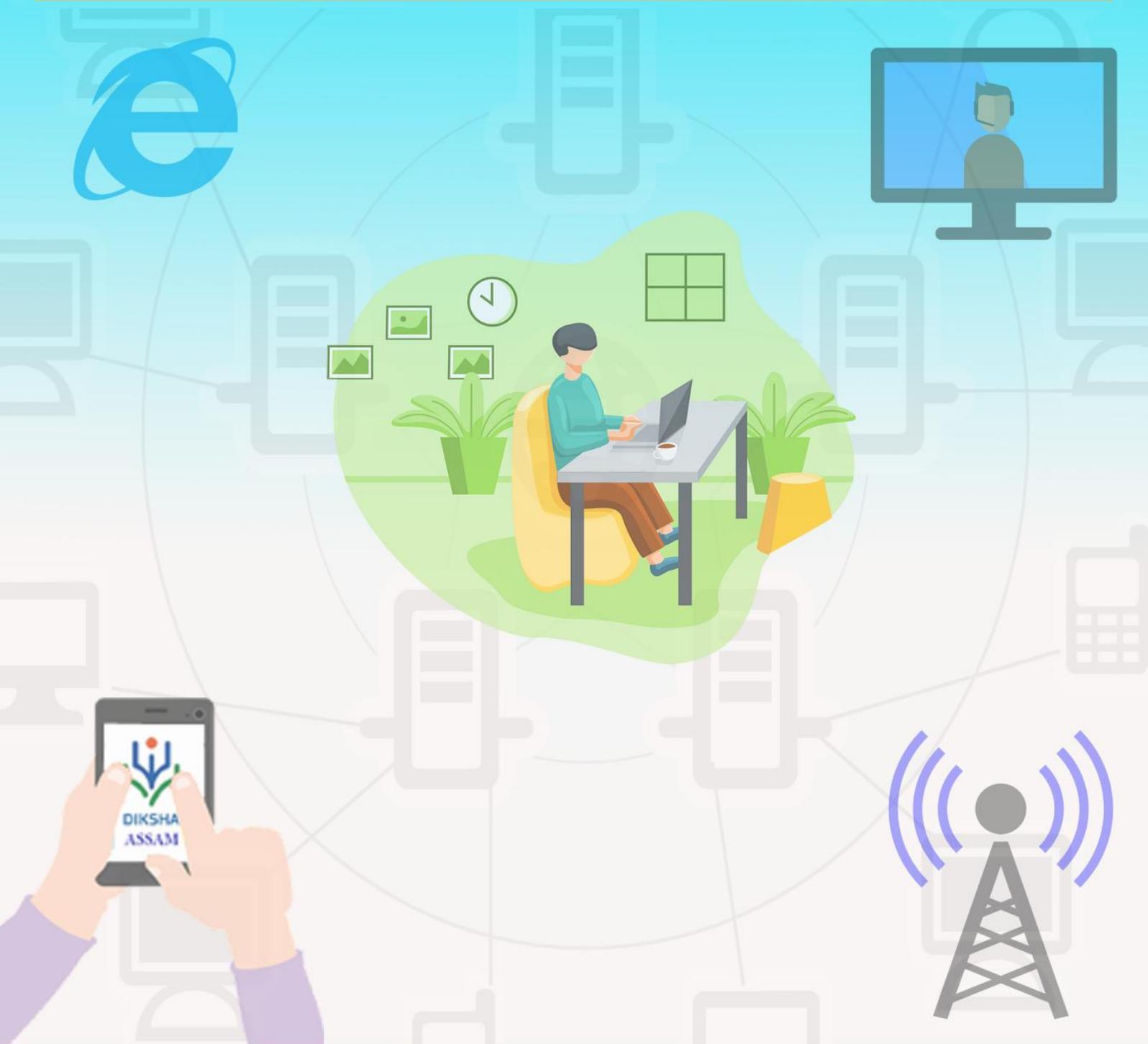


Guidelines for Digital/Home-based Education, Assam



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Introduction:

Our education system is presently facing one of the most challenging crises in its history due to the ongoing Covid-19 pandemic. Though the Covid-19 pandemic is new to us, yet crisis like the recurrent floods and schools disrupted up to a few months is not new to the educational scenario, students and the people of Assam. The only difference with the present is that the people are to be oriented towards a new kind of crisis that almost the entire world is sharing and the greatest challenges are to be faced parallel to our constant vigil on the mental well-being of the students.

The fury of the pandemic has provided the context of reformation and innovations in each one of us right from the administrative head to the teacher and further down to the community member to continue quality education.

The state has already initiated tasks related to education by way of digital and offline strategies for learning no doubt, but attempts are continuously being made with suggestions from the field to arrive each time with a more organized system of implementation of online learning. For this, surveys in certain districts have been conducted to find out the categories of users of digital infrastructure as a preliminary stock taking kind of activity to visualize the possibilities of learner engagement through the optimal use of digital mode till students are able to go back to school. But planning in a more systematic manner has led to framing of this Guideline from the perspective of the learner and it aims to guide all administrative heads at different levels, teachers, parents, community members and others work in harmony thereby reassuring students and parents that nothing would be lost.

Implementation Strategies of Digital/ Home-based education:

MHRD, Govt. of India has published a guideline on digital education (**PRAGYATA**) developed by NCERT, New Delhi. Based on this guideline and considering the state specific challenges, SCERT, Assam has developed a Guideline for Digital or home-based education for the months in which the schools would be closed in the lockdown situation. This flexible and suggestive Guideline is a basic framework that will help the teachers adopt a Learning outcome based approach to the curriculum rather than proceeding chapterwise. But the entire process of education within the system is expected to be a harmonious whole and therefore, administrators, teachers, parents and the public are expected to work collaboratively and in coordination to make the teaching learning process successful without putting much stress on the teachers, parents and above all, the students. Assessment is also to take place alongside so that whatever is taught is valued and gives positive results. Therefore, strategies have been laid down in the following lines to enable each one working for education to play his or her role optimally.

What can be done at district level?

1. **Discussions for decisions:** All the administrators at the district level like the IS, DEEO, DMC and others should come together in their convenient modes of communication and help in distribution of work in a synchronized manner by taking the block level and cluster level administrators too in their dialogues.
2. **Teacher Preparedness:** The DIETs in coordination with DMC should conduct the online training on use, curation and sharing of Open Educational Resources, ICT- Pedagogy in Content integration, use appropriate technology for teaching learning & assessment, cyber safety and security, etc. after proper need assessment. Online training of teachers on Mental Well-being should also be conducted.
3. **Role of Headmaster/ Headmistress:** He or she plays an important role in implementation of digital learning while preparing a routine for online class for the students. He or she will supervise the whole process and help the other teachers of the school in planning and the progress of the students from time to time and also provide necessary academic support to the children as and when required.

What Teachers can do?

The following lines are only advisory and the teacher can work with some amount of flexibility depending on the local situation.

1. Teachers can plan to prepare the lesson transaction plan by following the Academic Calendar for lessons and Learning Outcomes and activities which are to be converted to an online plan by either reducing the content load by **working on Learning Outcomes across lessons or concepts and sometimes clubbing/mapping areas for transacting Learning Outcomes to save time.**
2. This guideline also includes reference of some digital resources available on DIKSHA in regional languages related to textbooks and as per academic calendar at the end of the document.
3. Teachers at first with the CRCCs will assess how many children in each class have digital equipment at home and then categorise households into the following groups.

Households with

- Category 1:** a smart phone with a 4G internet connection/Desktop computer/laptop and a TV set with DTH or Cable TV connection
- Category 2:** a smart phone with a 4G internet connection
- Category 3:** a TV set with DTH or Cable TV connection
- Category 4:** a smart phone with limited data pack or no net pack/ a radio
- Category 5:** No digital device

For Category 1, 2, 3:

- ✓ Teachers will assign tasks to students of Category 1, 2 & 3 according to the Digital resources available and that can be used through class wise digital messenger groups (For example- WhatsApp groups), video calls, conferencing, etc. The DIETs in the districts will play a vital role in training the teachers for online teaching and use of tools and techniques for the same with support from the state functionaries if needed.
- ✓ Category 1, 2, and 3 will be asked to watch all ‘Swayam Prabha programmes’ and ‘Gyan Briksha’ educational channels sincerely. The ‘DIKSHA Portal’ and ‘DIKSHA mobile app’ should also be made full use of for exploring classwise and subjectwise resources.

For Category 4, 5:

- ✓ The teacher will take immediate steps for students belonging to category 4 and 5. Parents/guardians of such students at category 4 may not be able to leave the phone for their ward’s use when they leave home for work. Such students have to be called at convenient times of their parents or guardians. The activities prepared for this category have to be shared with the parents when they are at home with their children.
- ✓ **For children at category 5**, teachers may visit a central place where possible and arrange a very small gathering of a mixed group of students(Senior and Junior) and also a few parents while maintaining norms of distancing and other things required during a lockdown of pandemic of COVID-19.
- ✓ **Worksheets or handwritten/printed documents could be used and some of these and others could be distributed. Tips to parents, students and peers to help each other can be given here. The way they can manage exposure to online materials via connections and friends could be discussed and help offered by teachers to motivate students for their mental well-being. The students can later pass on these materials and messages to their friends.**
- ✓ The seniors can also take responsibility of teaching the younger ones and prepare worksheets on the spot or at home and help. The seniors and parents can help by arranging mobiles for this category of students. **The younger ones may also be suggested to revisit their old textbooks for any learning gaps or for developing the language skills. Community radio programmes or important announcements through microphones could be arranged with permission from concerned authorities where possible.**
- ✓ For this category of students, teacher may locate students where they reside. The teacher may plan to visit their place and meet their parents. The teacher may also ask the parents to come to the nearest community centre where she/he wants to meet the parents/guardians at a fixed time. A teacher may also arrange a suitable time schedule so that there is no crowd in the community centre and physical distance is also maintained. For example, if the teacher wants to meet 40 persons on a day, he may call 20 persons between 10 am and 11:30 am and may meet the rest between 11:45 am-1:15pm. Teachers may guide parents on use of online and also offline resources at the same time and encourage parents to talk about their children.

4. School Heads and Teachers play an important role in a child's life. Teachers convey their affection, warmth, care, comfort as well as control to the students through verbal and non-verbal communication. Teachers being the first level counsellors, also have the responsibility to take care of the mental and physical health of their students. Therefore, teachers need to be more careful about the verbal and non-verbal communication they make through various digital platforms.
5. Schools may prepare a classwise and subjectwise timetable for engagement of teachers for different groups of students. Instant messaging groups of teachers and parents will help children of lower classes. Unrealistic goals will increase stress of learning instead of reducing it.
6. In case of children of the lower primary level, the teacher will prepare a tentative plan in consultation with the headmaster or fellow teachers and parents of respective groups for covering the learning outcomes (LOs) of the month. She/he may prepare a weekwise plan to achieve the LOs. The teacher will develop a few activities and distribute these among the students.
7. Parents can guide their child in understanding various topics. In designing these activities, teachers should aim to link their topic with the environment of the children. Hence, the activity may vary from the geographical location of the school, home environment of the students, etc. Teachers need to motivate and guide parents about how to engage their child in performing the assigned activities. For children whose parents are not able to teach or guide, teachers have to take the initiative. She/he may also seek help of some volunteers or educationists of the locality in doing so.
8. The teacher should track student progress through the assignments returned and feedback of parents. This should be done on a regular basis. She/he will provide necessary help and guidance to the parents as and when required.
9. Teachers need to keep children happy with a few words of praise and gestures or phone calls now and then as appreciation for good work.
10. Teachers should lay emphasis on consolidation of knowledge and development of skills instead of concentrating more on completion of the lessons.
11. Teachers may also show the e-contents/resources to the students if a projector or a TV is available at the Community Centre by following all Government norms related to COVID-19. Otherwise she/he may encourage students to develop self-study habits. The difficult portions may be discussed with respective teachers later on.
12. Orientation of parents/guardians on importance of listening to radio news, features and government sponsored educational talks, and listening to TV news, etc. should be organized in real time, over conference calls or over phone individually.

Keeping overall development of students in mind, the routine for digital learning is recommended as follows-

Class	Recommendation
Pre Primary	On a given day for interacting with parents and guiding them, not more than 30 minutes. (If required)
Classes 1 to 5	Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days decided.
Classes 6 to 8	Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days decided.
Classes 9 to 12	Online synchronous learning may be undertaken for not more than four sessions of 30-45 minutes each on the days decided.

N.B:

- The daily/ weekly routine for Digital/ Home-based learning classes should be scheduled at district level as per the feasibility of the ICT infrastructure and geographical location.
- The Routine/schedule should include at least one session for each subject of every class in a week.

↪ The classwise and subjectwise learning outcomes linked with the respective lesson which may be ensured to be achieved in different modes (both online and offline wherever feasible) in the month of August (for elementary level) is given below as suggestive plan. Teachers can accordingly plan for the next month also if the school remains closed. Similarly, the lesson plan for the secondary level can also be prepared.

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Language-I	I	মেকুৰী আৰু কাউৰীৰ মিতিৰালি	<ul style="list-style-type: none"> ● ছবি পৰ্যবেক্ষণ কৰি সাধু সম্পূৰ্ণ কৰিব পাৰিব। ● ঐ, ও, ঔ, এও, য, ষ, য়, ঙ, উ, ঋ, শ বৰ্ণকেইটাৰ ধ্বনি আৰু আকৃতিৰ লগত পৰিচয় হৈ পঢ়িব আৰু লিখিব পাৰিব। ● ৊, ঠৈ, ৱৈ, ৱৈ ব লগত পৰিচয় হৈ লিখিব পাৰিব আৰু শব্দ গঠন কৰিব পাৰিব। ● বৰ্ণ চাই অথবা নোচোৱাকৈ লিখিব পাৰিব।
		II	অৰণ্যত দীপু	<ul style="list-style-type: none"> ● শুদ্ধ উচ্চাৰণেৰে গদ্য পাঠ পঢ়িব, বুজিব আৰু পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ দিব। ● য (j) কাৰ, ৱ (b) কাৰ যুক্ত যুক্তাক্ষৰৰ লগত পৰিচয় হ'ব, শব্দ পঢ়িব আৰু লিখিব পাৰিব। ● যুক্তাক্ষৰ ভাঙিব আৰু গঠন কৰিব পাৰিব।
		III	ৰূপকোঁৱৰ জ্যোতিপ্ৰসাদ আগৰৱালা	<ul style="list-style-type: none"> ● জীৱনী, কাহিনী আদি শুনি বুজি পাব আৰু ক'ব পাৰিব। ● ঠ, ঙ্গ, ব্ৰ, ঙ্গ, ঙ্গ — যুক্তাক্ষৰকেইটা পঢ়িব, লিখিব, ভাঙিব আৰু গঠন কৰিব পাৰিব। ● নিজ অঞ্চল, বিদ্যালয়ত পালন কৰা উৎসৱ/দিৱসৰ বিষয়ে ক'ব পাৰিব।
		IV	কলাগুৰু বিষ্ণুপ্ৰসাদ ৰাভা	<ul style="list-style-type: none"> ● যুক্তাক্ষৰ ভাঙিব আৰু গঠন কৰিব পাৰিব। ● বিষ্ণুপ্ৰসাদ ৰাভাৰ বিষয়ে জানিব আৰু তেখেতৰ গীত গাব পাৰিব। ● কলা-সংস্কৃতি সাধনা কৰা ব্যক্তিৰ নাম জনাৰ লগতে বিভিন্ন বাদ্য-যন্ত্ৰৰ নাম জানিব। ● বিশেষ্য পদৰ বিষয়ে ধাৰণা লাভ কৰিব আৰু বিশেষ্য পদ বাছি উলিয়াব।
		V	অৰূপৰ আৱেদন	<ul style="list-style-type: none"> ● চিঠি আৰু আৱেদনৰ ধাৰণা স্পষ্ট হ'ব আৰু লিখিব পাৰিব। ● ক্ৰিয়াৰ কালৰ ধাৰণা ল'ব আৰু প্ৰয়োগ কৰিব পাৰিব। ● অতীত কালৰ ক্ৰিয়া পদ বিচাৰি লিখিব পাৰিব।

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Language-I	VI	অসমীয়া ভাষাৰ বিকাশৰ কথা	<ul style="list-style-type: none"> ● অসমীয়া ভাষা সম্পৰ্কে সম্যক ধাৰণা লাভ কৰিব। ● যতি, প্ৰক্ষেপ/উদ্ধৃতি চিহ্নৰ যথাযথ ব্যৱহাৰ কৰিব পাৰিব। ● তৎসম, অৰ্থ তৎসম, তদ্ভৱ, দেশী আৰু বিদেশী মূলৰ অসমীয়া শব্দৰ লগত পৰিচিত হ'ব।
			বিহু আদৰ্শ	<ul style="list-style-type: none"> ● পুংলিঙ্গ, স্ত্ৰীলিঙ্গ শব্দ বাছি উলিয়াব পাৰিব। ● একে ধ্বনियুক্ত শব্দৰে অৰ্থ প্ৰকাশ হোৱাকৈ বাক্য গঠন কৰিব। ● ভিন ভিন থলুৱা বাদ্য আৰু সঁজুলিৰ বিষয়ে জানিব।
			গুৰু দক্ষিণা	<ul style="list-style-type: none"> ● জুৰীয়া শব্দ, সমাৰ্থক শব্দ লিখিব পাৰিব। ● জাতক, পঞ্চতন্ত্র অথবা বাতৰি কাকতৰ সাধু পঢ়ি বুজি পাব।
		VII	পণ্ডিত আনন্দৰাম বৰুৱা	<ul style="list-style-type: none"> ● তথ্যভিত্তিক লিখন-কৌশল আয়ত্ত কৰিব পাৰিব। ● বাক্যত ক্ৰিয়া কালৰ ব্যৱহাৰ কৰিব পাৰিব।
			জনমভূমি	<ul style="list-style-type: none"> ● বিপৰীত অৰ্থ প্ৰকাশক শব্দ জানিব। ● যতি, বিৰাম চিহ্নৰ ব্যৱহাৰ শিকিব।
		VIII	এন্ ফ্ৰাঙ্কৰ ডায়েৰি	<ul style="list-style-type: none"> ● ডায়েৰি এখনৰ বিশ্বজনীনতা সম্পৰ্কে জানিব। ● সংস্কৃত 'তৰ' আৰু 'ঈয়স্', 'তম' আৰু 'ঈষ্ঠ' প্ৰত্যয়ৰ প্ৰয়োগ বুজি পাব। ● খণ্ড বাক্যৰ অৰ্থ বুজি বাক্য গঠন কৰিব।
			জাগা জননীৰ সন্তান	<ul style="list-style-type: none"> ● সন্ধি ভাঙিব আৰু গঠন কৰিব। ● প্ৰত্যয় প্ৰয়োগ কৰি বিশেষ্যৰ পৰা বিশেষণলৈ ৰূপ সলনি কৰিব জানিব। ● বিপৰীত শব্দ, সমাৰ্থক শব্দ ব্যৱহাৰ কৰিব শিকিব।
			ভক্ত প্ৰহ্লাদ	<ul style="list-style-type: none"> ● সমাসৰ ধাৰণা স্পষ্ট হ'ব আৰু প্ৰয়োগ কৰিব পাৰিব। ● নতুন নতুন শব্দ গঠন কৰিব পাৰিব। ● এটা শব্দত প্ৰকাশ কৰি লিখিব পাৰিব।

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Mathematics	I	Shapes	<ul style="list-style-type: none"> Classify objects into groups based on a few physical attributes such as shapes, sizes and other observable properties of pebbles, boxes, balls, cones, pipes etc. Classify objects into groups based on observable properties like rolling and sliding Describe the physical features of various solids/shapes in their own language, for e.g.- a ball rolls, a box slides
		II	Shapes and spatial understating of three Dimensional Shapes	<ul style="list-style-type: none"> Describe basic 3-D shapes with their observable characteristics and be familiar with their names Identify basic 3-D shapes like cuboids, cone, cylinder, sphere by their names Draw/represent horizontal, vertical and slant lines(free hand) Distinguish between straight and curved lines Identify objects by observing their shadows
		III	Time	<ul style="list-style-type: none"> Learn to read the clock and the calendar Identify a particular day and date on a calendar Say the time correctly up to hours by observing clocks
		IV	Length	<ul style="list-style-type: none"> Convert meter into centimetre and vice-versa Estimate the length of an object/distance between two locations Solves problems involving daily life situations related to length involving four basic arithmetic operations
		V	Area and Perimeter	<ul style="list-style-type: none"> Find perimeter of simple geometric figures like square, rectangle and triangle Be able to find out area of a square and rectangle
Multiples and Factors	<ul style="list-style-type: none"> Explain the meaning of factors, elaborates the concept of factors in factor tree, factor cycle Explain the meaning of multiples 			

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Mathematics	VI	Basic Geometrical Ideas	<ul style="list-style-type: none"> Describe Geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle etc., with the help of examples in surroundings
		VII	Data Handling	<ul style="list-style-type: none"> Find various representative values for simple data from her/his daily life contacts like mean, median and mode Interprets data using bar graph such as consumption of electricity is more in winter than summer, runs scored by a team in first ten overs etc.
		VIII	Quadrilaterals	<ul style="list-style-type: none"> Solves problems related to angles of a quadrilateral using angle sum property. Verifies properties of parallelograms and establishes the relation between them through reasoning.
			Practical Geometry	<ul style="list-style-type: none"> Construct different quadrilaterals using compasses and straight edges

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	English	I	My Family	<ul style="list-style-type: none"> • name familiar objects seen in the pictures and associates words with pictures • identify characters and sequence of a story and asks questions about the story and respond orally to comprehension questions related to stories/poems • recite poems/rhymes with actions • carry out simple instructions such as- ‘Shut the door’ , ‘Bring me the book’ and such others • recognize letters and their sounds in context and differentiates between small and capital letters in print and draw, scribbles in response to poems/stories etc.
		II	A Beautiful Butterfly	<ul style="list-style-type: none"> • identify characters and sequence of events in a story and respond to comprehension questions related to stories and poems in home language or English or sign language, orally and in writing and draws pictures in response to stories • compose and write simple, short sentences with space between words • use prepositions like ‘before’ , ‘between’ etc. and simple adjectives related to size, shape, colour, weight, texture such as ‘big’ , ‘small’ , ‘pink’ , ‘red’ , ‘heavy’ , ‘light’ , ‘soft’ etc.
		III	Two Friends and a Bear	<ul style="list-style-type: none"> • read small texts in English with comprehension i.e. identifies main ideas, details and sequence and draws conclusions in English • use meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in contexts as compared to previous class • distinguish between simple past and simple present tenses • recite poems individually/ in groups with correct pronunciation and intonation.
		IV	Who has seen the Wind?	<ul style="list-style-type: none"> • describe briefly, orally/ in writing about events, places and/or personal experiences in English, speak briefly on a familiar issue like conservation of water and experiences of day to day life like visit to a zoo, going to a mela, share riddles and tongue twisters in English • solve simple crossword puzzles, builds word chains etc. and infer the meaning of unfamiliar words by reading them in context • use punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters and use linkers to indicate connections between words and sentences such as ‘First’ ‘Next, etc. and write/ type dictation of short paragraphs (7-8 sentences)
		V	Bird Talk	<ul style="list-style-type: none"> • recite and share English songs, poems, games, riddles, stories, tongue twisters, etc. with peers and family members • connect ideas that he/she has inferred, through reading and interaction with his/her personal experiences • write informal letters, Messages and e-mails

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	English	VI	Tom Sawyer	<ul style="list-style-type: none"> • participate in activities in English like role play, group discussion, debate etc. • response to announcements and instructions made in class, school assembly, railway station and in other public places • read a variety of texts in English /Braille and identifies main ideas, characters, sequence of ideas and events and relate with his/ her personal experiences and respond to a variety of questions familiar and unfamiliar texts verbally and in writing • use synonyms, antonyms appropriately, deduce word meanings from clues in context • use meaningful sentences to describe / narrate factual/ imaginary situations in speech and writing and write grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. • draft, revise and write short paragraphs based on verbal, print and visual clues, write messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience
		VII	Uruka Adventure	<ul style="list-style-type: none"> • participate in different activities in English such as role play, poetry recitation, skits, drama, debate, speech, elocution, declamation, quiz etc. organised by school and other such organisations • engage in conversations in English with family, friends and people from different professions such as shopkeeper, salesman etc. using appropriate vocabulary • read textual/ non- textual materials in English/ Braille with comprehension and identify details, characters, main ideas and sequence of ideas and events in textual/ non-textual material, infer the meaning of unfamiliar words by reading them in context • use appropriate grammatical forms in communication (eg. noun, pronoun, verb, determiner time and tense, passivization, adjective, adverb etc.) • write formal letters, personal diary, list, email, SMS, descriptions/narratives showing sensitivity to gender, environment, and appreciation of cultural diversity
		VIII	My Native Land	<ul style="list-style-type: none"> • speak about objects/events in class/ school environment and outside surroundings • read excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on TV, radio and express opinions about them and read, compare, contrast, think critically and relate ideas to life • read textual/non-textual materials in English or Braille with comprehension and identify details, characters, main idea and sequence of ideas and events while reading • write answers to textual/ non-textual questions after comprehension and short paragraphs coherently in English or Braille with a proper beginning, middle and end with appropriate punctuation marks • write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experience etc.

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Environmental Studies	III	<ul style="list-style-type: none"> Homes of Animals Animals 	<ul style="list-style-type: none"> Understand that aquatic, terrestrial and amphibian animals live according to their own provisions. Understand that various animals live on various foods. Understand that various parts of animals' body viz. teeth, nails, beaks, etc. are formed on the basis of their food habits. Learn about the movements of various animals.
			Water	<ul style="list-style-type: none"> Understand the importance of underground water (other sources of water being used by us in addition to the underground one). Know about the water-cycle.
		IV	National Festivals	<ul style="list-style-type: none"> Know about the national festivals like Republic Day, Independence Day, Childrens' Day, Teacher' s Day and Gandhi Jayanti Understand the significance of celebrating such festivals Know the significance of National Flag and The Emblem Develop then skill of drawing the National Flag Know about the Tricolour of the National Flag and the significance of the Ashoka Chakra Develop sense of Unity and Brotherhood
			Culture of Assam	<ul style="list-style-type: none"> Understand about the cultural traditions of our state. Develop attitude to live in peace and harmony with various tribes and castes.
		V	Natural Resources	<ul style="list-style-type: none"> Know about the rich natural resources of Assam. Know about renewable and non-renewable resources. Understand about forest, water, mineral and agricultural resources. Know about the location of places of natural resources in Assam. Know about the rivers and tributaries of Assam. Understand about the use of natural resources frugally.

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Science	VI	Components of Food	<ul style="list-style-type: none"> • Identify different food items containing different nutrients • Conduct simple investigation to seek what are the food nutrients • Conduct test for different components of food items • Explain different components of food items, importance of food, balance diet • Relates process, phenomenon and causes of deficiency diseases
			Fibre to Fabric	<ul style="list-style-type: none"> • Differentiate materials such as fibres and yarn, plant and animal fibres • Conduct simple investigation to seek what are the plant or animal fibres • Explain the process for yarn to fabrics
			Sorting Materials into Groups	<ul style="list-style-type: none"> • Classify materials based on observable properties eg. Materials as soluble, insoluble, transparent, translucent and opaque • Explain solubility, transparency etc.
		VII	Heat	<ul style="list-style-type: none"> • Identify hot and cold object around in day today life • Measure temperature in standard unit • Explain the different processes of transfer of heat, sea and land breeze • Draw and label the diagrams related to transfer of heat • Differentiate kinds of clothes we wear in summer and winter
			Acids, Bases and Salts	<ul style="list-style-type: none"> • Identify substances based on taste like, sour, salt, sweet, acid, bases, natural indicators etc. • Differentiate substances on the basis of properties like acid, bases, salt • Explain the process of neutralization, need of neutralization in everyday life, soil treatment etc.
		VIII	Synthetic Fibres & Plastic	<ul style="list-style-type: none"> • Identify natural fibres and synthetic fibres • Explain different types synthetic fibres, characteristics of different fibres, different types of plastic, • Differentiate different types of plastics • Relates Environmental degradation and uses of plastics
			Materials: Metals and Non-Metals	<ul style="list-style-type: none"> • Classify materials based on properties like hardness, malleability, ductility, sonorous etc. • Classify materials based on chemical properties as Metals and Non-metals based on reaction with water, acids • Explain uses of different types of metals and Non-metals

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Social Science	VI	Motions of the Earth(G)	<ul style="list-style-type: none"> Understand and explain the motions, rotation, illumination, annual motion and revolution of the earth.
			Early Paleolithic Age(H)	<ul style="list-style-type: none"> Analyze about various sources of knowing the early people, their food, clothing and habitation. Explain about the discovery of fire, various tools, ornaments and means of entertainment of the early people.
			Our basic Needs (Eco.)	<ul style="list-style-type: none"> Understand and explain the basic needs of human beings Differentiate between main or staple food and subsidiary and secondary foods & understand their importance Explain the different types of food, cloth and house in different parts of the world
		VII	The Earth's Surface and its Changes(G)	<ul style="list-style-type: none"> Explain the structure and different layers of atmosphere Differentiate the Elements of weather and climate and understand the role of geographical factors in determining the climate and the influence of climate on human activities. Explains about the effect of internal and external forces on the changes of landforms.
			Emergence of Gupta Empire (H)	<ul style="list-style-type: none"> Understand the sources, geographical locations, administrations, socio-economic aspects of the Gupta Dynasty. Appreciates the contribution of Gupta rulers towards Indian history
			Democracy, Citizen and Citizenship (Pol. Sc.)	<ul style="list-style-type: none"> Understand the meaning of democracy Differentiate between citizen and foreigners Explain about acquisition and loss of citizenship
		VIII	Human Resource Development, its indicators and Role of Vocational Education(Eco)	<ul style="list-style-type: none"> Understand about human resource, human resource developments, indicators of human resource developments Appreciate the role of human resource in socio-economic developments Understand the role of vocational education in human resource developments.
			Settlement (G)	<ul style="list-style-type: none"> Explain about settlements, various types of settlements and their characteristics Explains the difference between uplands and lowlands settlements

Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Expected Learning Outcomes
				<i>The teacher will design activities to ensure that students can -</i>
August	Hindi	VI	धरती माता का पत्र	(i) पर्यावरण को समझना और इसके संरक्षण हेतु सकारात्मक कार्य करना। (ii) अनौपचारिक पत्रों का ज्ञान देना। (iii) सभी मात्राओं को एक साथ पढ़ना, समझना और लिखना। (iv) बारहखड़ी का ज्ञान देना। (v) मात्रा युक्त शब्द बनाना। (vi) सीखे हुए शब्दों से वाक्य बनाना। (vii) विभक्ति-चिह्न 'को', 'से', विपरीतार्थक शब्द का ज्ञान देना।
		VII	मेरी राजस्थान यात्रा	(i) यात्रा, सफर आदि के बारे में जानकारी प्राप्त करना। (ii) इससे भिन्न धर्म, भाषा, अंचल, संप्रदाय, रहन-सहन आदि के बारे में जिज्ञासा भाव लाना और समझ पाना। (iii) भारतवर्ष के विभिन्न स्तंभ, स्मारक निधि आदि के बारे में जानकारी प्राप्त करना। (iv) सकारात्मक, नकारात्मक तथा प्रश्नबोधक वाक्य, समानार्थक तथा विपरीतार्थक शब्द, विभक्ति चिह्न- को तथा से के प्रयोग का ज्ञान देना।
		VIII	मैडम मेरी क्यूरी	(i) शुद्ध उच्चारण और उपयुक्त पठन-शैली से पाठ कर पाना। (ii) विश्व प्रसिद्ध व्यक्तियों की साधना और विशिष्ट कार्यों की जानकारी तथा अनुपेक्षा प्राप्त करना। (iii) वैज्ञानिक आविष्कारों की महत्ता तथा सामान्य जीवन में उनकी उपयोगिता का अनुभव करना। (iv) पाठ की वर्णन-शैली को समझकर अन्य बिषयों की इसी प्रकार लिखकर अभिव्यक्त कर पाना। (v) विशिष्ट व्यक्ति, आविष्कार आदि की परिचर्या में भाग लेने की क्षमता। (vi) सर्वनाम का प्रयोग और क्रिया का रूपांतर।

Teachers are also suggested to integrate the lessons of similar learning outcomes and prepare the transactional plan as like given below and which should be skill and activity based.

বিষয় : ভাষা-১
শ্রেণী : প্রথম

শ্রেণী	বিষয়	শিকন ফলাফল	সমন্বিত পাঠ	কাৰ্য সম্পাদন/আদান-প্ৰদান প্ৰণালী
প্রথম	ভাষা-১ (অসমীয়া)	১। শব্দ থকা বৰ্ণ চিনি পোৱা, পঢ়িব পৰা আৰু লিখিব পৰা ২। সাধু শূনি বুজি পোৱা আৰু ক'ব পৰা ৩। গীত, ভংগীমা গীত আদি গাব পৰা, আবৃত্তি কৰিব পৰা ৪। ছবি চাই বৰ্ণনা কৰিব পৰা	পাঠ ৫ : আচল সখি পাঠ ৭ : চিলনী আৰু মাছ	যিহেতু পাঠ নং ৫ আৰু পাঠ নং ৭ ৰ প্ৰকাৰ আৰু শিকন ফলাফল প্ৰায় একেই, গতিকে শিক্ষকে 'আচল সখি' পাঠটোক আধাৰ কৰি আকাংক্ষিত শিকনৰ ফলাফলপ্ৰাপ্তি সুনিশ্চিত কৰাব।
দ্বিতীয়	ভাষা-১ (অসমীয়া)	১। গদ্য পঢ়ি আৰু বুজি পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব। ২। য় (ɣ) কাৰ, ৱ (ব) কাৰ, ল্ল, চ্চ, ম্ম, ঙ্গ, ঙ্গ, ঙ্গ, স্ত, স্প যুক্তাক্ষৰকেইটা লিখিব পাৰিব আৰু ৰেফ (´)ৰ বিষয়ে জানিব। ৩। কাহিনী শূনি, বুজি সেই সম্পৰ্কে প্ৰশ্নৰ উত্তৰ দিব পাৰিব। মহাপুৰুষ শব্দৰেৰৰ বিষয়ে জানিব আৰু শব্দৰ ভাৱ জাগৃত কৰিব। ৪। পদ্য আবৃত্তি কৰিব পাৰিব আৰু গদ্য ৰূপত বৰ্ণনা কৰিব পাৰিব।	পাঠ ৩ : অৰণ্যত দীপু পাঠ ৪ : পখিলা পাঠ ৬ : সাহসী ল'ৰাজন	উল্লিখিত শিকন ফলাফলসমূহ এই নিৰ্দিষ্ট পাঠকেইটাত নিহিত হৈ আছে। গতিকে শিক্ষকে এই তিনিওটা পাঠৰ আদান-প্ৰদানৰ জৰিয়তে শিকন ফলাফলসমূহ আয়ত্তকৰণত গুৰুত্ব দিব।

শ্ৰেণী	বিষয়	শিকন ফলাফল	সমন্বিত পাঠ	কাৰ্য সম্পাদন/আদান-প্ৰদান প্ৰণালী
চতুৰ্থ	ভাষা-১ (অসমীয়া)	<p>১। বিভক্তিৰ বিষয়ে জানি শব্দত বিভক্তিৰ ব্যৱহাৰ কৰিব পাৰিব।</p> <p>২। বিশেষ্য পদৰ ধাৰণা স্পষ্ট হ'ব আৰু পাঠৰ পৰা বিশেষ্য পদ বাছি উলিয়াব পাৰিব।</p> <p>৩। বিশেষণ পদৰ বিষয়ে ধাৰণা স্পষ্ট হ'ব আৰু বিশেষ্য পদক বিশেষণ পদলৈ পৰিবৰ্তন কৰিব পাৰিব।</p>	<p>পাঠ ২/১১ :</p> <p>২ - মানুহৰ মাজলৈ কাপোৰ কেনেকৈ আহিল</p> <p>১১ - ব্ৰহ্মপুত্ৰ</p> <p>পাঠ ৩/১১ :</p> <p>৩ - কলাগুৰু বিষ্ণুপ্ৰসাদ ৰাভা</p> <p>১১ - ব্ৰহ্মপুত্ৰ</p> <p>পাঠ ৬/৭ :</p> <p>৬ - দীঘলঠেঙীয়া</p> <p>৭ - ৰাতিপুৱা</p>	শিক্ষকে পাঠ নং ২, ৩ আৰু ১১ সমন্বিত কৰি এই তিনিওটা পাঠৰ জৰিয়তে ১ নম্বৰ আৰু ২ নম্বৰ শিকন ফলাফল আয়ত্তকৰণত গুৰুত্ব দিব। ঠিক তেনেদৰে পাঠ নং ৬ আৰু ৭ সমন্বিত কৰি ৩ নম্বৰ শিকন ফলাফল আয়ত্ত কৰাব।

Subject: English
Class: I-VIII

Class	Subject	Learning outcomes/ competencies	Lessons to be merged	Transactional strategy/ process
I	English	The learners produce words with common blends like "br", "fr" like 'brother'. 'frog' etc.	Lesson 6: Two Little Hands Lesson 7: My Beautiful Village	Since the LO is about producing sounds like "br", "fr" like 'brother'. 'frog' etc., the activity 13, 18, 22, 24 of lesson 6 and activity 12, 13, 14 of lesson 7 may be clubbed to manage the shortage of time.
II	English	The learner uses prepositions like 'before', 'between' etc.	Lesson 3: Traffic Light Lesson 6: Village Life	Since the LO is about use of prepositions like 'before'. 'between' etc. the activity 27 of lesson 3 and activity 10 of lesson 6 may be clubbed to manage the shortage of time.
III	English	The learner distinguishes between simple past and simple present tenses	Lesson 3 : A Brave General Lesson 5 : Little Raindrops Lesson 6: I'm a Mobile Phone Lesson : Never Say 'I can't'	Since the LO is about distinguishing between simple past and simple present tense, teachers may integrate the activities mentioned as these activities are about simple past and simple present tense
IV	English	The learner uses linkers to indicate connections between words and sentences such as 'First', 'Next' etc.	Lesson 2: The Ant and the Grasshopper Lesson 4: The Hidden Treasure Lesson 3: Bird Talk Lesson 7: Frogs at School	Since the LO is about different linkers, teachers may integrate the activity 5, 9 of Lesson 2, activity 3 of Lesson 3, activity 4,5 of Lesson 4 and activity 17 of Lesson 7 as these activities are about different linkers to indicate connections between words and sentences.
V	English	The learners write informal letter, messages and e-mails	Lesson 3: Bird Talk Lesson 8: Hello Computer!	Since the LO is about writing e-mails, the activity 9,10 of lesson 3 and activity 5 of lesson 8 may be clubbed to manage shortage of time
VI	English	The learner writes messages, invitation, short paragraphs and letters with a sense of audience.	Lesson 3: Dhyan Chand Lesson 8: I Love My Country	Since the LO is about writing short paragraphs , the activity 13 of Lesson 3 and activities 5,6,7,8 (a), 8(b) may be integrated to manage the shortage of time.

Class	Subject	Learning outcomes/ competencies	Lessons to be merged	Transactional strategy/ process
VII	English	The learner uses appropriate forms in communication (time and tense, passivisation)	Lesson 3: From the Diary of Anne Frank Lesson 6: Dhunu's Guitar	Since LO is about use of tense, time, passivisation etc. Teachers may integrate the Activity 4,(a), (b), 5, 6 of Lesson 3 and Activity 9 of Lesson 6
VIII	English	The learner writes e-mail, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.	Lesson 2: Mt Native Land Lesson 3: Explore India: Quiz Time Lesson 4: Dokchory learns about the Panchayat Lesson 6: A New Day, A New Way	Since the LO is about writing email, messages, notice, formal letter, etc. The mentioned activities may be clubbed.

Subject : Hindi

Class : VI-VIII

कक्षा	विषय	विशेष रूप से शिक्षण के प्रतिफल	पाठ का जोड़ना	सीखने-सिखाने का कौशल
छठी	तीसरी भाषा के रूप में हिंदी (L3)	(क) हिंदी भाषा के स्वर वर्ण तथा व्यंजन वर्णों को लिखना और पढ़ना सीखेंगे। (ख) नए-नए शब्द सीखेंगे और शब्दों के प्रयोग सीखेंगे।	पाठ- 2 : स्वर माला तथा व्यंजनवर्ण पाठ- 5 : लोकप्रिय गोपीनाथ बरदलै	उल्लेखित शिक्षण फलाफल के माध्यम से पाठ- 2 के द्वारा कविता से स्वर वर्णों का ज्ञान कराना। पाठ- 5 के द्वारा किसी महान लोग की जीवन गाथा सुनना, समझना तथा व्यंजन वर्णों को सीखना एवं संयुक्त वर्णों का अपेक्षित ज्ञान की योग्यता प्राप्त करने के लिए सुविधा दिया गया है। इसलिए यह दोनों पाठों में फेरबदल करके सीखा सकते हैं।
सातवीं	तीसरी भाषा के रूप में हिंदी (L3)	कहानी लेखन में उत्सुकता वृद्धि करना और व्यवहारिकता का ज्ञान प्राप्त करना। दैनिक जीवन की सामान्य बातचीत, परिचर्या सुनना, समझना। मानविक मूल्यबोध का विकास कराना। जीव जन्तुओं के प्रति प्यार और सेवा की भावना जाग्रत करना।	पाठ- 2 : चार मित्र पाठ- 7 : हार की जीत	पाठ- 2 और पाठ- 7 दोनों पाठों की कहानियों के द्वारा भाषा सिखाने के साथ-साथ मानवीय मूल्य बोध का विकास करना और जीव-जन्तुओं के प्रति सदय होना। इसलिए उपरोक्त दोनों पाठों को साथ-साथ सिखाना चाहिए। इसमें फेरबदल भी कर सकते हैं।
आठवीं	तीसरी भाषा के रूप में हिंदी (L3)	शुद्ध उच्चारण और कविता पाठ करने की योग्यता। ऋतुओं का ज्ञान और विभिन्न ऋतुओं में प्रकृति में होनेवाली परिवर्तन का ज्ञान का बोध कराना। शुद्ध उच्चारण के साथ-साथ हाव-भाव के साथ कविता पाठ करने की योग्यता। मानव से संबंधित भिन्न कालों को समझना। तुक और लय का भी ज्ञान देना।	पाठ- 7 : पहली बूँद पाठ- 13 : मेरा नया वचपन	पाठ- 7 और पाठ- 13 दोनों पाठ कविता पर आधारित हैं। दोनों पाठों में कविताओं के द्वारा सीखने की पहल की गई है। इसलिए यह दोनों पाठों को फेरबदल करके सिखवा सकते हैं।

Subject: EVS

Class: III-V

Class	Subject	Learning outcomes/ competencies	Lessons to be merged	Transactional strategy/ process
III	EVS	<p>The learners</p> <ul style="list-style-type: none"> • Understand that aquatic, terrestrial and amphibian animals live according to their own provisions. • Understand that various animals live on various foods. • Understand that various parts of animals' body viz. teeth, nails, beaks, etc. are formed on the basis of their food habits. • Learn about the movements of various animals. 	<p>Lesson 3 : Homes of Animals Lesson 4 : Animals</p>	<p>Main theme of both the lessons is same i.e. animals. Lesson No.3 discusses on various shelters of animals and birds where as Lesson No.4 discusses on different categories of animals and birds as per their food habits such as herbivores, carnivores, omnivores. Hence, while deliberating on Lesson 3, the areas highlighted in Lesson 4 can also be discussed.</p>
IV	EVS	<p>The learners</p> <ul style="list-style-type: none"> ↳ explains the significance of plants and animals in maintaining balanced environment ↳ observe and explain interdependence between plants and animals ↳ identify plants of different environment 	<p>Lesson 6 : Plants and Environment Lesson 7 : Living being and Environment Lesson 8 : Plants in different Environment</p>	<p>The main theme of these three lessons are environment, plants and living beings. As all the three lessons are related to environment, therefore these lessons can be transacted together highlighting the measures for achievement of LO' s mentioned here.</p>
V	EVS	<p>The learners</p> <ul style="list-style-type: none"> ↳ explains about natural resources of Assam, kinds of resources – renewable and non-renewable with example. ↳ different types of resources, e.g. water, forest, mineral and agricultural resources 	<p>Lesson 4 : Natural resources Lesson 5 : Conservation of resources</p>	<p>The main theme of these two lessons is same i.e. Resources. Lesson 4 highlights about natural resources whereas Lesson 5 highlights about conservation of natural resources. Therefore, both these lessons could be transacted together.</p>

Subject: Mathematics

Class: I-V

Class	Subject	Learning Outcomes/Competencies	Lessons to be merged	Transactional Process
I	Mathematics	Applies addition and subtraction of numbers 1 to 20 in daily life -constructs addition facts up to 9 by using concrete objects. -subtracts numbers using 1 to 9 -solves day-to-day problems related to addition and subtraction of numbers up to 9	(I) Lesson No.4 Addition (1 to 9) & Lesson No. 8 Addition – Subtraction (within 20) II) Lesson No.5 Subtraction & Lesson No. 8 Addition – Subtraction (within 20)	Considering the given learning outcomes Lessons 4,5 and 8 can be transacted simultaneously. Lesson 4 and 8 enables achievement of learning outcomes related to addition. Lesson 5 and 8 enables achievement of learning outcomes related to Subtraction.
II	Mathematics	-Addition of numbers up to 99 with and without regrouping -Solve simple daily life situations/problems based on addition of two digit numbers	Lesson No.6 Addition up to 99 with and without regrouping & Lesson No. 10 Solving day to day problems with addition and subtraction with 2 digit numbers	The learning outcomes of lesson 10 can be achieved together with lesson 6. After acquiring the concept of addition with and without regrouping, learners can apply the understanding by solving the problems given in lesson 10.
II	Mathematics	-Subtraction of numbers up to 99 with and without regrouping -Solve simple daily life situations/problems based on subtraction of two digit numbers	Lesson No.7 Subtraction up to 99 with and without regrouping & Lesson No. 10 Solving day to day problems with addition and subtraction with 2 digit numbers	The learning outcomes of lesson 10 can be achieved together with lesson 7. After acquiring the concept of subtraction with and without regrouping, learners can apply the understanding by solving the problems given in lesson 10.
III	Mathematics	(I)-estimates and measures length and distance using standard units like centimetres or metres and identifies relationships. -weighs objects using standard units-grams and kilograms using simple balance -compares the capacity of different containers in terms of non-standard units	Lesson no.6 -Length Lesson no.9 - Weight Lesson no. 11 -Capacity	The learning outcomes mentioned here are to be achieved through lesson 6, 9 and 11. As they fall under the domain of Measurement , these 3 lessons can transacted one after the other within 6 weeks, dedicating 2 weeks for each strand.
III	Mathematics	(II) -extends patterns in simple shapes and numbers (lesson 7) -records data using tally marks, represents pictorially and draws conclusions(lesson 13)	Lesson No. 7 -Pattern Lesson No. 13 - Data Handling	The learning outcomes related to the domains of Pattern and data Handling can be achieved by squeezing the transactional period to maximum 1(one) week

Class IV & V (Mathematics)

The scope for achievement of Learning Outcomes of different domains have been facilitated in the lessons of both the textbooks through different activities for concept formation and enhancement of knowledge and understanding. Sufficient exercises have been given for practice. Each lesson of the textbooks consists of specific learning outcomes. These learning outcomes can achieved in a short span of time by reducing the hands - on activities to be done both by the learners and teachers during transaction process and by reducing the number of exercise for practice by the learners.

Subject: Science
Class: VI-VIII

Class	Subject	Learning outcomes/ competencies	Lessons to be merged	Transactional strategy/ process
VI	Science	<ol style="list-style-type: none"> 1) Identifies materials and organisms, such as plant fibres, flowers on the basis of observable features i.e. appearance, texture, function etc. 2) Classifies organisms based on observable properties. 3) Relates process and phenomenon with cause. 	<p>Lesson 7 : Getting to know plants</p> <p>Lesson 8 : The living organisms and their surroundings</p>	<p>The main theme of these two lessons is same i.e. organism.</p> <p>Lesson 8 deals with organism and their surroundings. As plants are included under organisms, hence instead of transacting both lessons separately, the lessons can be transacted together highlighting the LO' s to be achieved.</p>
VII	Science	<ul style="list-style-type: none"> ↳ Conducts simple investigations to seek answers to queries ↳ Makes efforts to protects environment 	<p>Lesson 16 : Water : A precious resource</p> <p>Lesson 18 : Wastewater story</p>	<p>The main theme of these two lessons is same i.e. water.</p> <p>Importance of water for living organisms, cause for water shortage, depletion of ground water and recharge, economical use of water, reuse of wastewater, sewage, wastewater treatment in a waste water plant – all these points can be transacted together.</p>
VIII	Science	<ul style="list-style-type: none"> ↳ Classifies materials based on properties/ characteristics ↳ Explain process & phenomena ↳ Makes efforts to protect the environment 	<p>Lesson 5 : Coal & Petroleum</p> <p>Lesson 18 : Pollution of Air and Water</p>	<p>The main theme of these two lessons is same i.e. the contents of Lesson 5 are on natural resources. Inexhaustable natural resources, exhaustable natural resources, fossil fuels, coal, coal products, petroleum, refining of petroleum and various constituents of petroleum, natural gas, pollution of air by burning of fossil fuel. While Lesson 18 deals specifically with pollution of air and water, so the contents of these lessons can be handle together with Lesson 5 which also has a portion on pollution of air by burning of fossil fuel.</p>

Subject: Social Science
Class: VI-VIII

Class	Subject	Learning outcomes/ competencies	Lessons to be merged	Transactional strategy/ process
VI	Social Science	<ul style="list-style-type: none"> ↳ Explains about the major domains of the earth – atmosphere, lithosphere, biosphere and hydrosphere ↳ Identifies seas, oceans, continents of the earth ↳ Formation and development of major landforms (mountains, plateaus, hills, plains) 	<p>Lesson 4 : Major domains of the earth</p> <p>Lesson 6 : Major landforms of earth</p>	<p>The concepts deliberated through lesson 4 and 6 are closely linked. Hence both these lessons can be dealt together. Lesson No. 4 consists of content on</p> <ul style="list-style-type: none"> - Lithosphere, hydrosphere, atmosphere and biosphere. So, while discussing about Lithosphere the teachers can also discuss about the contents of lesson 6 which contains topics on major landforms, mountains, plateaus, plains, landform and man as a part of the lithosphere.
VII	Social Science	<p><u>Students</u></p> <ul style="list-style-type: none"> ↳ Understands the importance of Mughal rule in India ↳ Explains about the administrative measures adopted by Mughals ↳ Explains about the Mansabdari system of the Mughals ↳ Understands about the contribution of Mughals to Indian Culture 	<p>Lesson 16: India during Mughal period</p> <p>Lesson 17: Contribution of Mughals to Indian Culture</p>	<p>The concepts deliberated in lesson 16 and 17 belong to the same period and same dynasty that is the Mughal period. Therefore, both these lessons can be clubbed together easily and measures for achievement of competencies mentioned here can be taken up in a continuous process.</p>
VIII	Social Science	<ul style="list-style-type: none"> ↳ Understands the concept of human resource and its development ↳ Understands indicators of human resource development and explains the relationship between human resource and socio economic development ↳ Discusses about the constraints of human resource development 	<p>Lesson 17 : Human Resource Development, its indicators and role of Vocational Education</p> <p>Lesson 18 : Problems of human resource development and role of government</p>	<p>The main focus of both the lessons are on human resource development and factors related to human resource development such as indicators, relationship between human resource and socio-economic development, constraints of human resource development and various role played by the government for human resource in the context of Assam. Hence both these lessons can be transacted together.</p>

National Initiatives for Digital Education and Teacher Preparation

PM e-Vidya Program

Realizing the importance of digital education and its ability to ensure continuity of school education even in the current scenario, a programme for multi-mode access to digital/online education was launched on 17th May, 2020 under the PM eVidya Program. As a comprehensive initiative, PM eVIDYA envisions to unify all efforts related to digital/online/on-air education, benefitting nearly 25 crore school going children across the country. The initiative includes:

- DIKSHA- The nation's digital infrastructure for states/UTs for providing QR coded Energized Textbooks for all grades, MOOCs courses, and quality e-content for school education for students, teachers (One Nation, One Digital Platform)
- SWAYAM PRABHA- One earmarked TV channel per class from 1 to 12 (One Class, One Channel)
- SWAYAM- Online courses in MOOCs format for Open school or NIOS
- On Air- Extensive use of Radio, Community radio and CBSE Podcast – Shiksha Vani
- Special e-content for visually and hearing impaired: Developed on Digitally Accessible Information System (DAISY) and in sign language on NIOS website/YouTube
- Online Coaching: ITPAL for IITJEE/NEET preparation

DIKSHA- One Nation One Digital Platform

DIKSHA, a globally unique, made in India initiative for effective teaching and administration has increased its footprints manifold since the time of its inception. As on date, almost every States/UT utilizes DIKSHA for augmenting teaching and learning processes via curriculum linked curated content and provides access to 80,000+ content pieces across grades, mediums and subjects. In a span of less than 3 years, DIKSHA has gained unparalleled momentum and is gaining prominence amongst end-users. The primary audience of DIKSHA are students, teachers and parent communities due to the ability of DIKSHA to break the barrier of access and provide contextualized content in 18 languages. Moreover, the digital content on DIKSHA is freely accessible and can be further distributed without incurring any cost. Even the consumption of content does not require the users to invest in proprietary tools or technology, ensuring that the content on DIKSHA can be used by one and all and even at the grass root levels. DIKSHA can be accessed at <https://diksha.gov.in/>

- The QR codes imposed in textbooks provide a ready gateway for any new/modified content pieces being uploaded on DIKSHA. E-content tagged to 1900 QR coded Energized Textbooks of 27 states/UTs are on DIKSHA.
- Realizing the scale and potential of DIKSHA, multiple institutions, organizations and individuals over the years have expressed their interest in contributing digital resources on DIKSHA. During DIKSHA review meetings by Government of India also the use of crowdsourcing tools to obtain high quality content under VidyaDaan from expert teachers/individuals and organizations has been stressed upon. Hon'ble HRM has launched VidyaDaan program on 22nd April 2020 for inviting e-learning contributions.

TV Channels- SWAYAM PRABHA

SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting high quality educational programmes. The programmes cover school education across grades providing modules for teacher's training as well as teaching and learning aids for children of India through 4 channels to help them understand the subjects better and help them in preparing for competitive examinations for admissions to professional degree programmes. It focuses on providing one channel per grade with a sample weekly schedule to help teachers and students understand the modules to be emphasized upon during the week. The schedule will be available on <https://www.swayamprabha.gov.in/>. Moreover, to maximise the reach of the content, SWAYAM PRABHA is available in Hindi, English and Urdu.

SWAYAM

Under the Digital India Initiative of Government of India, NIOS has been identified as one of the partners for the National MOOC initiatives for "Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)". The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

- NCERT has launched 34 online courses for students (Classes XI-XII) and teachers on the SWAYAM portal.
- NIOS offers 18 MOOCs courses at Secondary level and 20 courses at Senior Secondary level.
- The MOOCs are developed using the four-quadrant approach – text in PDF, a teaching video, self-assessment exercises; and discussion forum.
- These can be accessed at www.swayam.gov.in Students and teachers can access all the course modules (text, videos and assessment questions) for free by logging on to: <https://swayam.gov.in/>

Radio and Community Radio

- Internet radio is an audio service that is accessible from anywhere in the world. Mukta Vidya Vani (MVV) i.e. Open Education Radio facility will provision educational and informational content for better learning. The web radio will ensure learners with a stream of audio that can be paused/replayed. NIOS organizes live interactive web streaming of Personal Contact Programmes (PCPs) for various subjects of Secondary, Senior Secondary and Vocational courses for its learners through MVV. The recordings of these audio PCPs are available 24x7 on NIOS website at <https://nios.iradioindia.in>
- Radio Vahini FM 91.2 MHz, the Community Radio Station of NIOS is a means of extending education to school dropouts, learners enrolled through ODL, urban women and to marginalized sections of the society with access to radio. Radio Vahini broadcast is available 24x7 and reaches up to 6-10 kilometres covering approximately 10 lakh listeners including learners.
- CBSE Podcasts: Shiksha Vaani is an audio-based learning initiative of CBSE and is available via Android App store. The podcasts cover various subjects of secondary and senior secondary level and are available in English and Hindi. As on date, more than 400 audio files mapped to NCERT curriculum are available on Shiksha Vaani.

Special e-Content for Visually and Hearing Impaired

- NIOS offers content for specially able students such as content in Indian sign language for hearing impaired learners and ePub and DAISY enabled 'talking books' for visually impaired learners.
- NIOS has developed more than 270 videos in sign language across 7 subjects to provide educational access to learners at secondary level and Yoga courses. Videos can be accessed at

<https://www.youtube.com/playlist?list=PLUuOqp8QaNB1SkqZURX0RGcaomsPfkDsI>

Online Coaching

The Department of Higher Education has provisioned for online learning for preparation of competitive examinations to bridge the divide among the students due to private coaching.

- IITPAL (IIT Professor Assisted Learning) is a series of lectures prepared by IIT professors to help students prepare for IIT JEE. IITPAL videos are broadcasted on Swayam Prabha channels
- National Test Abhyaas is a personalized adaptive learning application for students enrolling in competitive examinations conducted by the National testing agency. However, across these channels, third party e-content and digital content are available through different You-Tube channels which should be avoided to ensure availability of highly curated and age-appropriate content for the overall development of students and teachers.

State Initiatives for Digital Education/ Online and Teacher Preparation

State is running two television channels for telecasting video classes in regional languages-

- Swayam Prabha channel of MHRD
- Gyan Briksha

GYANBRIKSHA -State Educational TV Channel

The Department of Education, Govt. Of Assam, started an educational channel namely GYAN BRIKSHA where live video classes are telecast covering elementary and secondary level of education.

TV Channels- SWAYAM PRABHA Channel No. 23

The department of Education, Govt. of Assam has started telecasting video classes on the curriculum and syllabus of Assam on SWAYAM PRABHA Free DTH Channel number 23 of MHRD, Govt. of India since 24th May, 2020 in collaboration with NCERT, New Delhi.

- The classes in Swayam Prabha channel are telecast for 4 hours daily (2 hours fresh slots and 2 hours repeat telecast).
- The Assamese video classes on Swayam Prabha Channel 23 covers classes from elementary to senior secondary level of education.
- **Time of telecast of Assamese video class on Swayam Prabha Channel No. 23:**
Daily 11 am to 1 pm
Repeat Telecast 5pm to 7 pm

- Weekly telecast schedule is published through social media platforms.
- The SWAYAM PRABHA Channel 23 is available on
 - ❖ DD Free Dish download frequency 11670 MHz,
 - ❖ DTH TV Channel no. 942,
 - ❖ GTPL Cable TV Channel no. 282 and
 - ❖ JIO TV App.
- The classes are recorded inviting experienced subject experts from colleges, schools and Teacher Education Institutes of Assam and telecast after being reviewed/ curated by the national level experts.
- The video classes telecasted through Swayam Prabha channel are also uploaded on DIKSHA, Assam portal.

Viswa-Vidya, Radio Programme through AIR:

An educational radio programme namely Vishwa-vidya of 15 minutes for 3 days a week has also been broadcast since 6th April, 2020 through All India Radio, Guwahati and Dibrugarh. The radio classes are broadcast for elementary level of education in Assamese, Bodo and Bengali mediums.

Time of Broadcast: Every Monday, Wednesday and Friday from 5.45 pm to 6 pm

Jio-Saavan: a music streaming channel is used for broadcasting class wise and subject wise non-music audio content like audio lesson, storytelling etc.

Jio Chat: a Mass Messaging Solution to Jio& Non-Jio customer in Android/IOS platform is also used for providing academic support. The message is sent in the form of Text/Audio/Video to the students.

Artificial Intelligence Based Personalised Adaptive Learning Knowledge Graphs- is made available online especially for Class XII students for mentoring them for the science stream of JEE, NEET and State CEE through a series of assessments.

A Career Guidance Portal (www.assamcareerportal.in) is launched for the students of Class IX to XII. Students will be able to get the information of different career paths through this portal.

DIKSHA, Assam and Energized Textbook:

A number of educational audio, video and practice resources are made available on DIKSHA Mobile App and DIKSHA, Assam web portal. Teachers and teacher educators of Assam are creating e-content as per academic calendar. (diksha.gov.in/as/explore) SCERT, Assam created QR coded and non QR coded digitalized text book as an immediate means to provide continuous education during lockdown. For achieving the desired learning outcome of students, 37 textbooks of Assam are being energized with QR Codes and are linked with the e-contents uploaded on DIKSHA, Assam web page. Assam created more than 25 digitalized text books (non- QR Coded) with e-contents on DIKSHA during lockdown.

Blending Synchronous and Asynchronous Mode:

All the audio and video contents transmitted through All India Radio and Swayam Prabha DTH channel are uploaded on DIKSHA so that students can access the audio, video contents at any time and learn at their own pace.

Special e-Content for Children with special need:

E-contents for Children with special need are made available through DIKSHA, Assam.

Online capacity building programme on e-content creation:

SCERT, Assam is organising online capacity training on e-content creation (audio, video, practice resource) by using free and open source software for teachers and teacher educators of Assam for uploading e-content on DIKSHA, Assam portal so as to support students in achieving learning outcomes.

VidyaDaan Programme- An extension of DIKSHA:

The VidyaDaan Programme for the state of Assam is launched by the hon'ble Minister of Education Govt. of Assam on 7th June, 2020. VidyaDaan is a contribution of e-contents for related school education. Teachers of Assam are contributing e-contents on DIKSHA through VidyaDaan programme. (vdm.diksha.gov.in/as/contribute)

To access the e-contents in regional languages available on DIKSHA, Assam Portal- diksha.gov.in/as/explore

Students can access these classes through DIKSHA mobile App and also by scanning QR Code printed on some chapters of their textbooks through DIKSHA mobile App

Example:

Cyber Security guideline-

https://diksha.gov.in/play/content/do_31298109623641702412
https://diksha.gov.in/play/content/do_312994344441946112182
https://diksha.gov.in/play/content/do_3130696053505146881172

Video contents for CWSN (in sign language)-

https://diksha.gov.in/play/content/do_3129789531984035841821
https://diksha.gov.in/play/content/do_31304842545271603211105
https://diksha.gov.in/play/content/do_31304842494793318411054

Audio contents for CWSN-

https://diksha.gov.in/play/content/do_313038331657879552183
https://diksha.gov.in/play/content/do_313038322317877248166
https://diksha.gov.in/play/content/do_3129845997447823361161
https://diksha.gov.in/play/content/do_3130162913380515841445

e-contents as per alternative academic calendar for the month of August-

https://diksha.gov.in/play/content/do_31304473030486425614716
https://diksha.gov.in/play/content/do_3129512153708052481202
https://diksha.gov.in/play/content/do_3130130584995758081104

Conclusion:

This Guideline, basically intended to cater to the students who are at home during lockdown and who have the scope of using digital mode of learning to the maximum with the support of the government's initiative, is advisory. It may as already stated be adapted to suit the situations in which the schools and students are placed. It is expected that teachers too realize that the importance of this period lies in the fact that it is inspirational in terms of opportunities for empowering themselves with in-depth study, application of their expertise and experience to create new strategies for the overall well-being of their students.
