

# Guidelines for Digital/Home based Education and Alternative Academic Calendar for the Session ending March, 2021, Assam



## **Guidelines for Digital/Home-based Education, Assam**

### **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 to be faced parallelly is to constantly 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 taken various initiatives through synchronized/ asynchronous platforms like DIKSHA, TV, Radio programme, WhatsApp etc. NCERT had released alternative calendar for LO and activity based learning during this pandemic period. 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:**

Ministry of Education, Govt. of India has published a guideline on digital education (**PRAGYATA**) developed by NCERT, New Delhi in July, 2020. Department of School Education & Literacy (DoSEL), Govt. of India collected reports from the states/UTs on their continuous learning plans, particularly to learners who have no access to any mode of digital device. Further, based on this report and discussions held with NCERT and SCERTs of all states/UTs on 22.06.2020, DoSEL, Ministry of Education, Govt. of India has released the “Students’ Learning Enhancement Guidelines”. All related issues of students with no digital device or with low digital device, childrens of migrant parents etc. are taken into consideration. Based on these guidelines and considering the state specific challenges, SCERT, Assam has developed a Guideline for Digital or home-based education for the academic session ending in March, 2021. 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 chapter wise. 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. They are requested to kindly follow the guideline prepared by Education Department, Govt. of Assam for mapping the school going children of immigrant/in-migrants during this pandemic situation vide No. PMA.191/2020/6 dated 21<sup>st</sup> August, 2020.
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. All issues may be discussed in DACG and BACG and accordingly DIET faculties will provide all kind of support to teachers for continuous learning process.
3. **Role of Headmaster/ Headmistress:** He or she plays an important role in implementation of digital/home based 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 the school/teachers/guardians/educational volunteers can do?

**The following lines are only advisory and the teacher can work with some amount of flexibility depending on the local situation in coordination with parents and educational volunteers.**

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 with no digital device and low digital device, 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 20 persons on a day, he may call 10 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. Schools may prepare a class wise and subject wise 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.
- 5. 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 week wise plan to achieve the LOs. The teacher will develop a few activities and distribute these among the students.
- 6. Parents can guide their child in understanding various topics. For this purpose, the activities for students may be developed as self learning materials. 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.
- 7. 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.
- 8. 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.
- 9. Teachers should lay emphasis on consolidation of knowledge and development of skills instead of concentrating more on completion of the lessons.
- 10. 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.

11. 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.
12. School/special educators will guide parents to enable the CWSN to achieve the learning outcomes at their own pace/ level. The teachers/ volunteers will also facilitate the access of e-contents available in DIKSHA portal for CWSN.

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

<b>Class</b>	<b>Recommendation</b>
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 class wise and subject wise 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 September and October (for elementary level) is given below as suggestive plan. Teachers can accordingly plan for the next months also if the school remains closed. Similarly, the lesson plan for the secondary level can also be prepared.

**How Evaluation will be done for the academic session to be ended in March, 2021?**

It has been decided that no unit evaluation will be done for the classes I-VIII. Instead, a single written test for evaluation will be held in the last week of February or 1<sup>st</sup> week of March, 2021 depending on the date of Board examinations of class-X and XII. However during the continuous learning plan the process of evaluation may be integrated with the activities as a part of CCE. The teachers will develop at least one work sheet for evaluation of each subject every month. More than one subject may also be integrated in a single activity sheet.

👉 Teachers are 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

শ্ৰেণী : প্রথম

শ্ৰেণী	বিষয়	শিকন ফলাফল	সমন্বিত পাঠ	কাৰ্য সম্পাদন/আদান-প্ৰদান প্ৰণালী
প্রথম	ভাষা-১ (অসমীয়া)	<ol style="list-style-type: none"> <li>১। শব্দ থকা বৰ্ণ চিনি পোৱা, পঢ়িব পৰা আৰু লিখিব পৰা</li> <li>২। সাধু শুনি বুজি পোৱা আৰু ক'ব পৰা</li> <li>৩। গীত, ভংগীমা গীত আদি গাব পৰা, আবৃত্তি কৰিব পৰা</li> <li>৪। ছবি চাই বৰ্ণনা কৰিব পৰা</li> </ol>	<p>পাঠ ৫ : আচল সখি পাঠ ৭ : চিলনী আৰু মাছ</p>	<p>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।</p>
দ্বিতীয়	ভাষা-১ (অসমীয়া)	<ol style="list-style-type: none"> <li>১। গদ্য পঢ়ি আৰু বুজি পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব।</li> <li>২। য় (y) কাৰ, ৱ (w) কাৰ, ঙ্গ, চ্চ, ঙ্গ, ঙ্গ, ঙ্গ, ঙ্গ, ঙ্গ যুক্তাক্ষৰকেইটা লিখিব পাৰিব আৰু বেফ ( )ৰ বিষয়ে জানিব।</li> <li>৩। কাহিনী শুনি, বুজি সেই সম্পৰ্কে প্ৰশ্নৰ উত্তৰ দিব পাৰিব। মহাপুৰুষ শব্দৰেৰৰ বিষয়ে জানিব আৰু শব্দৰ ভাৱ জাগৃত কৰিব।</li> <li>৪। পদ্য আবৃত্তি কৰিব পাৰিব আৰু গদ্য ৰূপত বৰ্ণনা কৰিব পাৰিব।</li> </ol>	<p>পাঠ ৩ : অৰণ্যত দীপু পাঠ ৪ : পখিলা পাঠ ৬ : সাহসী ল'ৰাজন</p>	<p>উল্লিখিত শিকন ফলাফলসমূহ এই নিৰ্দিষ্ট পাঠকেইটাত নিহিত হৈ আছে। গতিকে শিক্ষকে এই তিনিওটা পাঠৰ আদান-প্ৰদানৰ জৰিয়তে শিকন ফলাফলসমূহ আয়ত্তকৰণত গুৰুত্ব দিব।</p>

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 : ২ - মানুহৰ মাজলৈ কাপোৰ কেনেকৈ আহিল ১১ - ব্ৰহ্মপুত্ৰ</p> <p>পাঠ ৩/১১ : ৩ - কলাগুৰু বিষ্ণুপ্ৰসাদ ৰাভা ১১ - ব্ৰহ্মপুত্ৰ</p> <p>পাঠ ৬/৭ : ৬ - দীঘলঠেঙীয়া ৭ - ৰাতিপুৰা</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: Dhyam 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 व्यावहारिकता 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"> <li>• Understand that aquatic, terrestrial and amphibian animals live according to their own provisions.</li> <li>• Understand that various animals live on various foods.</li> <li>• Understand that various parts of animals' body viz. teeth, nails, beaks, etc. are formed on the basis of their food habits.</li> <li>• Learn about the movements of various animals.</li> </ul>	<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"> <li>↳ explains the significance of plants and animals in maintaining balanced environment</li> <li>↳ observe and explain interdependence between plants and animals</li> <li>↳ identify plants of different environment</li> </ul>	<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"> <li>↳ explains about natural resources of Assam, kinds of resources – renewable and non-renewable with example.</li> <li>↳ different types of resources, e.g. water, forest, mineral and agricultural resources</li> </ul>	<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) <b>Lesson No.4</b> Addition (1 to 9 ) & <b>Lesson No. 8</b> Addition – Subtraction (within 20)  (II) <b>Lesson No.5</b> Subtraction & <b>Lesson No. 8</b> 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	<b>Lesson No.6</b> Addition up to 99 with and without regrouping & <b>Lesson No. 10</b> 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	<b>Lesson No.7</b> Subtraction up to 99 with and without regrouping & <b>Lesson No. 10</b> 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	<b>Lesson no.6</b> -Length <b>Lesson no.9</b> - Weight <b>Lesson no. 11</b> -Capacity	The learning outcomes mentioned here are to be achieved through lesson 6, 9 and 11. As they fall under the domain of <b>Measurement</b> , 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)	<b>Lesson No. 7</b> -Pattern <b>Lesson No. 13</b> - 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	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.	Lesson 7 : Getting to know plants Lesson 8 : The living organisms and their surroundings	The main theme of these two lessons is same i.e. organism. 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.
VII	Science	↳ Conducts simple investigations to seek answers to queries ↳ Makes efforts to protects environment	Lesson 16 : Water : A precious resource Lesson 18 : Wastewater story	The main theme of these two lessons is same i.e. water. 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.
VIII	Science	↳ Classifies materials based on properties/ characteristics ↳ Explain process & phenomena ↳ Makes efforts to protect the environment	Lesson 5 : Coal & Petroleum Lesson 18 : Pollution of Air and Water	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.

**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"> <li>↳ Explains about the major domains of the earth – atmosphere, lithosphere, biosphere and hydrosphere</li> <li>↳ Identifies seas, oceans, continents of the earth</li> <li>↳ Formation and development of major landforms (mountains, plateaus, hills, plains)</li> </ul>	<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 – 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.</p>
VII	Social Science	<p><u>Students</u></p> <ul style="list-style-type: none"> <li>↳ Understands the importance of Mughal rule in India</li> <li>↳ Explains about the administrative measures adopted by Mughals</li> <li>↳ Explains about the Mansabdari system of the Mughals</li> <li>↳ Understands about the contribution of Mughals to Indian Culture</li> </ul>	<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"> <li>↳ Understands the concept of human resource and its development</li> <li>↳ Understands indicators of human resource development and explains the relationship between human resource and socio economic development</li> <li>↳ Discusses about the constraints of human resource development</li> </ul>	<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>



**Alternative Academic Calendar  
for the Session ending  
March, 2021**

## 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>
SEPTEMBER	LANGUAGE 1 (ASSAMESE)	I	পাঠ ৪ - হাট-বজাৰলৈ যাওঁ ব'লা	<ul style="list-style-type: none"> <li>● পাঠত শিকোৱা বৰ্ণকেইটাৰ ধ্বনি আৰু আকৃতিৰ লগত পৰিচয় হৈ পঢ়িব আৰু লিখিব পাৰিব।</li> <li>● ূ কাৰ (স্বৰ) চিন পঢ়িব, লিখিব আৰু শব্দত প্ৰয়োগ কৰিব পাৰিব।</li> <li>● সাতবাৰৰ নাম জানি ক'ব পাৰিব।</li> </ul>
			পাঠ ৫ - বুধিয়ক বীৰবল	<ul style="list-style-type: none"> <li>● কাহিনী পঢ়ি বা শুনি বুজি পোৱা আৰু সেই সম্পৰ্কে সোধা প্ৰশ্নৰ উত্তৰ দিব পাৰিব।</li> <li>● পাঠটোৰ যুক্তাক্ষৰসমূহ ভাঙিব আৰু গঠন কৰিব পাৰিব।</li> <li>● শব্দ বা বাক্যত থকা এই যুক্তাক্ষৰসমূহ খোকোজা নলগাকৈ পঢ়িব আৰু লিখিব পাৰিব।</li> </ul>
		III	পাঠ ৪ - আগলি বাঁহত বগলীৰ বাহ	<ul style="list-style-type: none"> <li>● ছবি পৰ্যবেক্ষণ কৰি পদ্যটোৰ মূল কথাভাগ ক'ব পাৰিব আৰু পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ দিব পাৰিব।</li> <li>● অ' কাৰ (') যুক্ত শব্দ উচ্চাৰণ কৰি বাক্যত প্ৰয়োগ কৰিব পাৰিব।</li> <li>● শব্দত চন্দ্ৰবিন্দুৰ (°) ব্যৱহাৰ জানিব, পঢ়িব আৰু লিখিব পাৰিব।</li> </ul>
			পাঠ ৫ - মাকণৰ চিঠি	<ul style="list-style-type: none"> <li>● চিঠি লিখাৰ প্ৰাথমিক নিয়মসমূহ জানিব আৰু নিজে চিঠি লিখিব পাৰিব।</li> <li>● স্ম, প্ল, শ্ৰু যুক্তাক্ষৰকেইটা পঢ়িব, লিখিব, গঠন কৰিব আৰু ভাঙিব পাৰিব।</li> </ul>
		IV	পাঠ ৪ - লঘোন	<ul style="list-style-type: none"> <li>● ধেমেলীয়া বা আমোদজনক পদ্য পঢ়ি বুজি মূল কথা ক'ব আৰু লিখিব পাৰিব।</li> <li>● স্থানীয় খাদ্য, ডাকৰ বচন আদিৰ লগত পৰিচয় হ'ব।</li> <li>● নঞৰ্থক শব্দ গঠন, এটা শব্দত প্ৰকাশ কৰা, একে শব্দৰ বিবিধ অৰ্থ শিকি ব্যৱহাৰ কৰিব পাৰিব।</li> </ul>
			পাঠ ৫ - পানী	<ul style="list-style-type: none"> <li>● পাঠটোত থকা যুক্তাক্ষৰসমূহ ভাঙিব আৰু গঠন কৰিব পাৰিব।</li> <li>● পানীৰ বিবিধ উৎস, অৱস্থা আৰু ইয়াৰ লগত জড়িত বৃত্তিৰ বিষয়ে জানিব পাৰিব।</li> <li>● অনুকাৰ, খণ্ড বাক্য, সাঁথৰ ভাঙিব আৰু সেইবোৰৰ ব্যৱহাৰ কৰিব পাৰিব।</li> </ul>

**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>
SEPTEMBER	LANGUAGE 1 (ASSAMESE)	V	পাঠ ৪ - পিঠাৰ মেল	<ul style="list-style-type: none"> <li>● পদ্যটো শুদ্ধ উচ্চাৰণেৰে পঢ়ি, বুজি মূল কথাখিনি ক'ব আৰু আবৃত্তি কৰিব পাৰিব।</li> <li>● স্থানীয় পিঠা-পনা, প্ৰস্তুত প্ৰণালী আৰু উপকাৰিতাৰ বিষয়ে বুজিব পাৰিব।</li> <li>● অব্যয় পদৰ বিষয়ে জানিব আৰু অৰ্থৰ পাৰ্থক্য অনুসৰি বাক্য ৰচনা কৰিব পাৰিব।</li> </ul>
			পাঠ ৫ - ডক্টৰ বাণীকান্ত কাকতি	<ul style="list-style-type: none"> <li>● পাঠটো শুদ্ধ আৰু স্পষ্ট উচ্চাৰণেৰে পঢ়ি, বুজি পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব পাৰিব।</li> <li>● ভাব সম্প্ৰসাৰণ কৰিব পাৰিব, সাঁথৰ ভাঙিব পাৰিব।</li> <li>● ঘৰুৱা ভাষা আৰু মান্য ভাষাৰ পাৰ্থক্য জানিব পাৰিব।</li> </ul>
		VI	পাঠ ৬ - মিত্ৰামিত্ৰ	<ul style="list-style-type: none"> <li>● নাটকৰ সংলাপ শুনি বুজি পাব আৰু নাটকীয় ভংগীৰে ক'ব পাৰিব।</li> <li>● মূল্যবোধ সম্পৰ্কীয় আলোচনাত অংশ লৈ নিজৰ বক্তব্য প্ৰকাশ কৰিব পাৰিব।</li> <li>● সন্ধি, উপসৰ্গ আদিৰ বিষয়ে ধাৰণা লাভ কৰিব।</li> </ul>
		VII	পাঠ ৫ - বিজ্ঞান আৰু আমাৰ মানসিকতা	<ul style="list-style-type: none"> <li>● বৈদ্যুতিন মাধ্যমসমূহৰ বিষয়ে জ্ঞান লাভ কৰি তাৰ সু-প্ৰয়োগ কৰিব পাৰিব।</li> <li>● পৰিৱেশৰ সমস্যাসমূহ বুজি সেইবোৰৰ বিজ্ঞানসন্মতভাৱে সমাধানৰ বাবে যুক্তি দিব পাৰিব।</li> <li>● এটা শব্দত প্ৰকাশ কৰা, বিপৰীত শব্দ জানিব পাৰিব।</li> </ul>
			পাঠ ৬ - নোকোৱাৰ পৰিণাম (এই পাঠটোৰ পঠন অৰ্থতাৰ বিকাশ আৰু বুজি ক'ব পৰাৰ অৰ্থতাখিনি আয়ত্ত কৰাৰ আৰু ক্ৰিয়া-কলাপ অক্টোবৰ মাহত আৰম্ভ কৰিব।)	<ul style="list-style-type: none"> <li>● অভিনয় কৰাৰ অৰ্থতা আয়ত্ত কৰিব আৰু নাটকৰ মূল কথা জানি ক'ব আৰু লিখিব পাৰিব।</li> <li>● কু-সংস্কাৰ, অন্ধবিশ্বাস আৰু কৈশোৰ কালৰ বিবিধ সমস্যাৰ বিষয়ে জানিব আৰু তাৰ প্ৰতি সচেতন হ'ব পাৰিব।</li> <li>● নিৰ্দিষ্টতাৰাচক প্ৰত্যয় আৰু সম্বন্ধবাচক শব্দত বিভক্তিৰ ব্যৱহাৰ জানিব পাৰিব।</li> </ul>

**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>
SEPTEMBER	LANGUAGE 1 (ASSAMESE)	VIII	পাঠ ৬ - প্রগতিত সোণালী বাট	<ul style="list-style-type: none"> <li>● কুটীৰ শিল্প, তাঁত সামগ্ৰীৰ নাম জনা আৰু দৈনন্দিন জীৱনত তাৰ ব্যৱহাৰ সম্পৰ্কে জানিব।</li> <li>● মহিলা সবলীকৰণৰ বিবিধ আঁচনিসমূহৰ প্ৰয়োজনীয়তা বুজিব পাৰিব।</li> <li>● একে উচ্চাৰণত ভিন ভিন শব্দৰ অৰ্থৰ পাৰ্থক্য আৰু সন্ধি গঠন আৰু ভাঙিব পাৰিব।</li> </ul>
			পাঠ ৭ - বস্তুবিজ্ঞান অধ্যয়ন	<ul style="list-style-type: none"> <li>● পাঠ পঢ়ি, বুজি পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব পাৰিব।</li> <li>● শব্দতত্ত্ব, ৰশ্মিতত্ত্ব, দৰ্শনক্ৰিয়াতত্ত্ব, বায়ুতত্ত্ব আদিৰ বিষয়ে জানিব।</li> <li>● উপসৰ্গ, প্ৰত্যয় আদি লিখনিত প্ৰয়োগ কৰিব আৰু ৰচনা লিখাৰ কৌশল আয়ত্ত কৰিব পাৰিব।</li> </ul>

## 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>
OCTOBER	LANGUAGE 1 (ASSAMESE)	I	পাঠ ৫ - আচল সখি	<ul style="list-style-type: none"> <li>পাঠত শিকোৱা বৰ্ণকেইটাৰ ধ্বনি আৰু আকৃতিৰ লগত পৰিচয় হৈ পঢ়িব আৰু লিখিব পাৰিব।</li> <li>্ (হসন্ত) থকা আৰু ্ (হসন্ত) নথকা শব্দৰ উচ্চাৰণৰ পাৰ্থক্য জানিব পাৰিব।</li> </ul>
			পাঠ ৬ - সাহসী ল'ৰাজন	<ul style="list-style-type: none"> <li>কাহিনী আৰু জীৱনী পঢ়িব পাৰিব আৰু তাৰ আধাৰত সোধা প্ৰশ্নৰ উত্তৰ দিব পাৰিব।</li> <li>পাঠটোত থকা যুক্তাক্ষৰসমূহ ভাঙিব আৰু গঠন কৰি পঢ়িব আৰু লিখিব পাৰিব।</li> <li>বিপৰীত শব্দৰ অৰ্থ জানি, বুজি লিখিব পাৰিব।</li> </ul>
		III	পাঠ ৬ - ময়ূৰ পক্ষীৰ জন্ম কাহিনী	<ul style="list-style-type: none"> <li>জনজাতীয় সাধু শূনি বুজি ক'ব পৰা আৰু পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ লিখিব পাৰিব।</li> <li>পাঠটোত থকা যুক্তাক্ষৰকেইটা পঢ়িব, লিখিব, ভাঙিব আৰু গঠন কৰিব পাৰিব।</li> <li>শব্দৰ সৰলীকৃত ৰূপ জানিব, যেনে— মৰ্ত্য - মৰত ইত্যাদি।</li> </ul>
			পাঠ ৭ - সবৰমতী আশ্রমত গান্ধীজী	<ul style="list-style-type: none"> <li>ছবি চাই কাহিনীটো ক'ব পাৰিব আৰু সময়ানুবৰ্তিতা, নিয়মানুবৰ্তিতাৰ বিষয়ে জানি ব্যক্তিগত জীৱনত প্ৰয়োগ কৰিবলৈ শিকিব।</li> <li>পাঠত থকা যুক্তাক্ষৰকেইটা পঢ়িব, লিখিব, ভাঙিব আৰু গঠন কৰিব পাৰিব।</li> <li>দিনলেখা লিখিবলৈ শিকিব।</li> </ul>
		IV	পাঠ ৬ - দীঘল-ঠেঙীয়া	<ul style="list-style-type: none"> <li>পাঠটো পঢ়ি, বুজি ক'ব, লিখিব পাৰিব আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ ভাষা শৈলীৰ লগত পৰিচয় হ'ব পাৰিব।</li> <li>জীৱ-জন্তুৰ কাৰ্যকলাপৰ কৌতুহলী নিৰীক্ষণ আৰু সংৰক্ষণৰ উপায় চিন্তা কৰিব।</li> <li>বিশেষণ পদৰ বিষয়ে জানিব পাৰিব।</li> </ul>
			পাঠ ৮ - বীৰাংগনা মূলাগাভৰু (এই পাঠটোৰ পঠন অৰ্থতাৰ বিকাশ আৰু বুজি ক'ব পৰাৰ অৰ্থতিনি আয়ত্ত কৰাৰ আৰু ক্ৰিয়া-কলাপ নৱেশ্বৰ মাহত আৰম্ভ কৰাৰ।)	<ul style="list-style-type: none"> <li>অসম বুৰঞ্জীৰ লগত সমসাময়িক ঐতিহাসিক ঘটনাৱলীৰ বিষয়ে জানিব আৰু তাৰ বিষয়ে পঢ়িব পাৰিব।</li> <li>স্বাধীনতা সংগ্ৰামত প্ৰাণ দিয়া বীৰাংগনাসকলৰ বিষয়ে জানি ক'ব আৰু লিখিব পাৰিব।</li> <li>সমাৰ্থক আৰু সৰ্বনাম পদৰ ধাৰণা পাব আৰু সেইবোৰৰ প্ৰয়োগ কৰিব পাৰিব।</li> </ul>

**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>
<b>OCTOBER</b>	<b>LANGUAGE 1 (ASSAMESE)</b>	V	পাঠ ৬ - জোনাকৰ জেউতি	<ul style="list-style-type: none"> <li>● পুথিভঁৰালৰ প্ৰয়োজনীয়তা সম্পৰ্কে জানিব পাৰিব।</li> <li>● প্ৰশ্নবোধক, অনুজ্ঞাসূচক, সদৰ্থক, নঞৰ্থক বাক্যৰ বিষয়ে জানিব আৰু প্ৰয়োগ কৰিব পাৰিব।</li> <li>● পুথিভঁৰালত থকা বিভিন্ন ধৰণৰ শিশু আলোচনী, শিশু সাধুপুথি আদি বিচাৰি পঢ়িব পাৰিব।</li> </ul>
			পাঠ ৭ - বসৰাজ লক্ষ্মীনাথ বেজবৰুৱা	<ul style="list-style-type: none"> <li>● লক্ষ্মীনাথ বেজবৰুৱাৰ বিষয়ে জানি তেখেতৰ ভাষাশৈলীৰ বিষয়ে জানিব পাৰিব।</li> <li>● লক্ষ্মীনাথ বেজবৰুৱাৰ আন আন পুথি পঢ়িবলৈ আগ্ৰহী হ'ব।</li> <li>● বিশেষ্য, বিশেষণ, সৰ্বনাম, অব্যয়, ক্ৰিয়া পদ বাছি উলিয়াই লিখিব পাৰিব।</li> </ul>
		VI	পাঠ ৮ - বেবেৰিবাং	<ul style="list-style-type: none"> <li>● ধেমেলীয়া/হাস্যকৰসমৃদ্ধ কবিতা পঢ়ি, বুজি নিজৰ কথাবে ক'ব আৰু লিখিব পাৰিব।</li> <li>● নতুন নতুন শব্দৰ অৰ্থ জানি বাক্য ৰচনা কৰিব পাৰিব।</li> <li>● অনুকাৰ আৰু অনুৰূপ শব্দৰ বিষয়ে জানিব আৰু প্ৰয়োগ কৰিব পাৰিব।</li> </ul>
			পাঠ ৬ - নোকোৱাৰ পৰিণাম (এই মাহত ক্ৰিয়া-কলাপখিনি আৰম্ভ কৰিব লগতে পাঠটোৰ বিষয়বস্তুৰ বিষয়ে বুজাই দিব।)	<ul style="list-style-type: none"> <li>● অভিনয় কৰাৰ অৰ্থতা আয়ত্ত কৰিব আৰু নাটকৰ মূল কথা জানি ক'ব আৰু লিখিব পাৰিব।</li> <li>● কু-সংস্কাৰ, অন্ধবিশ্বাস আৰু কৈশোৰ কালৰ বিবিধ সমস্যাৰ বিষয়ে জানিব আৰু তাৰ প্ৰতি সচেতন হ'ব পাৰিব।</li> <li>● নিৰ্দিষ্টতাৰাচক প্ৰত্যয় আৰু সম্বন্ধবাচক শব্দত বিভক্তি ব্যৱহাৰ জানিব পাৰিব।</li> </ul>
		VII	পাঠ ৭ - জতুৱাৰ জঁট	<ul style="list-style-type: none"> <li>● কবিতাটোৰ আবৃত্তিৰ মাজেৰে মূল্যবোধৰ উপলব্ধি কৰিব পাৰিব।</li> <li>● জতুৱা ঠাঁচ জানি প্ৰয়োগ কৰিব পাৰিব।</li> <li>● বিপৰীত শব্দৰ অৰ্থ লিখিব পাৰিব।</li> </ul>

**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>
OCTOBER	LANGUAGE 1 (ASSAMESE)	VIII	পাঠ ৭ - বস্তুবিজ্ঞান অধ্যয়ন	<ul style="list-style-type: none"> <li>● পাঠটো পঢ়ি, বুজি পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব পাৰিব।</li> <li>● শব্দতত্ত্ব, বৰ্ণিতত্ত্ব, দৰ্শনক্ৰিয়াতত্ত্ব, বায়ুতত্ত্ব আদিৰ বিষয়ে জানিব।</li> <li>● উপসৰ্গ, প্ৰত্যয় আদি লিখনিত প্ৰয়োগ কৰিব আৰু ৰচনা লিখাৰ কৌশল আয়ত্ত কৰিব পাৰিব।</li> </ul>
			পাঠ ৯ - ভয়	<ul style="list-style-type: none"> <li>● চুটি গল্প পঢ়াৰ প্ৰতি আগ্ৰহী হ'ব আৰু পাঠভিত্তিক প্ৰশ্নৰ উত্তৰ কৰিব পাৰিব।</li> <li>● বিভক্তিয়ুক্ত শব্দ জানি লিখিব।</li> <li>● সাধু আৰু চুটি গল্পৰ পাৰ্থক্য বুজি পাব।</li> </ul>

## 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>
<b>SEPTEMBER</b>	<b>LANGUAGE 1 (BENGALI)</b>	I	চলো, বাজারে যাই	<ul style="list-style-type: none"> <li>❖ হাট-বাজারের বিষয়ে ধারণা তৈরি হবে।</li> <li>❖ ট, চ, ফ, প, হ, ছ, ঘ, স, গ বর্ণগুলোর ধ্বনি এবং আকৃতির সঙ্গে পরিচিত হবে এবং পড়তে ও লিখতে পারবে।</li> <li>❖ ূ, ৌ, ্র স্বরচিহ্নগুলো চিনতে, লিখতে পারবে ও শব্দে প্রয়োগ করতে পারবে।</li> </ul>
			II	প্রজাপতি ও ফুলের কলি
		III	বিচক্ষণ বীরবল	<ul style="list-style-type: none"> <li>❖ ল্ল, ক্ক, দ্ধ, জ্জ, স্ম, ন্ন, ডড, ক্ক, স্ত, স্ত্, ন্ন, স্প, স্ম – যুক্তাক্ষরগুলোর সঙ্গে পরিচিত হতে পারবে।</li> <li>❖ মৌখিক ও লিখিতরূপে পাঠের প্রশ্নের উত্তর দিতে পারবে।</li> </ul>
			উচিত শিক্ষা	<ul style="list-style-type: none"> <li>❖ শুদ্ধ উচ্চারণে ছন্দ, তাল মিলিয়ে পদ্য/কবিতা পড়তে পারবে।</li> <li>❖ ‘ ঁ ‘ ধ্বনির সঙ্গে পরিচিত হবে এবং ‘ ঁ ‘ ধ্বনিযুক্ত শব্দ উচ্চারণ করতে পারবে।</li> <li>❖ পরোক্ষভাবে হ্যাঁ-বাচক, না-বাচক এবং প্রশ্নবাচক বাক্য গঠন করতে পারবে।</li> </ul>
		IV	ফলার বর্ণন	<ul style="list-style-type: none"> <li>❖ স্থানীয় খাদ্যের বিষয়ে ও জীবজন্তুর খাদ্য সম্বন্ধে জানতে পারবে।</li> <li>❖ ধ্বন্যাত্মক শব্দ কী তা জানতে পারবে।</li> </ul>
			কাঁচ আবিষ্কার	<ul style="list-style-type: none"> <li>❖ ক্ষ, ঙ্গ- এই যুক্তবর্ণগুলো দুটো পড়তে, ভাঙতে ও গঠন করতে পারবে।</li> <li>❖ বাগধারার বিষয়ে জানতে পারবে।</li> <li>❖ বিভিন্ন বৃত্তির বিষয়ে জানতে ও বলতে পারবে।</li> </ul>
		V	পেটুক দাসের স্বপ্ন	<ul style="list-style-type: none"> <li>❖ ব্যঙ্গাত্মক পদ্যের রস আশ্বাদন করতে পারবে।</li> <li>❖ সমোচ্ছারিত ভিন্নার্থক শব্দের দ্বারা বাক্য রচনা করতে পারবে।</li> <li>❖ অব্যয় পদ সম্পর্কে জানতে পারবে ও প্রয়োগ করতে পারবে।</li> </ul>
		VI	বাংলাভাষা ও সাহিত্য	<ul style="list-style-type: none"> <li>❖ বিভিন্ন ভারতীয় ভাষার উদ্ভব সম্পর্কে জানবে।</li> <li>❖ বাংলা সাহিত্যের অমূল্য গ্রন্থাবলীর নাম জানবে।</li> <li>❖ রবীন্দ্রনাথ ঠাকুর সহ বিশিষ্ট সাহিত্যিকদের কথা জানবে।</li> </ul>
		VII	বিজ্ঞান এবং আমাদের মানসিকতা	<ul style="list-style-type: none"> <li>❖ বৈদ্যুতিন মাধ্যম গুলোর বিষয়ে জ্ঞান লাভ করবে।</li> <li>❖ ‘ ং ‘ এবং ‘ ঙ ‘ র ব্যবহার বুঝতে পারবে, সন্ধ করা ও সন্ধি বিচ্ছেদের ধারণা লাভ ও প্রয়োগ করতে পারবে।</li> </ul>
VIII	পুত্রভিক্ষা	<ul style="list-style-type: none"> <li>❖ বিভিন্ন ধরণের সংক্রামক রোগের বিষয়ে জানবে এবং সেগুলোর প্রতিরোধের বিষয়েও জানবে।</li> <li>❖ বাৎসল্য রসের পদ্য আবৃত্তি করতে পারবে।</li> <li>❖ বর্তমান কালের বিভাগগুলোর সম্বন্ধে জানবে।</li> <li>❖ সন্ধি বিচ্ছেদ করতে পারবে এবং তৃতীয়া বিভক্তির প্রয়োগের বিষয়ে জানবে।</li> </ul>		



## 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>
<b>OCTOBER</b>	<b>LANGUAGE 1 (BENGALI)</b>	I	আসল সখা	<ul style="list-style-type: none"> <li>❖ ড, ত, থ, দ, ধ, ভ, ঝ, ঢ- বর্ণ কয়টির ধ্বনি এবং আকৃতির সঙ্গে পরিচিত হতে পারবে।</li> <li>❖ গল্প শুনে বুঝতে পারবে এবং বলতে পারবে।</li> <li>❖ শব্দের সঙ্গে বর্ণ চিনে পড়তে ও লিখতে পারবে।</li> </ul>
		II	সাহসী ছেলেটি	<ul style="list-style-type: none"> <li>❖ স্ত, ঠ, দ্ব, ষ্য, ঞ, ঙ, ঞ, ঞ, ঞ- যুক্তাক্ষরগুলো পড়তে, লিখতে, ভাঙতে ও গঠন করতে পারবে।</li> <li>❖ একই অর্থ প্রকাশ করে এমন শব্দ জেনে খেলাতে পারবে।</li> <li>❖ কাহিনি, জীবনী শুনে বুঝতে পারবে।</li> </ul>
		III	সুমনার চিঠি	<ul style="list-style-type: none"> <li>❖ ঞ, ঞ, ঞ- যুক্তবর্ণগুলো পড়তে, লিখতে, গঠন করতে ও ভাঙতে পারবে।</li> <li>❖ বাক্যে ব্যবহৃত পদের বিষয়ে ধারণা লাভ করবে।</li> <li>❖ চিঠি লেখার প্রাথমিক নিয়মগুলো জেনে, নিজে চিঠি লিখতে পারবে।</li> <li>❖ ঘরোয়া ও মান্যভাষার সঙ্গে পরিচিত হতে পারবে।</li> </ul>
			ময়ুরের জন্মকথা	<ul style="list-style-type: none"> <li>❖ বিভিন্ন জনজাতিদের মধ্যে প্রচলিত গল্প শুনে নিজের মতো বলতে পারবে।</li> <li>❖ ঞ, ঞ, ঞ, ঞ, ঞ, ঞ- যুক্তবর্ণগুলো পড়তে, লিখতে ও গঠন করতে পারবে।</li> <li>❖ শব্দের অন্য একটি রূপ জানতে পারবে, যেমন- বার্তা-বারতা ইত্যাদি</li> </ul>
		IV	কাঁচ আবিষ্কার	<ul style="list-style-type: none"> <li>❖ ঞ, ঞ- এই যুক্তবর্ণ দুটো পড়তে, ভাঙতে, এবং গঠন করতে পারবে।</li> <li>❖ বাগবিবার বিষয়ে জানতে পারবে।</li> <li>❖ কাঁচের প্রয়োজনীয়তা সম্পর্কে জানতে পারবে।</li> </ul>
			নেপাল ও গোপাল	<ul style="list-style-type: none"> <li>❖ ঞ, ঞ, ঞ, ঞ, ঞ, ঞ- এই যুক্তবর্ণগুলো পড়তে, লিখতে, ভাঙতে ও গঠন করতে পারবে।</li> <li>❖ বিশেষণ পদ, বিপরীত শব্দের অর্থ, বাক্য রচনা ইত্যাদির বিষয়ে জানতে পারবে।</li> </ul>
		V	মহৎ লোকের মহৎ কথা	<ul style="list-style-type: none"> <li>❖ বিভিন্ন মহৎ লোকের জীবনী থেকে অনুপ্রেরণা লাভ করতে পারবে।</li> <li>❖ শব্দ, পদ, বাক্য কী সেই বিষয়ে বোঝতে পারবে।</li> </ul>
			অরুণোদয়	<ul style="list-style-type: none"> <li>❖ গ্রন্থাগার সম্বন্ধে জেনে তার প্রয়োজনীয়তা উপলব্ধি করতে পারবে।</li> <li>❖ প্রশ্নবোধক, অনুজ্ঞাসূচক, আবেগসূচক, সদর্থক এবং নঞর্থক বাক্যের বিষয়ে জানতে পারবে।</li> <li>❖ একবচন ও বহুবচনের প্রয়োগ বোঝার ক্ষমতা লাভ করতে পারবে।</li> </ul>
		VI	চলো যাই ভ্রমণে	<ul style="list-style-type: none"> <li>❖ ভ্রমণ কাহিনি পড়ার প্রতি আগ্রহী হবে।</li> <li>❖ বাগ্মিধি সম্পর্কে ধারণা জন্মাবে।</li> <li>❖ যুগ্ম শব্দ সম্পর্কে ধারণা হবে।</li> </ul>
			সবার আমি ছাত্র	<ul style="list-style-type: none"> <li>❖ ছন্দোবদ্ধভাবে কবিতাটি আবৃত্তি করতে পারবে।</li> <li>❖ বিশ্বভাবনার মনোভাব জাগ্রত হবে।</li> <li>❖ সুক্ষ্মনিরীক্ষণ ও পর্যবেক্ষণ করার ক্ষমতা আহরণ করতে পারবে।</li> </ul>

<b>OCTOBER</b>	<b>LANGUAGE 1 (BENGALI)</b>	<b>VII</b>	আশার আলো	<ul style="list-style-type: none"> <li>❖ ষ-ত্ব বিধির বিষয়ে জানবে ও তা প্রয়োগ করতে পারবে।</li> <li>❖ কু-সংস্কার ও অন্ধবিশ্বাসের বিরুদ্ধে সবাইকে সচেতন করতে পারবে।</li> <li>❖ প্রতিবেদন প্রস্তুত করতে পারবে।</li> </ul>
			পড়ার হিসাব	<ul style="list-style-type: none"> <li>❖ শব্দের প্রতিশব্দ লিখতে পারবে।</li> <li>❖ বিশিষ্টার্থক শব্দ প্রয়োগ করে বাক্য লিখতে পারবে।</li> <li>❖ দৈনন্দিন জীবনে বাগধারা, ধ্বন্যাঙ্ক শব্দ, প্রবাদ বাক্য ব্যবহার করতে পারবে।</li> </ul>
		<b>VIII</b>	মন্ত্রের সাধন	<ul style="list-style-type: none"> <li>❖ আচার্য জগদীশ চন্দ্র বসুর বিষয়ে জানবে।</li> <li>❖ বিভিন্ন কারকে চতুর্থী বিভক্তি প্রয়োগ করে বাক্য রচনা করতে পারবে।</li> <li>❖ তর্ক প্রতিযোগিতায় অংশ গ্রহণ করার মানসিকতা গড়ে উঠবে।</li> </ul>
			প্রশ্ন	পাঠটি বাদ দেওয়া হয়েছে।

## 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>
<b>SEPTEMBER</b>	<b>LANGUAGE 1 (BODO)</b>	I	(4) हाथाइ- बाजार आव थांनि थु	<ul style="list-style-type: none"> <li>- सावगारि नायनानै बेनि बागै बाथ्रा बुंनो हानाय।</li> <li>- हाथाइ-बाजारनि सानखांथाइखौ नुंथिनो हानाय।</li> <li>- ट, च, फ, प, ह, छ, घ, स, ग हांखोफोरखौ बाहायनो रोंनाय।</li> </ul>
		II	(5) सोलोगोरा बीरबल	<ul style="list-style-type: none"> <li>- सल' खोनासंनानै बुजि मोननाय आरो सल' जों सोमोन्दो गोनां सोंनायनि फिन होनो हानाय।</li> <li>- दाजाब हांखोफोरखौ सिनायनाय आरो दानो हानाय।</li> <li>- सोदोबनफोरनि ओंथिखौ बुंनौ आरो लिरनो हानाय।</li> <li>- ल्ल, च्च, न्न, स्क, स्त, स्थ, स्प बायदि दाजाब हांखोफोरखौ सिनायनो आरो बाहायनो हानाय।</li> </ul>
		III	(4) बिबौ आरो फिसौ	<ul style="list-style-type: none"> <li>- गेबें रिंसारथि गोरोबहोनानै खन्थाइखौ फरायनो हानाय।</li> <li>- थोंजोडैः जानाय जायि आरो सोंथि सोंनाय बाथ्रा दानो हानाय।</li> <li>- फरागुदियारि सोंनाय फिननाय बुंनो आरो लिरनो हानाय।</li> </ul>
		IV	(4) उखैनाय	<ul style="list-style-type: none"> <li>- खन्थाइखौ फरायना बुजिनानै आवरायनो हानाय।</li> <li>- खबाम आरिनि</li> <li>- आ दाजाबनानै नडिः सोदोब दानो हानाय।</li> </ul>
		V	(4) फिथानि मेल	<ul style="list-style-type: none"> <li>- खन्थाइखौ रोखा रिंसारथिजों फरायनो हानाय</li> <li>- जायगानि फिथा, लारु आरिनि मुं मिथिना लिरनो हानाय।</li> <li>- महरथि सोदोबमानि बागै मिथिनाय आरो बाहायनो हानाय।</li> </ul>

<b>SEPTEMBER</b>	<b>LANGUAGE 1 (BODO)</b>	<b>VI</b>	(6) स्काउट आरो गाइड	<ul style="list-style-type: none"> <li>- फराखौ गेबें रोखा आरो नांथायाजासे फरायनो हानाय।</li> <li>- सादुथि, नागारसारनाय, लोगोथि, गुबुनथिखौ बान्जायनाय बायदि गुनफोरनि सोमोन्दै बुंनो हानाय।</li> <li>- गुन दिन्थिग्रा मुंमानि सोमोन्दै मिथिनाय।</li> </ul>
		<b>VII</b>	(5) गोनोखो आरो जॉनि सानस्रि	<ul style="list-style-type: none"> <li>- फराखौ गेबें आरो रोखायै फरायनो हागोन।</li> <li>- मोब्लिबारि बिजॉफोरनि बागै गियान मोननो हागोन।</li> <li>- बांसाव रादाबआ मा बेनि बागै बुंनो हागोन।</li> </ul>
		<b>VIII</b>	(6) बेसाद बिगियान फरायसंनाय	<ul style="list-style-type: none"> <li>- बिगियानारि नोजोर सानस्रि सोमजि होनाय।</li> <li>- समाजाव सोलिनाय खोमसि फोथायनायखौ होखारनो थाखाय गोसो जाहोनाय।</li> <li>- सिगां दाजाबदा, बेखेवफानि सोमोन्दै एसे सानखांनो हानाय।</li> <li>- सोदोबनि थारथि, सोरांनि थारथि, दर्शन हाबानि थारथि, बारनि थारथि आरिनि सोमोन्दै बुंनो हानाय।</li> </ul>

## 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>
<b>OCTOBER</b>	<b>LANGUAGE 1 (BODO)</b>	I	(5) असे लोगो	<ul style="list-style-type: none"> <li>- सल' बाथा खोनानानै मिथिमोननाय आरो बुंनो हानाय।</li> <li>- हांखोनि रिंसारथि आरो महर दाथाइखौ सिनायनाय</li> <li>- जिब-जुनारनि थाखुलिफोरखौ मिथिनो हानाय।</li> </ul>
		II	(6) सासे गियानि गथ' सा	<ul style="list-style-type: none"> <li>- सल' आरो जिउखौरां खोनानानै बुजिनो आरो बुंनो हानाय।</li> <li>- फरायाव थानाय दाजाब हांखोफोरखौ फरायनो आरो सिफायनो हानाय।</li> <li>- आसामनि गेदेमा सुबुंफोरनि सोमोन्दै मिथिनाय।</li> </ul>
		III	(5) रैसुमैनि लाइजाम (6) दाउराइनि जोनोम सल'	<ul style="list-style-type: none"> <li>- लाइजाम लिरनायनि गुदि नेमफोरखौ मिथिनाय आरो गावनो गाव लाइजाम लिरनो हानाय।</li> <li>- उल्था ओंथि मिथिनाय आरो लिरनो हानाय।</li> <li>- सल' बाथाखौ गावनि रावजों खिन्थानो हानाय।</li> <li>- मोनथाम हांखोनि दाजाबनाय सोदोब लिरनो आरो फरायनो हानाय।</li> </ul>
		IV	(5) दै (6) आथिं गोलाउ	<ul style="list-style-type: none"> <li>- होनजाब सोहोब मिथिनाय आरो बाहायनो हानाय।</li> <li>- दैजों सोमोन्दो थानाय जिउखुं राहानि मुं लिरनो हानाय</li> <li>- थाइलालि (बिगुन) नि सोमोन्दै मिथिनाय आरो बाहायनो हानाय।</li> <li>- सल' खौ फाव दिन्थिनानै बुंनो हानाय।</li> <li>- गाञ्जि हाबानि फिथाइया मा बेखौ मिथिनाय।</li> </ul>
		V	(5) ललित कलारत्न ड <sup>०</sup> श' भा ब्रह्म (6) अखाफोरनि जोंथि	<ul style="list-style-type: none"> <li>- सुबुं फोरमायग्रा मुंराइ सोदोबमा बाहायनो हानाय।</li> <li>- बाथा फांथे सिफायनो हानाय।</li> <li>- से सानराइ आरो बां सानराइ सिनायनो हानाय।</li> <li>- लोगो-बिलोगोनिसिम लाइजाम लिरनो हानाय।</li> </ul>

<b>OCTOBER</b>	<b>LANGUAGE 1 (BODO)</b>	<b>VI</b>	(7) लावखार मेथाइ  (8) सोरांनि लामा	<ul style="list-style-type: none"> <li>- खुगा मेथाइमि सोमोन्दै मिथिनाय।</li> <li>- हरखाब बिबुंथि बुंनो हानाय।</li> <li>- बाथ्रा फांथेनि सोमोन्दै मिथिनाय।</li> <li>- सल' बाथा आरो सुंद' सल' मिथिनाय, बुजिनाय</li> <li>- सुबुंसाइनि सोमोन्दै मिथिनाय।</li> </ul>
		<b>VII</b>	(6) फोरमायथिना लायैनि जाउन  (7) दाउराइनि जोनोम सल'	<ul style="list-style-type: none"> <li>- थि दिन्थिग्रा दाजाबदाखौ बाहायनो हानाय।</li> <li>- गावनि आवहावा आरो समब्रा समब्रि समाजजों नांजाबनो हानाय।</li> <li>- खन्थाइखौ गेबेडैः आवरायनो हानाय।</li> <li>- बाथ्रा फान्दाइफोरनि गुबै ओंथिफोरखौ मिथिनो हानाय।</li> </ul>
		<b>VIII</b>	(7) सोमदोन  (8) गुरुदेव कालिचरण ब्रह्म	<ul style="list-style-type: none"> <li>- गुरुदेव कालिचरण ब्रह्मनि जिउखौरांखौ बुंनो हानाय।</li> <li>- रोखोमसे सोदोब आरो ज' रा सोदोब बाहायनो हानाय।</li> <li>- बिसुंथा, थनथ्राइ बाथ्राखौ सिनायनो हानाय।</li> <li>- मोनसे सोदोबाव फोरमायनो हानाय।</li> <li>- फाव दिन्थिनो हानाय।</li> </ul>

## 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 -</i>
<b>SEPTEMBER</b>	<b>LANGUAGE 2 (ENGLISH)</b>	<b>I</b>	My Family	<ul style="list-style-type: none"> <li>name familiar objects seen in the pictures and associates words with pictures</li> <li>identify characters and sequence of a story and asks questions about the story and respond orally to comprehension questions related to stories/poems</li> <li>recite poems/rhymes with actions</li> <li>carry out simple instructions such as- ‘Shut the door’, ‘Bring me the book’ and such others</li> <li>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.</li> </ul>
		<b>II</b>	A Beautiful Butterfly	<ul style="list-style-type: none"> <li>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</li> <li>compose and write simple, short sentences with space between words</li> <li>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.</li> </ul>
		<b>III</b>	Two Friends and a Bear	<ul style="list-style-type: none"> <li>read small texts in English with comprehension i.e. identifies main ideas, details and sequence and draws conclusions in English</li> <li>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</li> <li>distinguish between simple past and simple present tenses</li> <li>recite poems individually/ in groups with correct pronunciation and intonation.</li> </ul>
		<b>IV</b>	Who has seen the Wind?	<ul style="list-style-type: none"> <li>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</li> <li>solve simple crossword puzzles, builds word chains etc. and infer the meaning of unfamiliar words by reading them in context</li> <li>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)</li> </ul>
		<b>V</b>	Bird Talk	<ul style="list-style-type: none"> <li>recite and share English songs, poems, games, riddles, stories, tongue twisters, etc. with peers and family members</li> <li>connect ideas that he/she has inferred, through reading and interaction with his/her personal experiences</li> <li>write informal letters, Messages and e-mails</li> </ul>

## 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 -</i>
<b>SEPTEMBER</b>	<b>LANGUAGE 2 (ENGLISH)</b>	VI	Tom Sawyer	<ul style="list-style-type: none"> <li>• response to announcements and instructions made in class, school assembly, railway station and in other public places</li> <li>• 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</li> <li>• use synonyms, antonyms appropriately, deduce word meanings from clues in context</li> <li>• 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.</li> <li>• 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</li> </ul>
		VII	Uruka Adventure	<ul style="list-style-type: none"> <li>• engage in conversations in English with family, friends and people from different professions such as shopkeeper, salesman etc. using appropriate vocabulary</li> <li>• 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</li> <li>• use appropriate grammatical forms in communication (eg. noun, pronoun, verb, determiner time and tense, passivization, adjective, adverb etc.)</li> <li>• write formal letters, personal diary, list, email, SMS, descriptions/narratives showing sensitivity to gender, environment, and appreciation of cultural diversity</li> </ul>
		VIII	My Native Land	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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</li> <li>• write email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experience etc.</li> </ul>



## 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 -</i>
<b>OCTOBER</b>	<b>LANGUAGE 2 (ENGLISH)</b>	<b>I</b>	Animal World	<ul style="list-style-type: none"> <li>name familiar objects seen in the pictures and associates words with pictures</li> <li>identify characters and sequence of a story and asks questions about the story and respond orally to comprehension questions related to stories/poems</li> <li>recite poems/rhymes</li> <li>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.</li> </ul>
		<b>II</b>	Traffic Lights	<ul style="list-style-type: none"> <li>sing song or rhymes with action</li> <li>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</li> <li>write a few words or short sentences in response to stories</li> <li>use prepositions like 'before', 'between', 'in front of', 'behind' etc.</li> </ul>
		<b>III</b>	A Brave General	<ul style="list-style-type: none"> <li>read small texts in English with comprehension i.e. identifies main ideas, details and sequence and draws conclusions in English</li> <li>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</li> <li>distinguish between simple past and simple present tenses</li> </ul>
		<b>IV</b>	The Hidden Treasure	<ul style="list-style-type: none"> <li>respond verbally or in writing in English to questions based on day to day life experiences, an article, story or poem heard or read.</li> <li>use dictionary to find out spelling and meaning</li> <li>use linkers to indicate connections between words and sentences such as 'First', 'Next', 'now', 'therefore' etc. and use punctuation marks appropriately in writing.</li> </ul>
		<b>V</b>	The Stork and the Fox	<ul style="list-style-type: none"> <li>read independently in English storybooks, news items/headlines, advertisements etc, talks about it and composes short paragraphs</li> <li>use synonyms such as 'big/large', 'shut/close' and antonyms like 'inside/outside', 'light/dark' from clues in the context</li> <li>appreciate verbally or in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films etc.</li> </ul>

## 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 -</i>
<b>OCTOBER</b>	<b>LANGUAGE 2 (ENGLISH)</b>	<b>VI</b>	Dhyan Chand	<ul style="list-style-type: none"> <li>• response to announcements and instructions made in class, school assembly, railway station and in other public places</li> <li>• 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</li> <li>• use synonyms, antonyms appropriately, deduce word meanings from clues in context</li> <li>• 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, adverbs, determiners etc and write word/phrases/ simple sentences as directed by the teacher.</li> <li>• write messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience</li> </ul>
		<b>VII</b>	From the Diary of Anne Frank	<ul style="list-style-type: none"> <li>• 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</li> <li>• use appropriate grammatical forms in communication (eg. noun, pronoun, verb, determiner time and tense, passivization, adjective, adverb etc.)</li> <li>• write formal letters, personal diary, list, email, SMS, book review etc.</li> </ul>
		<b>VIII</b>	Explore India: Quiz Time	<ul style="list-style-type: none"> <li>• participate in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz etc. organized by school and other such organization.</li> <li>• 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</li> <li>• communicate accurately using appropriate grammatical forms (eg. Clauses, comparison of adjectives. Time and tense, active voice, passive voice, reported speech etc.)</li> <li>• respond to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly</li> </ul>

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

Month	Subject	Class	Lesson	Learning outcomes
<b>SEPTEMBER</b>	<b>LANGUAGE 3 (HINDI)</b>			<i>The teacher will design activities to ensure that students can-</i>
		VI	आओ गिनती करें	(i) कविता के माध्यम से हिंदी संख्याओं (1-10) का ज्ञान। (ii) कविता का सस्वर वाचन करना, भाव समझना।
		VII	जीना जिलाना मत भूलना	(i) सही उच्चारण और उपयुक्त वाचन शैली में कविता का सस्वर पाठ करना। (ii) अपने मनोभावों और विचारों को हिंदी में लिखकर अभिव्यक्त कर पाना। (iii) भाषा अध्ययन : क्रिया के अनुज्ञा रूप, पर्यायवाची शब्द, वर्तमान काल का ज्ञान।
	VIII	जलाशय के किनारे कुहरी थी	(i) प्राकृतिक सौंदर्य की संवेदना और अनुभव। (ii) ऋतु परिवर्तन के साथ प्रकृति में होने वाले परिवर्तनों की ओर ध्यान आकर्षित करना। (iii) प्रकृति विषयक विविध प्रकार की रचनाओं का संग्रह करने की प्रवृत्ति जगाना। (iv) कविताओं में अभिव्यक्त भावों को अपने शब्दों में सुनियोजित ढंग से प्रकट करने की क्षमता। (v) भाषा अध्ययन: काल का प्रयोग।	

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

Month	Subject	Class	Lesson	Learning outcomes
<b>OCTOBER</b>	<b>LANGUAGE 3 (HINDI)</b>	<b>VI</b>	गाँव की सैर	<i>The teacher will design activities to ensure that students can-</i>
				(i) बातचीत करने की क्षमता प्राप्त करना। (ii) फल-फूल, साग-सब्जी आदि के नाम जानना। (iii) व्याकरण : विभक्ति चिह्नों के प्रयोग।
		<b>VII</b>	अपनों के पत्र	(i) अपने मनोभावों और विचारों को उपयुक्त वाक्यों में व्यक्त करना। (ii) पारिवारिक पत्र लेखन की योग्यता। (iii) भाषा अध्ययन : सर्वनाम, भविष्यत काल।
				(i) पाठ्य अथवा रूपरेखा पर आधारित नाटकीय संवाद आदि उपयुक्त अभिव्यक्ति शैली में उपस्थापित कर पाना। (ii) देशप्रेम बढ़ाना, देश की रक्षा और उसकी सांस्कृतिक परंपरा के प्रति जागरूकता पैदा करना और दूसरों के प्रति सहृदय बनाने में सहायता करना। (iii) बातचीत करने का अवसर मिलने के साथ-साथ दैनिक जीवन में आवश्यकीय वार्तालाप, संभाषण, शिष्टाचार संबंधी बातें, लेखन आदि के लिए उपयुक्त भाषा व्यवहार में दक्षता अर्जन करना। (iv) भाषा अध्ययन : क्रिया रूप परिवर्तन की जानकारी।
		<b>VIII</b>	उससे न कहना	(i) साहित्य में संगीत के स्थान तथा महत्व की जानकारी। (ii) भारतीय संगीत की विविध धाराएँ-लोक संगीत तथा शास्त्रीय संगीत और शास्त्रीय संगीत की हिंदुस्तानी और कर्नाटकी शैलियों की जानकारी। (iii) संगीत के क्षेत्र को समृद्ध करने वाले प्रमुख कलाकारों का परिचय तथा अनुप्रेरणा प्राप्त करना। (iv) गीतों का संग्रह करना, विशिष्ट कलाकारों के चित्र संग्रह करके अलबम बनाना आदि परियोजना कार्यों की योग्यता। (v) व्याकरण : वाक्य शुद्धिकरण, कर्मवाच्य।
<b>VIII</b>	भारतीय संगीत की एक झलक			

## 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 -</i>
<b>SEPTEMBER</b>	<b>EVS</b>	<b>III</b>	<b>Water</b>	<ul style="list-style-type: none"> <li>• Identify the various sources of water</li> <li>• Explain about the importance of water for living beings</li> <li>• Identify the causes of water pollution</li> <li>• Estimate quantities of materials in daily life and various using non-standard units (spoon, mug, bucket etc.)</li> </ul>
			<b>Health Care</b>	<ul style="list-style-type: none"> <li>• Describe needs of food, leisure and sleep for people of different age group</li> <li>• Suggest ways for hygiene, games, sports and exercises to keep ourselves healthy</li> </ul>
		<b>IV</b>	<b>Air</b>	<ul style="list-style-type: none"> <li>• Identify the causes of air pollution</li> <li>• Suggest the measures are to be taken for prevention of air pollution</li> </ul>
			<b>Living Beings and Environment</b>	<ul style="list-style-type: none"> <li>• Describe the interdependence among animals, plants human</li> <li>• Suggest ways for showing sensitivity towards plants and animals</li> </ul>
		<b>V</b>	<b>Conservation of Resources</b>	<ul style="list-style-type: none"> <li>• Describe the importance of preservation of resources</li> <li>• Explain the causes of extinction of some plants and animals from the earth</li> <li>• Suggest some measures to be taken for preservation and conservation of the environment</li> </ul>
			<b>The Weather</b>	<ul style="list-style-type: none"> <li>• Estimate the changes of weather from time to time</li> <li>• Identify the factors that caused changes of weather</li> <li>• Describe good effects weather forecasting system</li> </ul>

## 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 -</i>
<b>OCTOBER</b>	<b>EVS</b>	<b>III</b>	<b>Our Festivals</b>	<ul style="list-style-type: none"> <li>Identify the festivals celebrated in their family, community and state</li> <li>Observe the rules in respect of singing National Anthem and National flag hoisting</li> </ul>
			<b>Our Institutions</b>	<ul style="list-style-type: none"> <li>Explain the roles and functions of different institutions in daily life (school, hospital, post office, police station etc.)</li> </ul>
		<b>IV</b>	<b>Plants in different Environment</b>	<ul style="list-style-type: none"> <li>Identify the features (leaves, stems, where they grow) of plants in different environment</li> </ul>
			<b>Migratory Birds</b>	<ul style="list-style-type: none"> <li>Identify the various species of migratory birds which migrate to Assam from different regions of the world</li> <li>Explain why the migratory birds migrate to the different region</li> <li>Explain the needs of protection of migratory birds</li> </ul>
		<b>V</b>	<b>Necessity of Food</b>	<ul style="list-style-type: none"> <li>Explain the different components of food for physical, mental and good health</li> <li>Describe the need of balanced diet and diseases caused by its deficiency</li> </ul>
			<b>Ways of Living</b>	<ul style="list-style-type: none"> <li>Describe the life style of people living different environment</li> </ul>

## 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 -</i>
<b>SEPTEMBER</b>	<b>SOCIAL SCIENCE</b>	VI	<b>Major Domains of the Earth (Geo) Lesson.4</b>	<ul style="list-style-type: none"> <li>Understand motions, rotations, illuminations circle of the earth.</li> <li>Explain the revolution of the Earth.</li> </ul>
			<b>Economic activity and permanent habitation of the Early Men (Neolithic Age) Hist, Lesson.11</b>	<ul style="list-style-type: none"> <li>Explain the invention of agriculture and permanent habitation of the early men.</li> <li>Understand the invention of wheel and its influence on the life of the early people.</li> </ul>
		VII	<b>Our Environment (Geo) Lesson.4</b>	<ul style="list-style-type: none"> <li>Explain environment with the help of local examples.</li> <li>Understand the components of Environment and its associate elements</li> </ul>
			<b>India after the Guptas (Hist) Lesson.10</b>	<ul style="list-style-type: none"> <li>Explain the idea about political condition in India after the Guptas</li> <li>Understand the importance of the reign of Harshavardhana and his contribution towards Indian culture.</li> </ul>
		VIII	<b>Medieval Assam (Hist) Lesson.10</b>	<ul style="list-style-type: none"> <li>Explain the geographical location, important kingdoms of Medieval Assam</li> <li>Identify the states of 13<sup>th</sup> Century Assam in the maps.</li> </ul>
			<b>The Constitution and its Necessity ( Pol. Sc) Lesson.21</b>	<ul style="list-style-type: none"> <li>Understand the necessity and importance of a Constitution.</li> <li>Explain the characteristics of different types of Constitution.</li> </ul>

**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 -</i>
<b>OCTOBER</b>	<b>SOCIAL SCIENCE</b>	VI	<b>Tools for Geographical study: Map (Geo) Lesson.5</b>	<ul style="list-style-type: none"> <li>Understand the need of tools for the study of geography.</li> <li>Understand the utility of map and use of various types of map.</li> <li>Explain the various elements used in a map like scale, direction, conventional signs and symbols (legend) etc.</li> </ul>
			<b>Ancient Urban Civilization (Hist) Lesson. 12</b>	<ul style="list-style-type: none"> <li>Explain about Indus valley civilization, Harappan culture and other. contemporary civilizations of the world.</li> </ul>
			<b>Concept of Government and various types of Government (Pol. Sc) Lesson.21</b>	<ul style="list-style-type: none"> <li>Describe the concept and functions of a government.</li> <li>Differentiate the various types of governments.</li> </ul>
		VII	<b>Market around us( Eco) Lesson.18</b>	<ul style="list-style-type: none"> <li>Understand about different types of market</li> <li>Differentiate between wholesale market &amp; retail market</li> <li>Explain concept of money, price of goods etc.</li> </ul>
		VIII	<b>The Oceans and Seas(Geo)Lesson.11</b>	<ul style="list-style-type: none"> <li>Understand the concept of Oceans &amp; seas, ocean current, tides &amp; waves</li> <li>Explain about sea plants and animals</li> </ul>
			<b>Contribution of Medieval Rulers to the Socio-Economic Life of Assam (Hist) Lesson.11</b>	<ul style="list-style-type: none"> <li>Be acquainted themselves with the rulers of Assam</li> <li>Explain the unique administrative system introduced by the Ahoms</li> <li>Describe about glorious past from the evidence of medieval art, architecture &amp; culture</li> </ul>
			<b>Problems of Human Resource Development and Role of Government( Eco) Lesson.18</b>	<ul style="list-style-type: none"> <li>Understand the importance of human resource development</li> <li>Explain the problems related to human resource development and various measures taken by the government in education, health and employment sector.</li> </ul>



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

Month	Subject	Class	Lesson	Learning outcomes
				<i>The teacher will design activities to ensure that students can-</i>
<b>SEPTEMBER</b>	<b>SCIENCE</b>	VI	<ul style="list-style-type: none"> <li>• Components of Food</li> </ul>	<ul style="list-style-type: none"> <li>• Identity different food items containing different nutrients</li> <li>• Conduct simple investigation to seek what are the food nutrients</li> <li>• Conduct test for different components of food items</li> <li>• Explain different components of food items, importance of food, balance diet</li> <li>• Relates process, phenomenon and causes of deficiency diseases</li> </ul>
			<ul style="list-style-type: none"> <li>• Separation of Substances</li> </ul>	<ul style="list-style-type: none"> <li>• Explain processes and phenomenon related separation of substances from a mixture of materials, like sedimentation, decantation, filtration etc.</li> <li>• Classifies different types of mixture of materials</li> <li>• Applies learning of different separation methods in day-to-day life.</li> </ul>
		VII	Physical and Chemical changes	<ul style="list-style-type: none"> <li>• Relates process and phenomenon with causes e.g. changes around us.</li> <li>• Classifies changes around us as Physical and Chemical Changes.</li> <li>• Differentiate physical changes from chemical changes.</li> <li>• Explain different types of changes around us.</li> <li>• Write word equation for chemical changes.</li> <li>• Applies learning of scientific concepts of changes in day-to-day life</li> <li>• Conduct simple investigations to seek answers to queries e.g. what are the conditions for rusting?</li> </ul>
		VIII	Combustion and Flame	<ul style="list-style-type: none"> <li>• Classifies materials based on combustion as combustible and Non-combustible.</li> <li>• Explain processes and phenomenon related with combustion, ignition temperature, types of combustion, flame, structure of flame, fuel, fuel efficiency etc.</li> <li>• Differentiate combustible and Non-combustible substances.</li> <li>• Draw and label diagram of structure of flame.</li> <li>• Conduct simple investigations to seek answers to queries e.g. What are the conditions required for combustion?</li> <li>• Applies learning of scientific concepts of combustion and flame in day-to-day life.</li> </ul>

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

Month	Subject	Class	Lesson	Learning outcomes
				<i>The teacher will design activities to ensure that students can-</i>
<b>OCTOBER</b>	<b>SCIENCE</b>	VI	<ul style="list-style-type: none"> <li>• Getting to know Plants</li> <li>• Sorting Materials into Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the plants based on observable features like size, shapes, leaves, flowers of plants.</li> <li>• Classifies plants based on observable features as herbs, shrubs and trees</li> <li>• Conduct simple investigation to seek answers to queries, e.g. water moves up through the stem of plants</li> <li>• Identifies the materials based on observable features like shapes, colours and their uses.</li> <li>• Classifies materials based on their properties like hardness, soluble and insoluble, object that may float or sink, transparency etc.</li> <li>• Conduct simple investigations to seek answers to queries, e.g. can a sheet of white paper be made transparent putting some drops of oil?</li> </ul>
		VII	<ul style="list-style-type: none"> <li>• Weather, Climate and Adaptations of Animals to Climate</li> <li>• Winds, Storms and cyclones</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different factors for change of weather.</li> <li>• Measure temperature, rainfall in standard unit</li> <li>• Explain processes and phenomenon related with change of weather, climate,</li> <li>• Relates processes and phenomena with causes, e.g. changes in weather with temperature, climate and adaptation of animals</li> <li>• Plots and interprets graphs, e.g. variation of temperatures</li> <li>• Relates processes and phenomena with causes, e.g. wind speed with air pressure. How are the cyclones formed? Increased wind speed with reduced air pressure.</li> <li>• Explain the process of expansion of air on heating, thunderstorm and cyclone,</li> <li>• Conduct simple investigation to seek answers to queries, e.g. Is increased wind speed accompanied by reduced air pressure?</li> <li>• Applies learning of scientific concepts in day-to-day life, e.g. dealing with destruction caused by cyclone etc.</li> </ul>

<b>OCTOBER</b>	<b>SCIENCE</b>	<b>VIII</b>	<p>i) Cell- Structure and Functions</p> <p>ii) Reproduction in Animals</p>	<ul style="list-style-type: none"> <li>• Draws labeled diagram showing structure of a cell.</li> <li>• Explain structure and functions of different parts of a cell, Cell as structural and functional unit, shape and size of cell,</li> <li>• Make simple experiment to observe the basic components of the cell</li> <li>• Differentiates prokaryotic and eukaryotic cells, plant and animal cells,</li> </ul> <ul style="list-style-type: none"> <li>• Explain necessity of reproduction, mode of reproduction like sexual reproduction, asexual reproduction, fertilization, process of reproduction in frog, human, hydra etc.</li> <li>• Draws labeled diagram showing male and female reproductive system, Binary fission in amoeba, life cycle of frog, eggs of different organisms like frogs, lizard, butterfly, etc.</li> <li>• Differentiates sexual and asexual reproduction, internal and external fertilization, viviparous and oviparous animal etc.</li> </ul>
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## Month wise, subject wise, class wise and lesson wise Learning outcomes for Continuous Learning Plan

Month	Subject	Class	Lesson	Learning outcomes
				<i>The teacher will design activities to ensure that students can-</i>
<b>SEPTEMBER</b>	<b>MATHEMATICS</b>	<b>I</b>	Shapes	<ul style="list-style-type: none"> <li>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.</li> <li>Classify objects into groups based on observable properties like rolling and sliding</li> <li>Describe the physical features of various solids/shapes in their own language, for e.g. - a ball rolls, a box slides</li> </ul>
			Number Concept (10 to 20 )	<ul style="list-style-type: none"> <li>Count objects from 10 to 20</li> <li>Compare object from 10 to 20</li> <li>Arranges objects into groups of tens and ones</li> <li>Compares numbers upto 20</li> <li>Express numbers in terms of tens and ones</li> <li>Write numbers upto 20</li> </ul>
		<b>II</b>	Shapes and spatial understanding of three Dimensional Shapes	<ul style="list-style-type: none"> <li>Describe basic 3-D shapes with their observable characteristics and be familiar with their names</li> <li>Identify basic 3-D shapes like cuboids, cone, cylinder, sphere by their names</li> <li>Draw/represent horizontal, vertical and slant lines (free hand)</li> <li>Distinguish between straight and curved lines</li> <li>Identify objects by observing their shadows</li> </ul>
			Numbers (51- 99) and introduction of 100	<ul style="list-style-type: none"> <li>Reads and write numerals for numbers 51 to 99</li> <li>Uses the concept of Place Value in writing and comparing two digit numbers (with and without repetition of given digits)</li> <li>Forms the largest and smallest two digit numbers ( with and without repetition of given digits )</li> <li>Counting of two digit numbers in various ways</li> <li>Understand the concept of 100</li> </ul>
		<b>III</b>	Time	<ul style="list-style-type: none"> <li>Learn to read the clock and the calendar</li> <li>Identify special days and dates on a calendar</li> <li>Say the time correctly up to hours by observing clocks</li> </ul>
			Concept of numbers from 500 to 999	<ul style="list-style-type: none"> <li>Read and write numbers up to 999 using place value</li> <li>Compare numbers up to 999 on the basis of place value</li> </ul>

<b>SEPTEMBER</b>	<b>MATHEMATICS</b>	<b>IV</b>	Measurement (Length )	<ul style="list-style-type: none"> <li>• Convert meter into centimeter and vice-versa</li> <li>• Estimate the length of an object/distance between two locations</li> <li>• Create and solve simple real life situations/problems including lengths by using the four operations</li> </ul>
			Money	<ul style="list-style-type: none"> <li>• Creates and solves simple real</li> <li>•</li> </ul>
		<b>V</b>	Area and Perimeter	<ul style="list-style-type: none"> <li>• Find perimeter of simple geometric figures like square, rectangle and triangle</li> <li>• Be able to find out area of a square and rectangle</li> </ul>
			Multiples and Factors	<ul style="list-style-type: none"> <li>• Explain the meaning of factors, elaborates the concept of factors in factor tree, factor cycle</li> <li>• Explain the meaning of multiples</li> </ul>
		<b>VI</b>	Basic Geometrical Ideas	<ul style="list-style-type: none"> <li>• Describe Geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle etc with the help of examples in surroundings</li> </ul>
		<b>VII</b>	Data Handling	<ul style="list-style-type: none"> <li>• Find various representative values for simple data from her/his daily life contacts like mean, median and mode</li> <li>• 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.</li> </ul>
		<b>VIII</b>	Quadrilaterals	<ul style="list-style-type: none"> <li>• Find the area of Polygon</li> </ul>
			Practical Geometry	<ul style="list-style-type: none"> <li>• Construct different quadrilateral using compasses and straight edge</li> </ul>

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

Month	Subject	Class	Lesson	Learning outcomes	
				<i>The teacher will design activities to ensure that students can-</i>	
<b>OCTOBER</b>	<b>MATHEMATICS</b>	<b>I</b>	Addition of Numbers 1 to 9	<ul style="list-style-type: none"> <li>• Add using real objects and pictures</li> <li>• Add the numbers using the symbol ‘+’</li> <li>• Addition of numbers 1 to 9 in daily life</li> <li>• Solve day to day problems related to addition of numbers up to 9</li> </ul>	
			Subtraction of Numbers 1 to 9	<ul style="list-style-type: none"> <li>• Subtract using real objects and pictures</li> <li>• Subtract the numbers using the symbol ‘-’</li> <li>• Subtraction of numbers 1 to 9 in daily life (from bigger one to smaller one)</li> <li>• Solve day to day problems related to subtraction of numbers up to 9</li> </ul>	
			Concept of Zero	<ul style="list-style-type: none"> <li>• Approaches zero through subtraction pattern ( such as <math>3-1=2</math> ; <math>3-2=1</math> ; <math>3-3=0</math>)</li> </ul>	
			Pattern	<ul style="list-style-type: none"> <li>• Observes and extends patterns in sequences of shapes and numbers</li> <li>• Creates patterns of different shapes</li> <li>• Extend given patterns</li> </ul>	
			<b>II</b>	Addition up to 99 with and without regrouping	<ul style="list-style-type: none"> <li>• Addition of numbers up to 99 with and without regrouping</li> <li>• Solve simple daily life situations / problems based on addition of two digit numbers</li> </ul>
			<b>III</b>	Addition	<ul style="list-style-type: none"> <li>• Solve simple problems of addition of 3 digit numbers related to daily life situations</li> </ul>
				Measurement ( length )	<ul style="list-style-type: none"> <li>• Estimate the length and distance by using suitable unit of length and distance e.g. centimeter , metre etc. Also can measure the length and distance properly using a suitable unit.</li> <li>• Know the relation between different units</li> </ul>

<b>OCTOBER</b>	<b>MATHEMATICS</b>	<b>IV</b>	Circle	<ul style="list-style-type: none"> <li>Identifies the centre, radius and diameter of the circle</li> </ul>
			Multiplication	<ul style="list-style-type: none"> <li>Multiplies 2 and 3 digit numbers</li> </ul>
		<b>V</b>	Division	<ul style="list-style-type: none"> <li>Performs division in numbers beyond 1000 by understanding of place value of numbers</li> <li>Divides a given number by another number using standard algorithms</li> </ul>
			Symmetry	<ul style="list-style-type: none"> <li>Understands symmetry</li> <li>Identifies rotation and reflection symmetry like alphabet and shape</li> </ul>
		<b>VI</b>	Understanding Elementary Shapes	<ul style="list-style-type: none"> <li>Classifies triangles into different groups/types on the basis of their angles and sides. For example-scalene, isosceles or equilateral on the basis of sides, etc.</li> <li>Classifies quadrilaterals into different groups/types on the basis of their sides/angles</li> </ul>
			Fraction	<ul style="list-style-type: none"> <li>Solves problems on daily life situations involving addition and subtraction of fractions.</li> </ul>
		<b>VII</b>	Lines and Angles	<ul style="list-style-type: none"> <li>Classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given.</li> <li>Verifies the properties of various pairs of angles formed when a transversal cuts two lines.</li> </ul>
			Triangles and its Properties	<ul style="list-style-type: none"> <li>Finds unknown angle of a triangle when its two angles are known.</li> <li>Explain congruency of triangles on the basis of the information given about them (like SSS, SAS, ASA, RHS)</li> </ul>
		<b>VIII</b>	Squares and Square roots	<ul style="list-style-type: none"> <li>Finds squares and square roots of numbers using different methods</li> </ul>
			Comparing Quantities	<ul style="list-style-type: none"> <li>Applies the concept of percent in profit and loss situations in finding discount and compound interest, e.g. calculates discount percent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.</li> </ul>

**Class wise, subject wise  
reduced syllabus for the session  
ending March, 2021  
(To be followed across the  
State)**



Class	Subject	Lessons fully dropped	Lessons/Activity partially dropped
1	Assamese	পাঠ ১০ : গুৱাহাটীলৈ যাওঁ	Nil
	Bengali	পাঠ ১০ : গুৱাহাটী যাব	Nil
	Bodo	Lesson 10 : গুৱাহাটীসিম থানি	Nil
	English	Nil	Activity 10 ( Page- 137) and Activity 19 (page 142) of Lesson 8-The Greedy Dog
	Mathematics	Lesson 9 : Measurement Lesson 12 : Pattern	Nil
2	Assamese	পাঠ ৮ : বোন্দাৰ বিলৈ	Nil
	Bengali	পাঠ ৪ : প্রজাপতি ও ফুলের কলি পাঠ ৮ : ইদুঁৰ ও বিন্দুমাসির বেড়াল	Nil
	Bodo	Nil	Nil
	English	Nil	<ul style="list-style-type: none"> <li>Activity 4 (Page- 43) of Lesson 3- Traffic Lights</li> <li>Activity 23 &amp;24 (Page 68) of Lesson 4- Keep Healthy</li> </ul>
	Mathematics	Lesson 10 : Solving day to day problems Lesson 12 : Data Handling	Nil
3	Assamese	পাঠ ১১ : পক্ষীকুলৰ অভিযন্তা	Nil
	Bengali	পাঠ ১১ : কারিগর পাখি	Nil
	Bodo	Lesson 11 : দাত ফালেৱনি সোৱদিংগোৱা	Nil
	English	Lesson 8 : The Bundle of Sticks	Activity 18 (a), 18 (b) of Lesson 3 A Brave General Page- 46
	EVS	Lesson 12 : Air and our Surroundings Lesson 14 : Minu's Letter Lesson 18 : Leisure	Nil
	Mathematics	Lesson 7 : Patterns Lesson 11 : Capacity	In Lesson 14: Rupees and Paise, Preparing cash memo & simple bills should be omitted. However, if time permits, may be done
4	Assamese	পাঠ ১৩ : জন্ম-দিনৰ আয়োজন	Nil
	Bengali	পাঠ ৭ : প্রভাতি পাঠ ১৪ : মজার দেশ	Nil

Class	Subject	Lessons fully dropped	Lessons/Activity partially dropped
	Bodo	<b>Lesson 7 :</b> ফুঁৰিলি <b>Lesson 9 :</b> আসামনি খাহা দাৰিমিন <b>Lesson 13 :</b> জোনোম সাননি লাহাৰ-ফাহাৰ	Nil
	English	Nil	Activity 4 of Lesson 6 A Golden Voice( Page 75)
	EVS	<b>Lesson 8 :</b> Plants in Different Environment <b>Lesson 13 :</b> Production and Preservation of Crops <b>Lesson 15 :</b> Planets and Stars <b>Lesson 18 :</b> Our Districts	Nil
	Mathematics	<b>Lesson 9 :</b> Pattern Mental Arithmetic	Activities/ Exercises mentioned in the textbook may be reduced
5	Assamese	<b>পাঠ ৮ :</b> বঙৰ বহস্য <b>পাঠ ৯ :</b> ভতুৱা আৰু খঁকুৱাৰ খৰিয়াল	Nil
	Bengali	<b>পাঠ ৭ :</b> নীল পাহাড়ের দেশে <b>পাঠ ৯ :</b> রচনা লেখার চাবিকাঠি	Nil
	Bodo	<b>Lesson 8 :</b> গাৰনি গুমুৱ	Nil
	English	Nil	<ul style="list-style-type: none"> <li>• Activity 18 of Lesson 4 The Stork and the Fox ( Page 60)</li> <li>• Activity 14, 15, 16 of Lesson 7 My Story ( Page- 98-99)</li> </ul>
	EVS	<b>Lesson 8 :</b> Ways of Living <b>Lesson 11 :</b> Transport <b>Lesson 12 :</b> Industry <b>Lesson 15 :</b> Our Constitution	Nil
	Mathematics	<b>Lesson 14 :</b> Use of Measurements	In <b>Lesson 7: Fractions and Decimal Fractions</b> , Decimal fraction part to be omitted, need to be taught in class VI. In <b>Lesson 10: Use of numbers in day-to-day life</b> , Magic square part to be dropped. In <b>Lesson 12: Use of data</b> , Number of project/ activity should be reduced
6	Assamese	<b>পাঠ ৯ :</b> আইতাক মই কিদৰে পঢ়িবলৈ শিকালো <b>পাঠ ১১ :</b> সঞ্চয়	Nil

Class	Subject	Lessons fully dropped	Lessons/Activity partially dropped
	Bengali	পাঠ ৯ : অমল ও দইওয়লা পাঠ ১১ : ভারতের স্বাধীনতা সংগ্রামে ‘আজাদ হিন্দ ফৌজ’	Nil
	Bodo	Lesson 11 : মেহেরগোনাঁ মাজুলী	Nil
	English	Lesson 8 : I love My Country	Nil
	Hindi	Lesson 5 : लोकप्रिय गोपीनाथ बरदलै Lesson 8 : हिंद देश के निवासी Lesson 14 : मैं सबसे छोटी होऊँ	Nil
	Social Science	Lesson 15 : Emergence of New Ideas (History)	Nil
		Lesson 20 : Impact of Technology in Agriculture, Industry and Service Sector (Economics)	Nil
	Science	Lesson 6 : Changes Around Us Lesson 14 : Water Lesson 16 : Garbage in, Garbage out	Nil
	Mathematics	Lesson 9 : Data Handling Lesson 12 : Symmetry	Exercises/Activities mentioned in the chapters of the textbook may be reduced according to the need of the learners, importance of the topic in higher classes and available time. However, emphasis needs to be given in achieving the learning outcomes
7	Assamese	পাঠ ১২ : বেবেৰিবাং	Nil
	Bengali	পাঠ ১২ : আমার ছেলেবেলা পাঠ ১৪ : হে ভারতের শ্রমজীবী	Nil
	Bodo	Lesson 12 : गरसे फैसा	Nil
	English	Lesson 7 : A Child's Beauty	Nil
	Hindi	Lesson 7 : हार की जीत Lesson 9 : सुमन एक उपवन के Lesson 15 : तुम कब जाओगे, अतिथि	Nil

Class	Subject	Lessons fully dropped	Lessons/Activity partially dropped
	Social Science	<b>Lesson 7</b> : Resources of Assam (Geography) <b>Lesson 9</b> : Climate, Natural Vegetation and Population of India (Geography) <b>Lesson 17</b> : Contribution of Mughals to Indian Culture (History)	Nil
	Science	<b>Lesson 9</b> : Soil <b>Lesson 17</b> : Forests : Our Lifeline <b>Lesson 18</b> : Waste Water Story	Nil
	Mathematics	<b>Lesson 14</b> : Symmetry <b>Lesson 15</b> : Visualising solid shapes Playing with numbers	In <b>Chapter 13: Power and Exponents</b> , Expressing large numbers in standard form (unit 13.8) may be discussed in class VIII. The number of exercises/activities mentioned in the chapters of the textbook may be reduced as mentioned in Class VI
8	Assamese	পাঠ ১৩ : হোমি জাহাংগীর ভাৰা পাঠ ১৪ : বিদ্যা	Nil
	Bengali	পাঠ ৮ : প্রশ্ন পাঠ ১৩ : হোমি জাহাংগীর ভাৰা	Nil
	Bodo	Nil	Nil
	English	<b>Lesson 7</b> : Sympathy	Nil
	Hindi	<b>Lesson 7</b> : पहली बूँद <b>Lesson 9</b> : जैसे को तैसा <b>Lesson 11</b> : भारत की भाषिक एकता	Nil
	Social Science	<b>Lesson 4</b> : Settlement: Rural and Urban Life (Geography) <b>Lesson 12</b> : Mercantilism and Advent of the European Traders to India (History) <b>Lesson 13</b> : The Establishment, Expansion and Consolidation of British Rule in India (History)	Nil
	Science	<b>Lesson 7</b> : Conservation of Plants And Animal <b>Lesson 10</b> : Reaching The Age of Adolescence <b>Lesson 15</b> : Some Natural Phenomena	Nil

Class	Subject	Lessons fully dropped	Lessons/Activity partially dropped
	Mathematics	<b>Lesson 7</b> : Cube and cube roots <b>Lesson 10</b> : Visualization of Solid Figures	In <b>Chapter 8- Comparing Quantities</b> , Examples/ Exercises should be reduced. Goods and service tax( GST) may be dropped In <b>Chapter 11- Mensuration</b> , Unit 16.2 to 11.8 and Exercise 11.3 should be done, if time permits. Otherwise, learners will learn it in class IX. <b>Chapter 16- Fun with numbers</b> is reduced to test of divisibility by 2,3,4,5,6,9 and 11

**Note** :- *Reduced syllabus of L1 subjects like Assamese, Bodo, Bengali are given. Teachers are expected to reduce the syllabus of other L1 subjects on the basis of the given format.*

## Example of Worksheet

### কাৰ্য পত্ৰ বিষয়- ভাষা ১ শ্ৰেণী- তৃতীয় মন্টুৰ বিদ্যালয়

মন্টুৰ বিদ্যালয়খন বৰ সুন্দৰ। বিদ্যালয় ভৱনটো যথেষ্ট আহল-বহল। ভৱনটোৰ সন্মুখফালে এখন টিনপাতৰ বাৰাণ্ডা আছে। ঘৰটো যথেষ্ট ওখ। ইয়াত চাৰিটা কোঠালি আছে। চাল চাৰিখন টিনপাত আৰু কাঠেৰে সজোৱা। মন্টুইতে বিদ্যালয়ৰ কোঠালিকেইটা সাৰি পৰিষ্কাৰ কৰি ৰাখে। এই কাৰ্যত মন্টুৱে সদায় আগভাগ লয়। মাজে সময়ে মজিয়াখন মন্টুইতে মছে। কাগজৰ টুকুৰা আদি পেলাবলৈ প্ৰতি কোঠালিতে একোটা খৰাহী বা বাল্টি থোৱা আছে। বেৰবোৰত আমাৰ দেশৰ মহান ব্যক্তিসকলৰ ছবি, মেপ, জীৱ-জন্তুৰ ছবি আৰু হাতৰ কামবোৰ পৰিপাটিকে সজোৱা আছে।



শিক্ষক বহিবলৈ একোখনকৈ চকী আগত একোখন টেবিল আৰু ছাত্ৰ-ছাত্ৰী বহিবলৈ বেঞ্চ আৰু কিতাপ থ'বলৈ আৰু লিখিবলৈ ডেক্স আছে। এচুকত বেৰৰ ওপৰত এখন ব'ৰ্ড। তাতে শিক্ষকে অঙ্ক আদি বুজায়। আলমাৰীত ধুনীয়া ছবিৰ সৈতে থকা কিতাপবোৰ শিক্ষকে ছাত্ৰ-ছাত্ৰীক পঢ়িবলৈ দিয়ে।

মন্টুইতৰ বিদ্যালয়খন আটাইৰে বৰ মৰমৰ। বিদ্যালয়ৰ বয়বস্তুবোৰ ছাত্ৰ-ছাত্ৰীয়ে যত্নেৰে ৰাখে। গাঁৱৰ মানুহেও কেতিয়াও তাৰ অনিষ্ট হ'বলৈ নিদিয়।

### ওপৰৰ দফাটো পঢ়া আৰু তলত দিয়া কাৰ্যসমূহ কৰিবলৈ যত্ন কৰা-

#### কাৰ্য নং-১

প্ৰশ্ন: ১) মন্টুইতৰ বিদ্যালয়খন দেখিবলৈ কেনেকুৱা ?

২) বিদ্যালয়খনত কেইটা কোঠালি আছে ?

৩) কাগজৰ টুকুৰা আৰু অদৰকাৰী বস্তুবিলাক ক'ত পেলায় ?

৪) ব'ৰ্ডত শিক্ষকে কি কাৰ্য কৰে ?

৫) দেশৰ মহান ব্যক্তিসকলৰ ছবি ক'ত সজোৱা থাকে ?

#### কাৰ্য নং-২

“মন্টুইতে বিদ্যালয়ৰ কোঠালিকেইটা সাৰি পৰিষ্কাৰ কৰি ৰাখে” -এই বাক্যটোত ‘পৰিষ্কাৰ’ শব্দটো ব্যৱহাৰ কৰা হৈছে। পৰিষ্কাৰ শব্দটোত (ষ+ক)=ক্ষ এটা যুক্তাক্ষৰ। ঠিক তেনেদৰে বাৰাণ্ডা শব্দটোত (ণ+ড)=ণ্ড, অঙ্ক শব্দটোত (ঙ+ক)=ক্স আদি যুক্তাক্ষৰবোৰ ব্যৱহাৰ হৈছে।

#### কাৰ্য নং-৩

এতিয়া তোমালোকে দফাটোত থকা আন যুক্তাক্ষৰবিলাক বাছি ওপৰত দেখুওৱা ধৰণেৰে ভাঙি দেখুওৱা।

#### কাৰ্য-৪

‘মন্টুৰ বিদ্যালয়’ ৰ আৰ্হি লৈ তোমাৰ বিদ্যালয়খনৰ বিষয়ে নিজৰ ভাষাত সুন্দৰকৈ লিখা।

**Worksheet, Subject : English (Class-III)**

**Read the story given below and complete the activities –**

**The Kitten and the Cat**

One day a small kitten went on a long walk in a village road. The road was empty. While walking on the road he met a big cat. He saw that the big cat's tail was very short. The small kitten asked the big cat, "What happened to your tail? It's very short."

The big cat told him a story. He narrated, "I was living in a forest before I came here. The forest was full of wild animals. One night I was caught by a tiger. The tiger opened its jaws to eat me. I tried hard to escape from the tiger and somehow I managed to escape. That day I could save my life but the piece of my tail remained in the tiger's paw."

The small kitten was very sad to hear the big cat's story. He said to the big cat, "I'm happy that you are safe."



1. Choose the correct answer.

I) Where did the small kitten meet the big cat?

- a. On the road
- b. In the forest

II) Where did the big cat live before?

- a) In a forest
- b) On the road

III) Who tried to eat the big cat?

- a. The small kitten
- b. The tiger

IV) Who did the small kitten meet on the road?

- a. The big cat
- b. The tiger

2. Read the following sentences and say whether true or false.

I) The small kitten's tail was short. (True/False)

II) The big cat wanted to eat the small kitten. (True/False)

III) The forest was full of wild animals. (True/False)

IV) The big cat lost the piece of his in tail while trying to escape from the tiger. (True/False)

3. I) One day a small kitten met a big cat.

The underlined words 'small' and 'big' are opposites.

Find out some more opposites used in the story and fill in the blanks.

**A**

**B**

Small

Big

Empty

.....

Long

.....

Day

.....

Sad

.....

4. II) Now frame one sentence of your with each pair of opposites.

a) Small:.....

Big:.....

b) Empty: .....

.....

c) Long: .....

.....

d) Day: .....

.....

e) Sad: .....

.....

5. Look at the pair of words and fill in the blanks.

ask

asked

manage

managed

open

\_\_\_\_\_

escape

\_\_\_\_\_

start

\_\_\_\_\_

happen

\_\_\_\_\_



6. Rearrange the following words and make sentences. Use full stop, comma, question mark and capital letter appropriately.

Marks like full stop (.), comma (,) and question mark (?) are called punctuation marks.

- Full stop and question marks are used at the end of a sentence and comma in the middle of a sentence.
- Full stop is used with statements.
- Question mark is used with question sentences.
- Comma is used for pauses in a sentence.
- The first letter of the first word of every sentence is always written in capital letters.

a) The kitten a big cat saw

---

b) Happened to what your tail

---

c) The small kitten big cat friends are

---

d) Lived the big cat forest in a

---

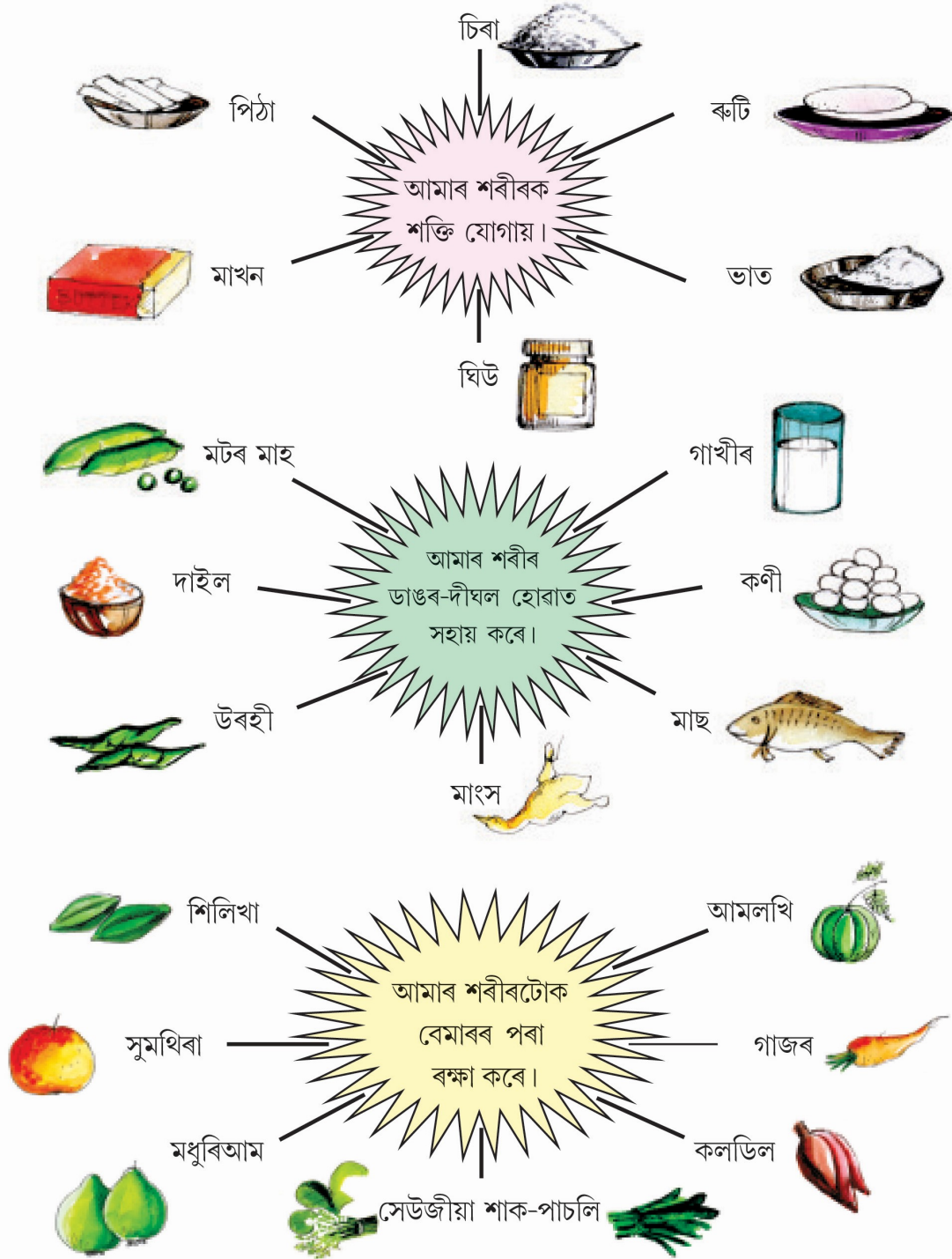
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## কাৰ্য পত্ৰ

বিষয়ঃ পৰিৱেশ অধ্যয়ন

শ্ৰেণীঃ তৃতীয়

শৰীৰ ডাঙৰ-দীঘল হ'বলৈ, বেমাৰৰ পৰা ৰক্ষা পাবলৈ আৰু শৰীৰত শক্তি পাবলৈ আমাক আহাৰৰ প্ৰয়োজন।



কাৰ্য-

১। আমাৰ শৰীৰক শক্তি যোগোৱা দুবিধ খাদ্যৰ নাম লিখা—

.....  
.....

২। আমাৰ শৰীৰক ডাঙৰ-দীঘল হোৱাত সহায় কৰা তিনিবিধ খাদ্যৰ নাম লিখা—

.....  
.....  
.....

৩। আমাৰ শৰীৰক বেমাৰৰ পৰা ৰক্ষা কৰিব পৰা দুবিধ খাদ্যৰ নাম লিখা—

.....  
.....

৪। তুমি ঘৰত কি কি খাদ্য খোৱা ? তাৰ এখন তালিকা প্ৰস্তুত কৰা—

ক্রমিক নং	খাদ্যৰ নাম	ক্রমিক নং	খাদ্যৰ নাম
১		৪	
২		৫	
৩		৬	

৫। তুমি খোৱা খাদ্যসমূহ তলৰ কোনটো ঘৰত পৰে সেইমতে তালিকাখন পূৰ কৰা—

বেমাৰৰ পৰা শৰীৰটো ৰক্ষা কৰে	ডাঙৰ দীঘল হোৱাত সহায় কৰে	শৰীৰক শক্তি যোগায়

৬। তুমি খাই ভালপোৱা এবিধ ফলৰ ছবি আঁকি ৰং কৰা—

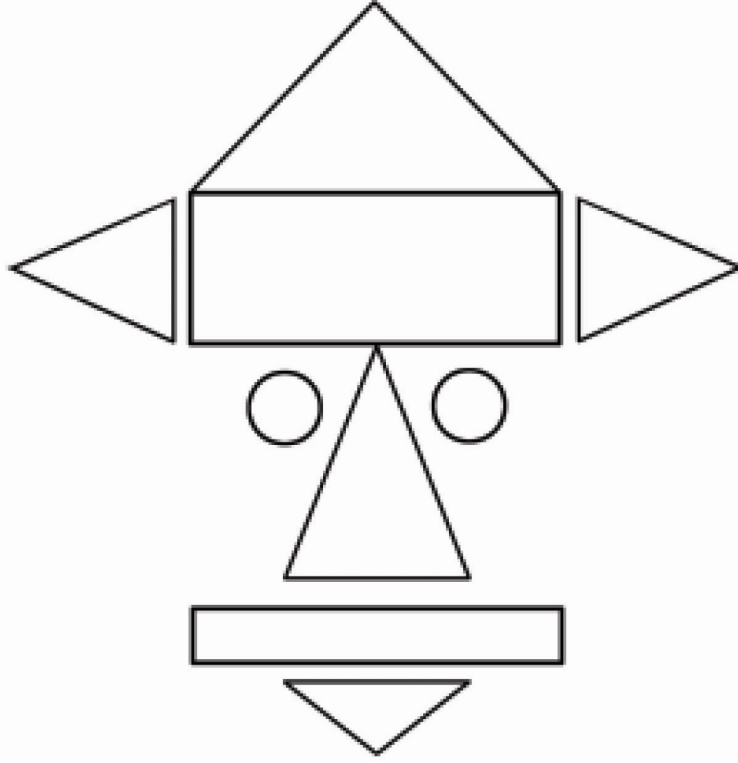


## কাৰ্যপত্ৰ

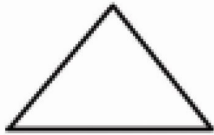
বিষয় : গণিত

শ্ৰেণী: প্ৰথম

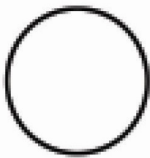
কাৰ্য নং - ১



- ওপৰৰ ছবিখনত আকৃতিবোৰ কেইটাকৈ আছে গণনা কৰা আৰু লিখা—



= \_\_\_\_\_ টা

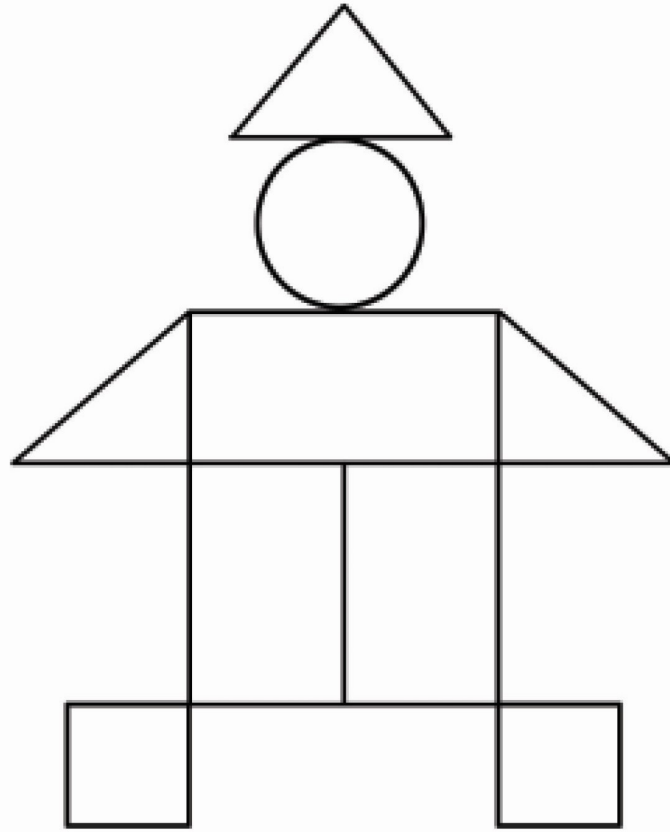


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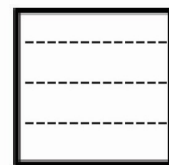
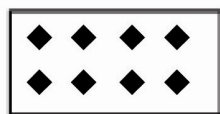
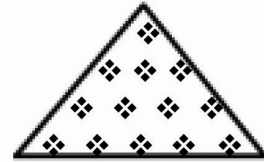
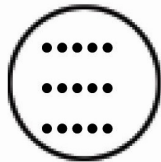


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কাৰ্য নং - ২

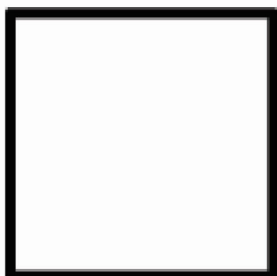
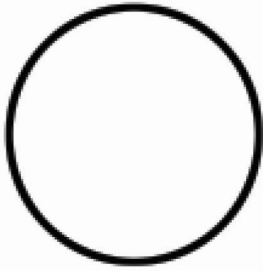
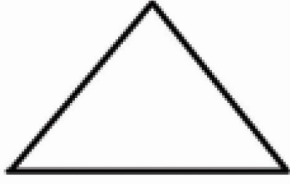


• তলৰ আকৃতি আৰু দাগ অনুসৰি ওপৰৰ ছবিখন পূৰ কৰা—



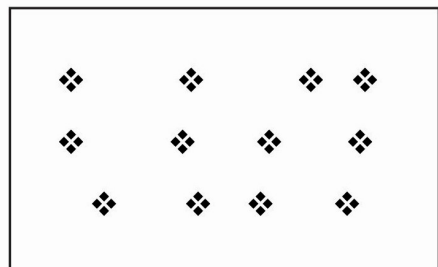
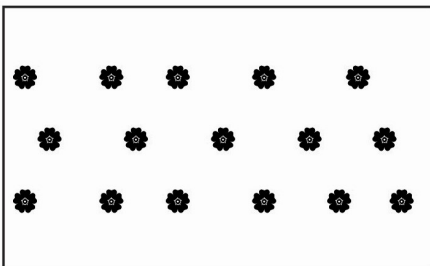
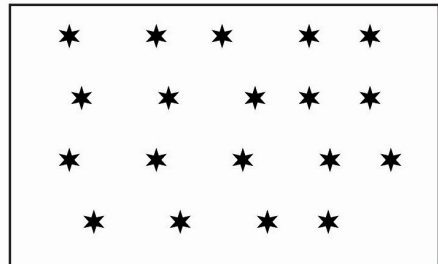
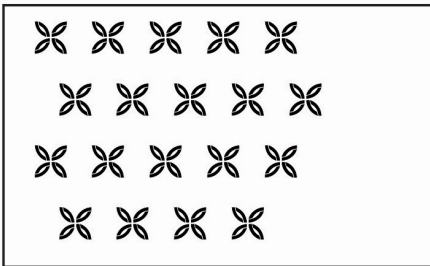
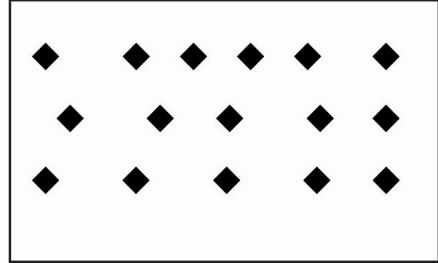
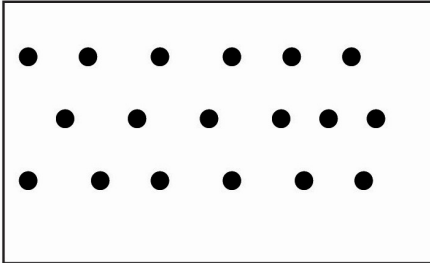
কাৰ্য নং - ৩

- তলত দিয়া আকৃতি অনুসৰি তোমাৰ চাৰিওফালে দেখা পোৱা যি কোনো বস্তু আঁকা—



কাৰ্য নং - ৪



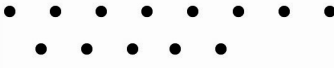



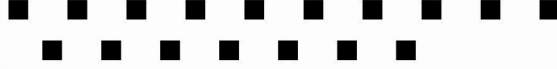


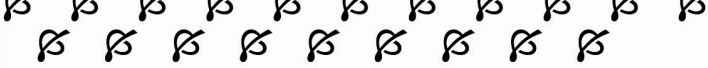
- দহৰ গোট সাজা আৰু ঘেৰ দিয়া।





কাৰ্য নং - ৫

- ছবি চাই গণনা কৰা আৰু লিখা।

	১১	এঘাৰ
		
		
		
		
		
		
		
		
		

- ১ ৰ পৰা ২০ লৈ সংখ্যাবোৰ লিখা—

## 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 17<sup>th</sup> 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](http://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 24<sup>th</sup> 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](http://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](http://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 7<sup>th</sup> 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](http://vdm.diksha.gov.in/as/contribute))

### **To access the e-contents in regional languages available on DIKSHA, Assam Portal- [diksha.gov.in/as/explore](http://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_31298109623641702412)  
[https://diksha.gov.in/play/content/do\\_312994344441946112182](https://diksha.gov.in/play/content/do_312994344441946112182)  
[https://diksha.gov.in/play/content/do\\_3130696053505146881172](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_3129789531984035841821)  
[https://diksha.gov.in/play/content/do\\_31304842545271603211105](https://diksha.gov.in/play/content/do_31304842545271603211105)  
[https://diksha.gov.in/play/content/do\\_31304842494793318411054](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_313038331657879552183)  
[https://diksha.gov.in/play/content/do\\_313038322317877248166](https://diksha.gov.in/play/content/do_313038322317877248166)  
[https://diksha.gov.in/play/content/do\\_3129845997447823361161](https://diksha.gov.in/play/content/do_3129845997447823361161)  
[https://diksha.gov.in/play/content/do\\_3130162913380515841445](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_31304473030486425614716)  
[https://diksha.gov.in/play/content/do\\_3129512153708052481202](https://diksha.gov.in/play/content/do_3129512153708052481202)  
[https://diksha.gov.in/play/content/do\\_3130130584995758081104](https://diksha.gov.in/play/content/do_3130130584995758081104)