ACADEMIC CALENDAR - 2019

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

Academic Year
2019

Elementary Education Department

Prepared by
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ACADEMIC CALENDAR 2019

Salient Features of the Academic Calendar
- The academic calendar includes the school day schedule. The school day begins at 8am and ends at 3.30pm.
- Normal school day for primary is 7.30am to 3.30pm.
- Break-up of School Years as follows:
  1. Pre-Primary Level - 1 to 3 years
    - Distribution of Time:
      - Morning assembly: 10 minutes
      - Instruction time: 25 minutes
      - Break: 5 minutes
      - Total: 40 minutes
  2. Lower Primary and Upper Primary Level - 4 to 6 years
    - Distribution of Time:
      - Morning assembly: 10 minutes
      - Instruction time: 25 minutes
      - Break: 15 minutes
      - Total: 50 minutes

Discussion on the school calendar for the academic year 2020 was not provided.

Break-up of School Years as follows:

1. Pre-Primary Level - 2 to 3 months
   - Distribution of Time:
     - Morning assembly: 15 minutes
     - Instruction time: 30 minutes
     - Break: 5 minutes
     - Total: 50 minutes

2. Lower Primary and Upper Primary Level - 4 to 5 months
   - Distribution of Time:
     - Morning assembly: 15 minutes
     - Instruction time: 45 minutes
     - Break: 15 minutes
     - Total: 1 hour

Detailed description of the activities has been provided in the Theme-based Activity Plan for teachers conducting with students.

(II) Lower Primary Level (Class-III to VII)

Subjects
- Language
  - Language 1: Tamil
  - Language 2: English
  - Language 3: Hindi

- Mathematics
- Computer science
- Science

- Social Science

- Art Education

- Physical Education

Inclusive Education
- Inclusive education provides scope for students to equip themselves in learning process.
- All children include
  - children with special needs
  - children with different language, caste, religion and background

- 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, textbooks, teaching-learning materials, teaching-learning methods and techniques, environment of the classroom, school system, teacher’s positive attitude, etc.

Peace Education
- Peace Education aims to prevent the proliferation of all forms of violence, to encourage the development of peace skills, values and attitudes needed to bring about behavioural changes that will enable children to create conditions conducive to peace.
- Peace Education includes not only teaching activities in the curriculum. It can be taught from various activities to motivate the value for the minds of the children.

Role of Students in school management
- Students should be encouraged to take part in decision making processes, which will help them to learn more about the school and the school environment.
- Students should be encouraged to speak up and participate in various activities to make the school a better place to learn and grow.

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

(A) Pre-Primary Level

Objectives of Pre-Primary Education
- The aim of the primary education is to:
  - create a conducive atmosphere in the schools to absorb the students.
  - contribute to the all round development of the children.

- Language development
- Creative development
- Physical development
- Social and emotional development
- Aesthetic development
- Creative development

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

At this stage, teachers should be able to help in the following aspects:
- Workbooks should be introduced to those students who need it.

The teacher shall plan subjects/activities for the education of all children development.

There are areas:
- A comprehensive and detailed description of activities should be designed on different themes for children of primary level.

- In the primary aspects of theme-based classes proceed is a simple to complex manner and themes should be arranged from known to unknown.

- In order to motivate children, teacher should engage them in games for introduction, conversation, songs and sports, etc. In this regard teacher should take measures to design activities theme wise and incoherent theme will attract children towards the school environment.

March
- Trees and flowers

April
- Fruit and vegetation

May
- Living things and birds

June
- Parts of the body, transport and communication

July
- Summer vacation

August
- Home, town

September
- Water, insects

October
- Skin, livelihood

November
- Health, diseases

December
- Invitation to the activities has been provided in the Theme-based Activity Plan for teachers conducting with students.
Utasa Vidyarambhama Programme

Though Government has taken various initiatives for fulfillment of the Right of Children to Free and Compulsory Education Act, 2009 (RFCE) requirement, there are many schools where enrolment is very poor. Moreover, in some Government and Privatiosideliemai Schools the enrollment is declining day by day. So, it is necessary to take some special measures for increasing enrollment of the schools. Keeping this objective in mind, the Government has taken initiatives under Utasa Vidyarambhama Programme to complete the admission process of fresh children within 30th December and ensure shift of new classes from the very beginning of the academic session from January.

The following suggestive activities are to be carried out at respective level as part of Utasa Vidyarambhama Programme:

**Part 1: November**

- A healthy advertisement will be published for new enrolment in school for new academic session 2018.
- A special meeting of the SMC to be held on a specific date. A special invitation will be given to local authority (PRCS/UP) for this meeting. SMC will make a plan to conduct child mapping in their area and also discuss the programme to be carried out.
- Child mapping will be done by SMC/community under the monitoring of local authority. SMC will prepare a database of all eligible students of the Catchment area of school along with a separate list of drop out children.
- SMC along with teachers of the school will visit the house of out of school children and will motivate the parents/guardians to send their children to the schools.
- SMC will send a letter (in local language) to all parents/guardians of all eligible students to enrol their children in Government schools within 30th December 2018.
- Planning of advertisements for new admission in prominent places.
- Organize rally/procession in the villages/area/enclaves, etc. with the help of SMC and highlight the matter of enrolment of all children of the locality in the neighborhood schools.
- Campaigns through public communication system (like grups, networks) to the parents campaign in areas of market place, public places, etc. may be organized during these days.

**December**

- Make a visitation.
- Checking of 4th evaluation sheets and declare results of children.
- Entry of name of children who got promoted to the next class in the register of the next class.
- Cleaning of the school compound, toilets, MDM kitchen, water storage, etc. with the help of community (SMC, Mother Group, NGO, Local Authority and parents/guardians, etc.) teachers and students.
- Monitoring of cleanliness/teerthpadda of the school in the evening. SMC, Mother Group, NGO, Local Authority and parents/guardians will be involved in the activity.

- The programmes mentioned above are to be performed as per Government instruction in due course of time.
- Local society will be encouraged to donate voluntarily and such contributions will be kept in record permanently.

**Part 2: January 2019**

- Plantation by teachers/students/community/NOC/Ex students/Red. teachers, etc.
- Felicitation of students (class wise) who has regularly attended the school during the academic year 2018 and also felicitating of their parents. The children and their parents are to be felicitated in the special parent teacher meet to be held on this day.
- Performing cultural activities by students, teachers, MG, SMC, community members.
- Limiting/establishing temporary dispensers in the school campus in the evening with the help of SMC, MG, community members.
- On this day, students, parents, teachers and the SMC members will take the following oath for the welfare of the students and school.

**Oaths for students:**

I solemnly pledge on this day that the pledge I will take to work earnestly for ensuring Universalization of Elementary Education in our area in particular and for the state in general, sincerely resolve to work hard to teach children to the best of my capacity, I will treat all children equally.

**Oath for SMC members:**

This is our school. We shall extend our support for the development of the school. We shall monitor the proper functioning of the school. We shall prepare the School Development Plan (SDP) effectively. We shall keep our school neat and tidy. We take oath that we shall participate in every activity of the school for the welfare of the students. SMC will maintain proper documentation of organization of the above activities during Utasa Vidyarambhama Programme.

Continuous and Comprehensive Evaluation:

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

Some Salient features associated with Continuous and Comprehensive Evaluation:

- Continuums and Comprehensive Evaluation mainly aims at assessing children’s qualitative achievement in the learning process.
- Evaluation focuses on the school 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.
- CCC helps in development of the child’s personality as a whole, for example: her attitude towards learning, social interactions, emotional health, motivation, physical health, strengths, etc.
- The scope of CCC is to identify learning gaps and to provide timely feedback. It is not to compare the achievement of one child with another but with himself/herself.

**Tools for Continuous and Comprehensive Evaluation:**

1. Oral Questions
2. Written Questions
3. Activities
4. Projects

Grumtsow (A Revolutionary Step towards spreading Quality Education)

**As per the terms of the “Right to Education Act, 2009”, various steps have been taken to spread quality education amongst children of 6 to 14 years of age where the aim is to measure the learning capabilities of children, identification of learning gaps and appropriate remedial measures to improve the level of learning of children.

- In order to achieve the objectives of quality education and keeping the progress of every child at priority, Government of Assam has also implemented Grumtsow in a phased manner starting from 2017.
- Grumtsow is a collaborative initiative by the Government of Assam, Sarbik Singh/Alphons, Assam, State Council of Educational Research and Training and Directorate of Elementary Education, Assam.

**Major objectives of the programme:**

- To assess each child as mandated under CCC 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 various aspects viz. curriculum, co-curriculum, 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, local bodies and enhance accountability amongst them for their quality education.

**Expected outcomes:** The programme is expected to:

- Help in tracking each child: continuation of education upto elementary level
- Help in identification of learning level and learning gap upto class VIII
- Help in holistic diagnosis of school for better performance
- Bring awareness amongst all and ensure all stakeholders’ participation
- Help in reducing dropout rate
- Increase Teachers Accountability

**Assessment:**

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

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

**Evaluation Procedure:**

As per Govt. Notification No. AEE-49/2010-14/A, dated 28th April, 2011 Four (4) Unit Evaluations for each subject will be held in an academic year:

**Unit Evaluation:** The concept of competency of a lesson has to be done after completing the lesson to check on pupil progress and use this information in a number of ways. Until evaluation has to be done on the lesson completed in the months earmarked for, in an academic year.

Appropriate record of each pupil should be maintained in record books. Children with Special Needs (CWSN) has to be evaluated following certain directions as laid below. The students will be beneficiaries if the teacher adopts the instructions according to the needs of the child. The instructions are—

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

The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child’s level of understanding.

**VALUE-BASED EDUCATION:**

Values that can be developed through the curricular areas:

<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Love, patience, feeling, attitude for right judgment, fearlessness, courage, etc.</td>
</tr>
<tr>
<td>Social science</td>
<td>Feeling of brotherhood, aesthetic sense, national and international understanding, social responsibility, rational thinking, etc.</td>
</tr>
<tr>
<td>Science</td>
<td>Scientific attitude, aesthetic sense, discipline and academic passion, etc.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Patience, small savings, conservative, discipline, economy, reasoning, etc.</td>
</tr>
<tr>
<td>Art &amp; Physical Education</td>
<td>Leadership, group discipline, aesthetic sense, creative thinking, science of sports, good health, physical activity towards life &amp; duty of children, etc.</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Love for nature and responsibility, protection of man and environment, conservation and protection of environment, national and international environment, etc.</td>
</tr>
<tr>
<td>Work Education</td>
<td>Attitude towards environment, attitude towards documentation, way to think, value of scientific professionalism, dignity of labor, national cooperation, self-criticism, self-sacrifice, excellence, etc.</td>
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