun Asom' co-operation and suggestions from everyone must be ensured.

The activities under NIPUN ASOM mission shall be implemented for the children of 3-9 years in all schools from Pre-primary stages to Class -III. Similarly, the teachers will support the students of Class-IV and Class-V in the direction for acquiring 'Foundational Literacy and Foundational Numeracy'. To fruitfully implement this mission, the primary functions of the schools and the teachers are-

1. In the first three months of the beginning of the academic year, the children will be enrolled under 'Vidya Pravesh' programme.
2. To make proper use of the teaching-learning materials along with the provided textbooks.
3. The learning level of each student should be assessed as per the instructions provided for taking appropriate complementary measures accordingly.
4. The learning outcomes should be hanged upon the walls of the classroom.
5. Participate in various training for teachers from time to time. For-eg-all teachers' participation must be ensured in the NISHTHA training organised in collaboration with NCERT, SCERT and SSA.
6. Everyday from Class I to Class III, 90 minutes for Mathematics should be included and properly utilised in the daily lesson transaction periods. The teacher will accomodate these periods as per their convenience following the daily time-table model mentioned in the Academic Calender.
7. The classroom transactions should be done in the serial order following the manner of 'Instructional Designs' provided to the teachers.
8. The assessment data of each student should be kept accurately.
9. Additional support to be provided to the learners for achievement of the LOs as required.
10. Classrooms should be developed in a print-rich environment.
11. In order to successfully implement the 'Nipun Asom' mission, the SMC will try to establish good relations with the parents, guardians, local community, all the officials of the education department, the education training institutes and so on.

Vidya Pravesh

To ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade I students consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes and numbers and involving collaborations with peers and parents as suggested by NEP-20 has been developed by NCERT, New Delhi and translated/adapted by SCERT, Assam in Assamese & 7 others mediums of instruction.

Vidya Pravesh is one of the essential components of NIPUN BHARAT-Natinal Mission on Foundational Literacy & Numeracy, an intiative of the Government of India. This document intends to address the developmental & learning needs of all children who enter Grade-I and who may or may not have any preschool experience. This document will facilitate teachers to make children's entry in School education smooth, fearless & joyful. The School preparation programme is suggested to be designed and implemented for initial three months of Grade-1 which can be transacted for four hours per day. It follows a play-based pedagogy and promotes experiential learning with emphasis on the use of developmentally appropriate activities and local play materials.

Sustainable Development Goal 4.7

1. SDG 4.7
SDG 4.7 mentions, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development."

2. Education for Sustainable Development (ESD)
ESD empowers learners to make informed decisions and responsible actions for environmental integrity, economic viability, and just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education.

3. Global Citizenship Education (GCED)
GCED nurtures respect for all, building a sense of belongingness to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world.

4. SIX SUB-THEMES
  • **Sustainable Development:**
    Sustainable Development, Ecology, Environmental Education, Environmental Sustainability, Climate Change, Renewable Energy Sources, Waste Management, Economic Sustainability, Social Sustainability
  • **Human Rights**
    Rights, Democracy, Freedom, Social Justice, Human Rights Education
  • **Peace and Non-Violence**
    Peace, Abuse/Harassment/Violence, Peace Education, Value/Moral Education
  • **Global Citizenship**
    Globalisation, Multiculturalism/Interculturalism, Global Citizen, Migration/Immigration, Global Competition, Global-Local Thinking, Global Inequality, Digital citizenship, contemporary global conflict-related issues
  • **Gender**
    Gender Equality, Gender Equity, Gender Sensitivity, Gender Parity, Empowerment
  • **Diversity**
    Cultural diversity, Ethnicity/Race, Socio-Economic Factors, Indigenous, Religion, Disability

The Aims, Objectives and Assessment Provisions of the Pre-Primary Classes

The objectives of Pre-Primary education are-
  ❑ To create environment for preparing the children to be school-ready.
  ❑ Providing support for holistic development of the child.
  ❑ To prepare and encourage the children for formal education.

The aims for holistic development of the child are-
  1) Children will be entitled to good health and lead a healthy life.
  2) The children will be able to communicate successfully.
  3) The children will relate to their contextual environment for learning.

(The aims of these developments are inder-related. The purpose is to provide opportunities for the child to ensure all-round intellectual, linguistic, social/emotional and creative development of their abilities)

Record of the child's progress/assessment of the learning standards:
The following procedures should be adopted in determining the level of assessment for child's learning-
  - Each child will create a portfolio. This will help the teacher in keeping track of the progress of each child.
  - Observation of the child who is involved in different learning experiences.
  - Ensure that the purpose of the child's observation is clear in the learning process.
  - Ensure that each group is monitored while the children are involved in small group activities.
  - Write anecdotes based on observation. Observations should be neutral. Ensure that the assumptions or notions do not affect the observations. Therefore describe the behaviour of the child rather than evaluating it.
  - While assessing each child's progress try to determine how much they have learned at the earlier stage. Don's seek to compare a child's individuality with the other.
  - After completing the third stage of assessment, store and collect information of each child to help them in future, plan their learning experiences, to discuss with parents or guardians and, design the plan of action accordingly as needed.

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

(A) Lower Primary level (Class I – Class V)
  Subjects
  ■ **Language1:** Mother tongue or Medium language)
  ■ **Language 2**
    ✔ English, 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**
  ■ **Art Education**

(B) Upper Primary Level (Class VI-Class VIII)
  ■ Mathematics   ■ Science   ■ Social Science   ■ Health and Physical Education   ■ Art Education
  ■ Work Education   ■ Language
    Model (A): Assamese Medium
    L1= Assamese
    L2= English
    L3 + L4 = L3= Hindi 50%
        L4=Bodo/Bengali/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/
        Deori/ Mising/Bishnupriya Manipuri/Sanskrit/Arabic)
            Or
    L3= Hindi 100%
    Model (B): Bengali Medium
    L1= Bengali
    L2= English
    L3 + L4 = L3= Assamese 50%
        L4=Bodo/Hindi/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/
        Deori/ Mising/Bishnupriya Manipuri/Sanskrit/Arabic
            Or
    L3= Assamese 100%
    Model (C): Bodo Medium
    L1= Bodo
    L2= English
    L3 + L4 =L3= Assamese 50%
        L4=Bengali/Hindi/Garo/Manipuri/Nepali/Tiwa/Tai/Rabha/
        Deori/ Mising/Bishnupriya Manipuri/Sanskrit/Arabic
            Or
    L3= Assamese 100%

> • **There will be similar models for medium of instruction in addition to Assamese, English and Hindi medium schools. 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 schools.**
> • **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)

Gunotsav: An innovative step to expand qualitative education

Since 2017, Gunotsav has been organised in the schools of the state. The main aim of Gunotsav is to determine the standards of learning along with the development of the qualitative education of the learners. Besides, it also aims at identifying the learning gaps of the learners and provide necessary supportive measures to determine the equal standards for all the students.

As per the Govt. notification no E254529/18 dated 09-12-2022, to develop the qualitative standard of education and to establish the importance of Gunotsav, it has been fixed that 10 marks from Gunotsav to be taken for the annual examination of the schools.

As per Samagra Siksha, Assam letter No. SSA-15015/101/2022-ESTABLISHMENT-SSA dated 30-01-2023, it has been fixed that the time table for Gunotsav to be from 1st Jan-15th Feb, 2024.

Vidyanjali-2.0

Vidyanjali: 2.0 is an initiative taken by the Minsistry of Education, Government of India to directly involve community and private sector institutions with government and government aided schools. The government has launched this scheme to strengthen government schools with the co-operationa/donations of society and private intitutions. In other words, this scheme provides a platform for everyone to contribute to improve the quality of education in government schools. For the successful implementation of this scheme, the government has developed a portal called Vidyanjali: 2.0.

The portal allows schools to register their names and provide information on various items, equipments, services etc. they require. On the other hand, NGOs, private sector institutions, individuals etc. can register themselves as volunteers on the portal and donate various materials/equipments/other services to any school of their choice.

School Mentoring Programme

Mentoring programmes in schools by institutions of higher learning in Science and Mathematics have been undertaken through the National Discovery Mission. Under this programme, 100 upper primary and composite schools in each district is attached to one of the higher education institutions of science and technology in the state like universities, colleges, IIT-Guwahati, NIT-Silchar, teacher training institutes, IAST etc. Those institutions of higher learning will try to build interest among the students in these two subjects through various seminars, exhibitions etc. for the development of science and mathematics education in the schools under their mentorship. In addition, these institutions will try to make the teaching and learning process in schools effective by forming groups of Science and Mathematics teachers.

■ **Regular Classes from Ka-Shreni will be started from 1st April, 2023.**

School Twinning Programme

Under this programme, two schools will perform certain activites together. Through this programme the schools will get the opportunity to observe the good practices done at the schools and will be inspired to perform the same in their own school too. The teachers as well as the learners will be able to exchange their views on the steps taken for the teaching learning process done both inside and outside of classroom of the school.

Generally, the school twinning programme has been done between two govt. schools or a govt and private school residing in nearby locality. The activities to be done under this programme are-

- Organising excursion among the teachers of private as well as govt. schools.
- Organising workshops, discussions on educational topics jointly.
- Organise sports and cultural programmes among the students of the two twinning schools.
- Exchange of teachers between two schools.
- Celebrate various occasions/days jointly.
- Organise competitions like quiz, extempore speech etc. jointly.
- Exchange of best practices done by schools.
- Conduct cleanliness drives and awareness programmes on environment, bio-diversity, climate, health, hygiene and cleanliness jointly.
- Present the innovative steps taken by the teachers of one school for effective learning to the other school.
- Promote local art, craft, music etc. jointly.
- Expand the local livlihood opportunities.
- Include the life skills.

Inclusive Education

Inclusive Education provides scope to all students to equally participate in the teaching learning process All Children include-
- Children with special needs.
- Children with different language, caste, religion and background
- Gifted children and slow learners.

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

The overall environment of the classroom includes-
- Curriculum
- Textbook
- Teaching-learning materials
- Teacher-learner methods and techniques
- Environment of the classroom
- Assessment 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 amongst children.
- 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 exciting?

New Education Policy (NEP, 2020)

1. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design
The policy envisages that the present 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])
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 (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.
6. 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 own professional development, driven by their own interests.
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 safety and rights of children and adolescents enrolled in schools 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 PM e 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 classes 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.

□ Swayamprabha

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 Bidya, Assam YouTube Channel

This YouTube channel has been created for the students of classes VI to X. The e-contents for Science, Mathematics, English, Grammar and Vocabulary are available here. The students can easily watch and download the e-contents.

Activities to be done in schools under Youth & Eco-Club

Activities for Youth Club- Organising sports and play within school hours, provision for library class, dance, songs, drama, mime, poem recitation, extempore speech, drawing and painting, collage, debate, quizzes, art & craft (with clay, paper, bamboo, plastic etc), creating objects with waste materials, Science exhibition/Maths exhibition, slogan/poster/dialogue writing, physical excercise, yoga, workshop on technical skills, designing classrooms.

Activities for Eco-Club- Providing assistance in setting-up of fruits and vegetable garden, awareness programmes and projects on environment protection, health awareness programmes/camps, creation of models, awareness programmes and projects on conservation of water energy, climate protection, disaster preparedness and awareness, provision for nutritious meal in the school, community service through cleanliness drive, organisation of public meetings from time to time.

The Use of Information & Communication Technology (ICT) in the Teaching-Learning Process

The teaching-learning process can be made interesting by showing various high-quality films, videos to the students in the classroom using teacher's own Android mobile phone. In addition during the long school closures for Covid-19, teachers were seen preparing and sending e-content such as educational audio/video etc related to the content of the textbook via Whatsapp. Those e-contents can still be used as teaching-learning resources in the classroom.

In schools where government has provided smartboards, Projectors etc for smart classes, the teachers may provide equal opportunities of learning to the students of all the classes. The above mentioned resources may be used according to the individual subjects of the teachers to provide learning opportunities to the students One/two periods may be utilised in a week for the same.