Academic Calendar

(Ka-shreni to Class VIII)

Academic Year
2015

Govt. of Assam

Elementary Education Department

Prepared by:
State Council of Educational Research and Training, Assam
Kahilipara, Guwahati-781019
Note to the Headmaster

The Headmaster of each school will read the Academic Calendar thoroughly. He/She will hold discussions with the teachers about the instructions given in the Calendar every month and will plan the activities for the month in advance.
In pursuance to the decision of the Joint Coordination Committee held on 19th December, 2014 the Academic Calendar for the session 2015 is hereby notified for all concerned with Primary, Upper Primary and Composite Schools of Assam.

Please contact the undersigned for any clarification.

(Dr. L. N. Sarma)
Director,
State Council of Educational Research & Training (SCERT), Assam
Kahilipara, Guwahati-781019

Memo No. SCERT/ACA/AC/327/2014 Dated : 19-12-2014

Copy to :
1. The P.S. to Hon’ble Minister, Education, Assam, Dispur, Guwahati-6 for appraisal.
2. The Commissioner & Secretary to the Govt. of Assam, Education Department, Dispur, Guwahati-6.
5. The Director, Secondary Education, Assam, Kahilipara, Guwahati-19.
6. The Director, Elementary Education, Assam, Kahilipara, Guwahati-19.
7. The Director, Education, Bodoland Territorial Council.
8. The Secretary, Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21.
9. The Secretary, Board of Secondary Education, Assam, Bamunimaidam, Guwahati-21.
10. The District Elementary Education Officer (all).
11. The Inspector of Schools (all).
12. The Executive Members (all), Autonomous District Council, Karbi Anglong and N.C. Hills.
13. The District Elementary Education Officer, Karbi Anglong and N.C. Hills.
15. The President and General Secretary of High Schools, M.E. Schools and Lower Primary schools.
16. The Officers of SCERT, Assam.

(Dr. L. N. Sarma)
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Child Right Protection Act, 2005

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

- Examine and review the legal safeguards provided by or under any law for the protection of child right and recommend measures for their effective implementation.
- Prepare and present annual and periodic reports upon the working of these safeguards.
- Inquire into violation of child rights and recommend initiation of proceeding in such cases.
- Undertake periodic review of policies, programs and other activities related to child rights in reference to the treaties and other international instruments.
- Spread awareness about child rights among various sections of society.
- Examine and recommend appropriate remedial measures for all factors that inhabit the enjoyment of rights of children affected by terrorism, communal violence/riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution.
- Undertake and promote research in the field of child rights.
- Inspect institutions meant for juvenile/children.
- Inquire into complaints of deprivation and violation of child rights, non-implementation of laws and non-compliance policy decisions, guidelines or instructions.
- Undertake other necessary functions for the promotion of child rights. The Commission has the power of a civil court and all criminal cases brought to the same have to be forwarded to a concerned Magistrate who has jurisdiction to try the same.

**NB.**: Government of Assam has issued notification to observe March 4 as **Child Protection Day** at the state level.
Salient Features of the Academic Calendar

- All the teachers and students shall be present in the school at least 15 minutes before the commencement of the Morning Assembly i.e. at 8.30 A.M. for cleaning of the school compound and classrooms. The Head of the institution along with the teachers will supervise the works done by the students. The cleaning of the surrounding environment will also be done as and when necessary.

- The Morning Assembly will be held daily at the scheduled time.

- The *Rastriya Sangeet* or the *Jatiya Sangeet* will be sung during Morning Assembly everyday.

- The class teacher of each class will inspect and record personal cleanliness of each student and take necessary measures for giving grades accordingly for personal cleanliness, punctuality and participation in different activities.

- For development of good habits leading to good health of the learners of primary level every teacher should keep a strict eye on the following aspects—
  - sanitation habits
  - eating healthy food
  - drinking safe and pure water
  - cleanliness

- School hours for ‘Ka-shreni’ is 2 hours 30 minutes daily including Morning Assembly.

- The school hours for primary level is fixed for 4 hours 45 minutes from 9.00 a.m. to 1.45 p.m. and 5 hours 30 minutes for upper primary level from 9.00 a.m. to 2.30 p.m. which includes 30 minutes for Mid Day Meal and 15 minutes of Morning Assembly. Classroom transaction will start from 9.00 a.m. Teachers are to be present in the school 15 minutes ahead for monitoring the cleanliness of the classroom and school compound and also make arrangement for prayers.

Break-up of School Hours is as follows:

1. **Pre-Primary (Ka-sreni) – 2 hours 30 minutes**
   
   Distribution of Time:
   - Morning Assembly – 15 minutes (May be increased if required)
   - Instructional hours – 125 minutes
   - Recess – 10 minutes

2. **Primary level – 4 hours 45 minutes** (It is compulsory for the students to remain in the school premises during school hours.)
   
   Distribution of Time:
   - Morning Assembly – 15 minutes (flexible)
   - Instructional hours – 240 minutes
   - Recess – 30 minutes
3. **Upper Primary level – 5 hours 30 minutes** (It is compulsory for the students to remain in the school premises during school hours.)

**Distribution of Time:**
- Morning Assembly 15 minutes (flexible)
- Instructional hours 285 minutes
- Recess 30 minutes

- As per Academic Calendar the academic session will commence from 2nd January and classes will start from that day itself. This day will be considered as ‘Utsav Vidyarambha’ day. Discussion with parents on procuring of textbooks and regular classroom transaction will be held on 18th January.
- All the activities of the Academic Calendar are compulsory for each and every school.
- All observation/celebration days marked in the Academic Calendar are to be observed/celebrated and a report of the observation/celebration is to be submitted to the authority (If any Observation Day falls on a holiday or a Sunday the day will be observed before or after the holiday or per convenience). Moreover the school authority can also organise Observation Days for any renowned personality of the locality with due permission from the district authority.
- Local holidays have to be observed as per announcement of the district authority.
- Condolence meeting for the demise of any important national/state personality or any revered person of the locality will be held at the last period of the daily routine. No holidays or half holidays will be announced without prior permission of the District Authority.
- Changes in the Academic Calendar may be made only as per orders from the Government and intimated accordingly.
- The loss of academic time due to flood and other calamities/ bandhs must be compensated by transacting classes on Sundays and other holidays.
- Children with Special Needs (CWSN) should be taken special care of, according to their needs or weaknesses in classroom situations.
- Cluster Resource Teachers’ meeting, Centre meetings and Zonal meeting for upper primary level will be held on a Saturday of every month as per convenience.
- Parent-Teacher meetings are to be held at least once a month to inform the parents about the attendance, learning ability, academic progress and development of personal-social qualities of their ward.

**Director,**
State Council of Educational Research and Training, Assam
Kehilipara, Guwahati-781019
GUIDELINE FOR INCULCATION OF MORAL AND VALUE EDUCATION IN SCHOOLS

(FOR STUDENTS OF ELEMENTARY STAGE)

Tasks and activities for inculcation of moral and value education amongst students:-

- During morning assembly five minutes will be dedicated for moral and value education, out of which students will do meditation for one minute. The next five minutes will have students reading out speeches/messages of great personalities of the world. The rest of the five minutes will have discussion on moral and value education with students.

- Students will occasionally do silent meditation, after which, they will be asked to express their own thoughts and feelings.

- During Physical & Health education period, students will practise Pranayam and Yoga and do Drill.

- Once a month during the period allotted for Language, the teachers will read out stories having moral and value education from the textbook. Besides stories from the textbook, teachers will also say stories depicting love for nature, stories on values related to truth, sacrifice, love, patriotism, respect, faith, helping others. For e.g. tales of Raja Harishchandra, Shravan’s devotion to his parents, Aesop’s fables, Folk tales etc. Moreover at the end of the month, students will be enlightened about about the life and contributions of some great personalities, great warriors, litterateurs and artists.

- Once a week during the period allotted for Art Education, students will sing songs which will ignite their minds with the feeling of patriotism, brotherhood and endurance and also help them to understand the cultural significance of each community.

- Students will sing the *Jatiya Sangeet* of the state of Assam just before the end of school hours by standing in rows.
Students will sing the Scout and Guide prayer and strictly adhere to the Oath and Motto of Scout and Guide.

Each student will develop the habit of planting a sapling on their birthday and nurturing it with care.

Through Performing Art, teachers will facilitate the students to sing community songs and songs of different tribes and communities. They will be provided scope for inculcating peace and moral values by enacting in dance and dramas.

To ensure good health of students, they will be warned about the injurious health effects of chewing of tobacco, inhaling cigarettes and drinking intoxicating liquor and thus prevent them from consuming such substance which will prove to be dangerous to their health.

Students will be encouraged to develop habits of exercising caution while walking on roadways and sidewalks and listening to others with patience.

For inculcation of moral values, students will practise the art of drawing pictures of love and endurance towards living beings, symbols of peace (dove, pigeon), injurious health effects of smoking and chewing of tobacco, during the period allotted for Art Education. These pictures will be hung in the classroom or on the walls of the school building.

Scope for discussions to create awareness amongst students to abstain from substances injurious to their health will be provided in the periods allotted for Social Science, Science and EVS. Students will also develop an attitude to encourage others also from abstaining from such substances.

Students will take up cleanliness drive in a locality under the leadership of teachers once a month.

Students will offer voluntary service to any social institution on behalf of their school, under the leadership of teachers.

Students will offer necessary care and assistance to any elderly person or physically challenged person in their family/village/locality. For this, teachers will hold discussions with the students in the classroom.
Students will be encouraged to help their parents in household chores, gardening, watering plants, cooking and serving food, sewing etc. Moreover emphasis has to be laid on each student doing their personal tasks by themselves. Record of the different ways, how students help their family will be maintained in the Progress Report Card.

Teachers will ensure formation of good conduct and behaviour in students viz.- showing respect to elders, giving love and care to the young, preserving the resources of the society along with personal resources, maintaining discipline and being punctual in school activities, maintaining cleanliness etc. while handling the subject on EVS.

The Fundamental Rights and Duties of a citizen according to the Constitution of India has been printed in the inside cover page of almost every textbook. Teachers will hold discussions on the importance of the Rights and Duties off and on. Detailed discussions will be held during the periods allotted for Social Science and EVS.

Moreover during the period allotted for Social Science, measures will have to be taken for discussion on at least any two of the issues given below-

- Salient features of the Indian Constitution
- Fundamental Rights
- Fundamental Duties and Responsibilities
- Unity in Diversity etc.

If required necessary help may also be sought from local resource persons.

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Role of Students in school management

Student Parliament:

For smooth management of the school, the help and co-operation of everyone concerned is very essential. To help the students to understand this philosophy, it is necessary to entrust some duties and responsibilities to the students from a very young age. To help the teachers to conduct different activities in the school effectively each school should form the Student Parliament and entrust them with different duties and responsibilities.

Through the Student Parliament, the students get the opportunity to work and think independently. The main aim of Student Parliament is not only to conduct the activities perfectly but its objectives are also as follows.

Objectives:

• To help the students to learn many important things on their own.
• To help the students to learn to deliver speeches, present songs and dances, recite poems, demonstrate acting abilities etc. by organising meetings.
• To learn to work unitedly and to take decisions after thorough discussion on any matter.
• To develop self confidence, leadership qualities, discipline and social consciousness.
• To enable the parents to get information about the school regularly and offer their suggestions and ideas to the school.
• To help in creation of a cordial relationship among students, teachers and guardians.

Each school should take up the task for formation of Houses in the name of different renowned personalities of the state viz Kanaklata, Maniram Dewan, Lachit Barphukan, Joymati etc. Each House will consist of equal number of students from each class as members. These Houses will take up the responsibilities phase-wise. To ensure full participation of each student, rotation of distribution of responsibilities to the students should be done after every two months.

At the end of the academic year, declaration of the “Best House of the Year” may be made as per performance of the Houses.
Curriculum for Elementary level

(A) Pre-Primary level (Ka-sreni)

Objectives of Pre-Primary Education

The aim of pre-primary education is to facilitate optimum development of the child’s full potential and lay the foundation for all round development and life long learning. This aim is to be achieved through enabling the child to –

◆ develop a positive self concept
◆ establish a sound foundation for a good physique, adequate muscular co-ordination and basic motor skills.
◆ imbibe good health habits and basic life skills necessary for personal, social adjustment.
◆ enhance verbal and non-verbal communication skills.
◆ develop the five senses and cognitive skills and concept which are foundations for higher order thinking and reasoning.
◆ develop emotional maturity.
◆ imbibe values, social attitude and manners important in his/ her socio-cultural context.
◆ develop independence, aesthetic appreciation and creativity by providing the child with sufficient opportunities for self expression and active exploration.
◆ make a smooth transition from pre-school to primary through development of emergent literacy and school readiness.

For children of this stage, focus is laid on health, nutrition and early psycho social stimulation through free play activities and a lot of adult child interaction. The ‘Karmaputhi’ is not to be transacted in the first two months of the academic session. The first two months should be utilised for enabling the child to adjust with the school environment through infant games, traditional songs and syllables, access to variety of play materials, introduction to stories, infant books, drawings,
etc.

**Integrated monthly programme for curriculum transaction** –

March – Trees and flowers  
April – Fruit and vegetables  
May – Living things and birds  
June – Parts of the body, transport and communication  
July – *Summer vacation*  
August – Home, dress  
September – Water, insects  
October – Sky, livelihood  
November – Market, festivals  
December – Recapitulation

Detailed description of the activities has been provided in the Theme based Activity Plan for 'Ka-sreni' teachers.

**(B) Primary level (Class I - Class V)**

**Subjects**

- **Language 1** (Mother tongue and Medium Language)
- **Language 2**
  - English, for Vernacular medium schools.
  - Any Regional Language (Assamese/Bodo/Bengali) for English medium schools.
- **Mathematics**
- **Environmental Studies** (Integrated with Language and other subjects in Class I & II)
- **Health and Physical Education**
- **Art Education**

(Necessary measures are to be taken for teaching-learning of mother tongue along with the regional language in those schools which have students speaking other languages like - Mising, Tiwa, Rabha, Tai, Deuri, Bishnupriya Manipuri, etc.)
(C) **Upper Primary level (Class VI - Class VIII)**

**Subjects**

- **Language 1**: (Mother tongue or Medium of Instruction)
- **Language 2**:
  - English for Vernacular medium schools
  - Any Regional language (Assamese/ Bodo/ Bengali) for English medium schools
- **Language 3**: Children can either choose (A) or (B) for Language 3 according to the medium of instruction of their schools. i.e.—
  - **A.**  
    Hindi (100%)  
    OR  
    Hindi (50%) + Language 4 (50%)  
    for non-Hindi medium schools
  - **B.**  
    Any Regional Language  
    (Assamese/Bodo/ Bengali) (100%)  
    OR  
    Any Regional Language (50%) +  
    Language 4 (50%)  
    for Hindi medium schools

[Language 4 is not compulsory. Children can opt for language 4 (50%) i.e., Sanskrit/Arabic/other language (if there is no scope of learning these languages as first language) alongwith language 3 (50%)]

- **Environmental Education** (Incorporated with Language, Science, Social Science)
- **Mathematics**
- **Science**
- **Social Science**
- **Health and Physical Education**
- **Art Education**
- **Work Education**
Health and Physical Education:

Special emphasis is to be laid on Health and Physical Education as it contributes to the healthy living of the child and providing the base for performance in the chosen area of work.

Annual Sports should be organized in the month of February of each academic year. Participation of each student in the games and sports during the period allotted for Health and Physical Education should be ensured. This will help the students in development of their talents and identification of specially talented students and providing them the scope for proving themselves as future sports person of the State.

At primary level activities for Health and Physical Education will be transacted everyday in each class for at least 1 period. Once a week the activities will be transacted by combining all the 5 classes together.

At upper primary level activities for Health and Physical Education will be transacted in at least 2/3 periods in a week.

Health and Physical Education activities incorporated in the curriculum for primary level
- Development of good habits related to health and cleanliness
- Simple exercises
- Drill and March-Past
- Yogasana and Pranayam
- Minor Games/Local games
- Athletics
- Cub-Bulbul
- Safety Education, Natural Calamities and Disaster Management
- Awareness related to diseases and food preservation

Health and Physical Education activities incorporated in the curriculum for upper primary level
- Development of good habits related to health and cleanliness
- Simple exercises
- Drill and March-Past
- Yogasana and Pranayam
- Major Games/Local games
Athletics
Scout and Guide
Safety Education, Natural Calamities and Disaster Management
Awareness related to diseases and food preservation

The expertise and guidance of the following personnel/organizations may be taken into consideration while undertaking the tasks related to Health and Physical Education–
- District Institute of Education and Training (DIET)
- Basic Training Centre (BTC)
- Normal School
- Sports Welfare Department
- Health and Family Welfare Department
- National Rural Health Mission (NRHM)

Moreover the expertise and guidance of the following personnel/organizations may also be taken–
- District Resource Person (Scout and Guide)
- Local Sports Organisation
- Experienced person of a local sports club
- Other trained personnel

Evaluation of Health and Physical Education is to be done like other subjects. The following aspects are to be taken into concern during evaluation of Health and Physical Education–
- Keeping record of the achievement of the learner as per areas mentioned in the previous page.
- Identification of talented students and providing them with the scope to participate in District, State, National, Inter-National competitions.
- Necessary measures to be taken up for strengthening of the weak areas of the learners, identified after evaluation.

Art Education

Art Education at the elementary level (class I – VIII) has been divided into two different Art forms- Visual Art and Performing Art. Visual Art includes drawing, painting, clay model making, printmaking, collage; sculpture whereas Performing Art includes dance, drama, music.
At the elementary level, less emphasis is laid on the theoretical aspects and children are encouraged to explore and develop their ideas by recording what they see around them, trying out different materials, tools and techniques and engaging in activities individually or in small groups. For transaction of Art Education there should be provision for allotment of 5 periods a week in the daily routine. Students need to be encouraged to take part in interschool competitions and bring laurels to the school. Besides providing scope for development of innate talent in a child, Art Education should also help in installing a competitive spirit in the minds of the young learners.

The experience of learning through music, drama, drawing, painting, and clay modelling is very soothing to a child and makes learning more permanent. Necessary guidance may also be taken from local resource persons and experienced personnel from DIETs.

Evaluation in Art Education like other subjects has to be conducted periodically to assess the progress of the child’s performance. The creative resources of the children related to Visual Art are to be collected and exhibited at the end of the academic year for inspiration of the parents and students.

Weightage of Visual Art and Performing Art as per curriculum—

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Design</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Printed Pictures</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Sculpture</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Performing Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music, Dance, Acting</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Activities related to Art Education, cultural and literary activities such as– quiz, debate, extempore speech, singing-dancing, art, drama, recitation, exhibition etc. can be done on any specific day for observation in any month by combining 1/2 periods of any saturday of that particular month.

**Diniyat**: In the Madrassa schools of upper primary level a few periods allotted for Art Education is to be utilised for transaction of Diniyat Education so that the students are not over burdened by transaction hours.
Work Education

Objectives of Work Education at elementary level:

- To help the child in developing sense of dignity of labour.
- To be self-reliant
- To develop the competency of taking part in productive activities for self development and development of the society.
- To be able to establish the link between education and work.

Weightage of Work Education course contents:

Weightage of compulsory work – 40%

1. Cleanliness
2. Beautification
3. Helping parents and neighbours in different activities
4. Helping teacher in organising school activities
5. Preparation of chart, model, poster, slogan, etc.
6. Plantation, maintenance and protection of trees
7. Social service

Weightage of elective work – 50%

According to the facilities available in the schools located in different areas students can choose the elective subjects as per their area of interest.

1. Needlework/knitting/cutting/tailoring.
2. Preparation of hand bags (from paper, cloth) including fancy bags.
3. Items prepares from waste materials.
4. Preparation of items from clay.
5. Growing medicinal plants/ornamental plants/fruit plants in pot or lawn.
6. Simple wood/bamboo and cane work.
7. Simple book binding and preparation of items like exercise books, note-books, album, etc.
8. Simple food preparation and preservation.

Exposure to practical field of work – 10%

The school will provide opportunities to the students for exposure to different practical fields of work mentioned below. Students will have to submit a report based on the exposure gained by them.

1. Fruit and vegetables preservation
2. Cooking
3. Weaving/cloth craft/textile designing
4. Hair cutting and beautician course
5. Interior decoration (basic idea)
6. Bee-keeping/mushroom cultivation/rearing of cows
7. Laundry work (washing different types of cloths, ironing)
8. Pisciculture
9. Cane work/bamboo work/wood work/clay work
10. Creative printing, signboard preparation
11. Gardening and agricultural work
12. Leather work/metal work
13. Communication media (Post office, Radio centre, TV centre, Newspaper print, Internet, etc.)

Environmental Education

As per verdict of Supreme Court, Environmental Education is to be incorporated in the school subjects as compulsory without increasing academic load on the learners. No separate textbook has been prescribed for environmental education in class I & II. Activities related to environment education have been integrated with Language, Mathematics and other subjects. For classes III & IV a separate textbook has been developed for Environmental Studies. For classes VI, VII & VIII also there is no separate textbook for environmental education. Issues related to environmental education viz. environmental awareness, conservation of the environment has been incorporated in the Language, Science and Social Science textbook. Students are to prepare at least two projects in an academic year. The projects submitted have to be evaluated.

Peace Education

In the present context, Peace education is an integral part of the school curriculum. Peace education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and to create conditions conducive to peace. Peace education is best thought of not as a distinct ‘subject’ in the curriculum nor as an initiative separate from basic education, but as a process to be mainstreamed into all quality educational experiences. The school authority should take up necessary measures to take up all the activities geared towards education for peace in an academic year. A number of activities and projects
embodying peace themes could be organized by teachers in schools for orientation of attitudes and behavior towards peace. Evaluation of these activities and projects has to be done and grades are to be given accordingly.

**Activities for Peace Education**

**Meditation**: Observation of silence by the students in the classroom before the teacher starts lesson transaction. This will help to bring peace in the mind and improve concentration level of the students.

**Peace Message**: Inspiring students towards creative writing to remove mental confusion and be at peace with oneself and stay calm in the eye of a storm.

**Being at one with nature**: Encouraging students to spend some time with nature in a calm and serene place.

**Symbols of Peace**: Drawing pictures of Doves, Pigeons or a Hand with *PEACE* written on it, as symbols of peace and hanging them on the walls of the classroom.

**Appreciating songs for World Peace**: Inspiring students to appreciate the songs for world peace by listening to and singing such songs and also reciting poems in order to inculcate the values of sympathy, empathy and humanity in the minds of the students.

**Duties of a teacher to promote Peace in schools**

There are some actions, words and attitudes of human being which are violent. A few such examples which a teacher has to do away with are cited below.

- **Attitudes that harm and/or hurt**
  - Over indulgence in eating (Physical)
  - Lack of responsibility about work (Psychological)
  - Disrespect for differences in caste or religion (Social)
  - Disrespect and disobedience of norms regarding sound, littering or pollution, etc. (environmental)

- **Words that harm and/or hurt**
  - Use of words like stupid for others (Psychological)
  - Use of dirty or casteist words (Social)

- **Actions that harm and/or hurt**
  - Beating or pulling the ears of a child (Physical)
  - Ridiculing him or her (Psychological)
  - Commenting on the caste or profession of the family (Social)
  - Wasting water or electricity or causing pollution (Environmental)
ANNUAL ACTIVITY PLAN:

For smoothly conducting different activities in an academic year, the school authority should compulsorily prepare an annual activity plan. Implementation of the activities should be followed by evaluation, grading and recording of the grades in the record book.

### Allotted time for non-instructional activities

<table>
<thead>
<tr>
<th>Task</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness</td>
<td>15 minutes everyday</td>
</tr>
<tr>
<td>Morning Assembly</td>
<td>15 minutes everyday (May be increased if required)</td>
</tr>
<tr>
<td>Gardening and Plantation</td>
<td>1 period each month for every class and $\frac{1}{2}$ an hour group work everyday for nurturing the plants.</td>
</tr>
<tr>
<td>Observation of Special Days,</td>
<td>3 periods (maximum)</td>
</tr>
<tr>
<td>Cultural activities such as songs, dance, debate, essay writing, extempore speech, drama, quiz, recitation, creative writing, etc.</td>
<td>3 periods (twice a year) for each activity</td>
</tr>
<tr>
<td>Annual Sports</td>
<td>3 days</td>
</tr>
<tr>
<td>Social Work</td>
<td>2 times a year for 3 periods</td>
</tr>
<tr>
<td>Cub-Bulbul/Scout &amp; Guide related tasks</td>
<td>40 periods in a year</td>
</tr>
<tr>
<td>Field trip /Picnic/Educational trip</td>
<td>2 days or 10 hours</td>
</tr>
<tr>
<td>Summer Camp/Winter Camp/Inter-school camp/ Peace education camp</td>
<td>12 days</td>
</tr>
</tbody>
</table>

### Structures and Systems that harm and/or hurt

- Disciplinary practice like corporal punishment (Physical)
- Displaying names of children who fail on bulletin boards, or insulting children in the assembly for indiscipline (Psychological)
- Discrimination among children on the basis of culture, caste, language or region (Social)
- Practices and sanctions for burning leaves in schools, disregard for standards of safety (Environmental)
**Compulsory activities for Morning Assembly**

- Group formation
- Organizing the students for morning assembly
- Saying of prayers and maintaining silence
- Drill and free hand exercise
- Oath taking/proverbs of great men
- Reading of important headlines from the newspaper
- Inspection of personal cleanliness, discussion and demonstration of health related good habits
- Singing of *Rastriya Sangeet* (3 days a week) & *Jatiya Sangeet* (3 days a week)
- The activities/tasks to be carried out on an Observation Day will be specified during morning assembly
- Discussions on issues related to value education.

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**Importance of field observation:**

The present education system aims at knowledge extension and enrichment of learners. With this objective in mind the curriculum lays emphasis on field observation. Through field observation the learners can go out of the classroom and relate what they see with the knowledge gained from textbooks. Before going out for field observation the teacher has to prepare a plan along with the students and the head of the institution. The data/materials collected through field observation will be maintained properly for use as and when necessary in the school/classroom. During the trip conducted for field observation the academic and personal-social qualities of the learner will be observed and recorded in a notebook so that they prove to be beneficial for holistic evaluation of the learner.
VALUE-BASED EDUCATION:
Values that can be developed through the curricular areas—

<table>
<thead>
<tr>
<th>Curricular Areas</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Love, patriotic feeling, attitude for right judgement, helpfulness, courage, etc.</td>
</tr>
<tr>
<td>Social Science</td>
<td>Feeling of brotherhood, aesthetic sense, national and international understanding, social responsibility, national consciousness, dutifulness, etc.</td>
</tr>
<tr>
<td>Science</td>
<td>Scientific attitude, aesthetic sense, discipline and positive attitude, punctuality, etc.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Patience, small saving, concentration, discipline, economy, etc.</td>
</tr>
<tr>
<td>Art &amp; Physical Education</td>
<td>Leadership, group discipline, aesthetic sense, cleanliness, sense of hygiene, good habits, positive attitude towards work &amp; dignity of labour, etc.</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Love for nature and responsibility, relationship of man and environment, conservation and protection of environment, rational use of environment, etc.</td>
</tr>
<tr>
<td>Work Education</td>
<td>Attitude towards any environment, attitude towards doing productive work, respect for different professions, dignity of labour, mutual cooperation, self confidence, team spirit, tolerance, etc.</td>
</tr>
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</table>
## Unit wise distribution of lessons (Primary) 2015

<table>
<thead>
<tr>
<th>Unit Evaluation</th>
<th>Subject</th>
<th>Class I</th>
<th>Class II</th>
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CONTINUOUS AND COMPREHENSIVE EVALUATION

Evaluation is an integral part of the curriculum. It is an essential part of the teaching learning process. It is the process through which the learners’ learning experiences pertaining to curricular areas and personal and social qualities are assessed.

Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching-learning materials and methods used for transaction, the curriculum, textbooks, administration competence of the Head of the institution and effectiveness of the infrastructural facilities provided by the school.

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student’s development. It helps in the development of cognitive, psychomotor and affective skills. It lays emphasis on the thought process and de-emphasises memorisation. Continuous and Comprehensive Evaluation helps in making evaluation an integral part of teaching-learning process and taking appropriate decisions about the learner/the process of learning and the learning environment. It also helps in improving students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

Continuous means regular assessments, recording the learning gaps, analysis of learning gaps, applying corrective measures and giving feedback to teachers and students for enhanced learning.

Comprehensive on the other hand attempts to cover both the curricular and the social, personal aspects of a student's growth and development- with both these aspects of the evaluation process being assessed through formative and summative assessments.
Why Continuous Comprehensive Evaluation?

Compared to the present system of examination, CCE is a way to make sure every child can get the help they need to learn well and for their all round development. Continuous evaluation means that we don’t wait until the end of the year to find whether children have learned. Teachers should assess children’s learning every day, during the process of teaching-by observing children’s participation, asking questions, facilitating activities, small assignments, projects or tests. In this way the teacher can identify early on which children are facing problems in learning, and can provide individual help to children who need it. The teacher also immediately comes to know what needs to be improved or changed in her teaching method.

Comprehensive evaluation does not mean that we assess children only for curricular activities/subject areas. It also assesses other aspects of a child’s all round development viz. their values, confidence and leadership skills, their talents in sports, music, dance, arts and drama, their participation in school activities and events, etc. Each child is good at different things, and CCE helps to nurture those unique talents in every child.

Salient features of CCE

- Assessment mainly aims at judging whether the children are learning or not and providing timely feedback.
- Evaluation focuses on the actual level attained after certain period of instruction.
- The terms ‘comprehensive’ refers to assessment of all round development (i.e holistic development) of child’s personality. It covers both curricular and social personal areas including the child’s personality as a whole, e.g. her attitudes towards learning, social interactions, emotional health, motivation, physical health, strengths and weaknesses, etc.
- The spirit of CCE is to help improve the learning. It is to identify learning gaps and to provide timely feedback. It is not to compare the achievement of one child with another but with himself/herself.
What to be assessed in CCE?

**Total personality of the child**

Cognitive, Affective and Psychomotor Domains of child growth and development

Development and Assessment of Curricular areas and Personal Social Qualities

**Curricular areas**
- Languages
- Mathematics
- Environmental Studies
- Science
- Social Science
- Art Education
- Work Education
- Physical & Health Education
- Health Status
- Literary
- Scientific
- Cultural

**Personal Social Qualities**
- Regularity
- Respect for Elders
- Respect for persons with disability
- Truthfulness
- Discipline
- Punctuality
- Empathy
- Cooperation
- Sharing
- Caring
- Attentiveness
- Emotional control
- Self Control
- Leadership
- Attitude towards self, peers, teachers and school

**Personal Social Qualities**

Besides cognitive, schooling also involves appropriate socio-economic development (i.e. self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of personal social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others. The school besides the family has a major influence on children’s personal social development. As students’ progress through primary and secondary stages of schooling they need an environment that is secure, warm, caring and nurturing. Teachers in order to foster personal social competence need to ensure that students are treated fairly, valued, and exposed to a wide range of personal and social learning experiences. Personal–social
development is intrinsic to the nature of education and by its very nature is rooted in all subjects, hence the role of the teacher is vital.

Assessment of personal social qualities is not confined to a specific subject nor requires assigning a specific time as it can be dealt with more effectively in the context of class teaching (across subjects) and during various other activities of the school.

The aim of assessment of personal-social qualities is to indicate the direction of individuals' development and focus should be on the strengths of each child. Teachers need to understand that variations would be present among students of the same class/age in personal social qualities. Also assessment of personal-social qualities should keep in view that the needs of students are varied because of differences in gender, or belonging to economically weaker sections, or as a member of minority group, or having special needs (physical, visual, hearing, cognitive handicaps) or due to personal, family or social circumstances which affect the development of personal-social qualities. Teachers need to be particularly sensitive to the needs of these children while assessing their personal – social qualities. Undesirable behaviours of children not to be highlighted, especially in view of that CCE aims at remediation for enhancing learning and for holistic development.

Creation of a conducive environment is very essential for the development of personal-social qualities. Teachers need to ensure that students are provided adequate learning experiences or conditions appropriate for development of specific personal-social qualities. Keeping in view the students’ strengths and abilities, teachers will be required to create opportunities for them to achieve, be recognized and be rewarded. Students may-be encouraged to organize one’s work and activities and to work both independently and with groups (in cooperation with others, peers etc.)

Students are to be given the opportunity to work in groups, experience being a member of a group, leadership, offer and respond to ideas, provide opportunity to use their imagination, argue/defend sensibly a decision or course of action, present personal ideas and insights and group views reflect and share responsibility for the outcome of group activities undertaken.

Teachers need to create/provide a supportive environment for students to talk about, present/display their work, to listen to and accept ideas and criticism. Teachers can contribute by clarifying students’ thinking, helping them to deal with tasks/activities, listening to what they have to say and make them feel accepted and valued.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Personal-Social Qualities</th>
<th>Broad Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Self-Discipline</td>
<td>Able to do things on one’s own (self-care: cleanliness, dressing, toilet trained, etc.) Shows regularity, orderliness (brings required books/materials to school) pays attention in class, punctuality in work and conduct. Assumes responsibility for his/her behaviour, books, toys, pets etc.</td>
</tr>
<tr>
<td></td>
<td>Cooperation</td>
<td>Shares things when others need them, able to work/collaborate in group (activity, projects, play etc. Able to seek/give help when needed. Provides support, assistance to others at work / play.</td>
</tr>
<tr>
<td></td>
<td>Emotional-control</td>
<td>Shows behaviours such as: can wait for his/her turn, obeys classroom rules in presence/absence of teacher (understands why rules are made and reasons for keeping them), shows the ability or willingness to suppress restlessness/annoyance when confronted with delay, can handle dispute among friends, shows control for feelings desires.</td>
</tr>
<tr>
<td></td>
<td>Concern for others/Empathy</td>
<td>Able to understand other’s feelings and concerns, listens to others, understands others point of view, understands and is sensitive to others’ feelings, has consideration for others, and listens to others’ view.</td>
</tr>
<tr>
<td></td>
<td>Initiative taking</td>
<td>Able to take necessary action on one’s own, e.g asks to be included in a play/work activity in progress, can initiate discussion with peers, undertakes new task in a positive manner, copes confidently in unfamiliar situations/people, expresses views clearly, shows willingness to work or act together for a common purpose or benefit.</td>
</tr>
</tbody>
</table>
**How will CCE be implemented?**

1. At the beginning of the year, the teacher through informal interaction will try to understand the learning level of the learners. Keeping in view the curricular expectations/learning outcomes in view she/he will develop activities/tasks according or as per the need of the each lesson (you may refer to the exemplar material). However it is expected that before the start of each lesson previous knowledge of the child needs to be checked.

2. Based on the learning goals, the teacher will plan how to teach in a way that children will learn, using lots of activities and opportunities to discuss and ask questions, so that she can observe how much each child is participating and learning.

3. Through these various activities, assignments, projects, small tests, etc., the teacher will regularly observe and update her record each week or as per the activity/need which children have achieved, the learning goal for that unit and which children have achieved the goal and which children need more help by finding out why the child is struggling, getting other children to help, giving individual attention, discussion with their parents, or giving different activities or practice to help the child learn.

4. The teacher will change her teaching methods if needed, and will plan how to give additional help to those children who need it, not only ideatic fication of needs but also timely feedback.

5. The teacher will report the progress of each child in the form of a Progress Report Card Portfolio to be shared with parents four times a year. The report will describe the child's academic performance in each subject, what areas they are good at, and any areas requiring attention. The teacher will also share about the child's all-round development including samples of the child's work such as notebooks, portfolio, project work, art work, etc. so that parents can see what their child has been able to do.

**Tools for Continuous and Comprehensive Evaluation:**

1) Oral Questions
2) Written Questions
3) Activities
4) Projects
5) Group Work
6) Observation
7) Field Study
8) Quiz/Extempore Speech/Debate Competition etc.
Reflection points for teachers

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

How to Assess for Personal-Social Qualities (PSQ)?

The purpose of assessment of personal-social qualities in the CCE scheme is to indicate *how well the child is progressing* in his/her development of personal-social qualities. There is nothing like optimum level of these qualities as variations would be evident amongst students of the same class/age.

Assessment of personal-social qualities are to be done—

1. During response received from students while asking questions in the classroom.
2. When students carry out instructions of the teachers
3. During participation in group discussions
4. During experimentation carried out by students
5. When students express their own opinions
6. When students move about here and there in the school
7. During teacher-student interaction
8. By observing students behaviour
9. While working with their peers
10. While completing written tasks
11. On play ground
12. While taking mid-day meals
13. While drinking water etc.

Assessment of personal-social qualities would involve teachers to observe/look for evidences related to child’s personal-social qualities while s/he is in the class, asking, listening, during discussions, experimentations, while expressing one’s self in speech, movement or writings and in behaviours like student-teacher interactions, peer groups etc; in different contexts (inside/outside the classroom, during evaluations, library etc.) and across various activities (art, music, dance, sports etc.) over a course of several days/occasions. Assessment of the kind should not be restricted to a specific course or activity of time. Teachers should make observations throughout the year and report/record once in a term the key personal social qualities observed in the particular child. While reporting, teachers will be required to descriptively state/write only those personal-social qualities observed/seen in a child. Reporting is not to be done in grades.
Direction of development is more important than the status, focus to be on the strengths of the child, undesirable behaviours should not be highlighted especially in view of that CCE aims at remediation for enhancing learning and for holistic development.

**Evaluation Procedure:**

As per Govt. Notification No. AEE.499/2010/14-A, dated 29/04/2011 **Four (4) Unit Evaluations** for each subject will be held in an academic year. Assessment of each concept/competency of a lesson has to be done after completing the lesson to check on pupils progress and use this information in a number of ways. Unit evaluation has to be done on the lessons completed in the months earmarked for, in an academic year. Appropriate record of each pupil should be maintained in record books. Children with Special Needs (CWSN) has to be provided extra time for evaluation. This unit evaluation should be based not only on paper pencil test but should be based on other criteria also such as observation, oral expression, experiments, projects, portfolio etc. during that term period. There should be flexibility in the choice/number/sequence of lessons chosen in one quarter/unit.

**General Evaluation Techniques for CWSN**

1. Extra time may be provided, as per the needs of the child. Breaks may be allowed during this time to counter fatigue.
2. Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Brailler, Taylor Frame communication board, slant boards, pencil/pen grips etc.
3. Question papers should be provided to children with visual impairment in Braille/large print or a scribe should be provided.
4. For children with Hearing Problems as far as possible, marks should not be cut for punctuation, spelling and grammatical errors.
5. For children with Hearing Problems oral evaluation should be substituted by written responses, if required.
6. For children with Cerebral Palsy the paper/answer sheet provided should be thick enough (as children with cerebral palsy at times use lot of pressure while writing)
7. The difficulty level of the questions framed for evaluation of children with mental retardation should be at the child's level of understanding.
8. Assessment procedures may include objective type questions, instead of essay type questions for children with difficulties in language acquisitions, questions to be modified e.g simple language.

9. Accommodations are to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or amanuensis to write down answers, which would be given orally or through a communication board.

**Evaluation Schedule**

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<thead>
<tr>
<th>Evaluation No</th>
<th>Month</th>
<th>Marks per Subject</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Evaluation I</td>
<td>Jan - April</td>
<td>50</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Unit Evaluation II</td>
<td>April - June</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Evaluation III</td>
<td>Aug. - October</td>
<td>50</td>
<td></td>
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</tr>
<tr>
<td>Unit Evaluation IV</td>
<td>Oct. - Nov. - Dec.</td>
<td>50</td>
<td></td>
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</tr>
</tbody>
</table>

After every quarter there should be descriptive analysis of the child's performance. This applies to each unit/quarter separately. The final quarter/unit evaluation/progress may reflect the overall learning progress and gaps in a qualitative manner which is based on the analysis of the performance throughout the year.

**Assessment at Pre-primary level :**

Assessment is an essential and integral component of any ECCE programme to ensure that the programme remains child centric and the experiences and activities are planned according to the level of the child. It gives an insight into children's interests, achievements and possible difficulties in that learning from which next steps in learning and teaching can be planned and hereby provides a platform to support the planning of a coherent curriculum for progression in learning. In order to ensure that the programme is responsive to the developmental needs of the child, it is essential to maintain their developmental and learning profile. The purpose of assessment is to give useful information about children's learning and development to the adults providing the programme as also to children and their families. It helps ensure early identification of developmental delays, special educational needs and particular abilities.
The areas of assessment:

- The child's interest and participation
- Skills and abilities
- Social interactions

Assessment should be formative, continuous and should flow from the experiences planned in the curriculum. The progress of each child is to be evaluated on an ongoing basis through observations of their behaviour, art work etc. Portfolio of individual child should be maintained where anecdotal records, developmental check list, samples of drawing, writing etc. are maintained.

Evaluation Record:

Students continuous evaluation records are to be maintained in the following areas:

(a) Scholastic (Subject based)
(b) Personal-Social qualities
## Progress Report of Students

Name of the School: 
Name of the Student: 
Class:             Academic Year:  

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit</th>
<th>Unit Eva-1 (50)</th>
<th>Unit Eva-2 (50)</th>
<th>Unit Eva-3 (50)</th>
<th>Unit Eva-4 (50)</th>
<th>Grade A/B/C/D</th>
<th>Personal-Social Qualities (Descriptive Remarks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Truthfulness</td>
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<tr>
<td>Language-2</td>
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<td></td>
<td></td>
<td></td>
<td>• Discipline</td>
</tr>
<tr>
<td>Language-3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>• Punctuality</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Empathy</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Cooperation</td>
</tr>
<tr>
<td>EVS/ Soc. Sc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Sharing</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Leadership</td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Attentive</td>
</tr>
<tr>
<td>Health &amp; Phy. Ed.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional control</td>
</tr>
<tr>
<td>Art Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Respect for Elders</td>
</tr>
<tr>
<td>Work Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Attitude towards self, peers</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Attitude towards teachers and school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Respect towards differently abled persons</td>
</tr>
</tbody>
</table>

Remarks of the Class Teacher: ..........................................................................................................................................................................

Signature of Parents/Guardians: .............................................................. Signature of Class Teacher: ..............................................................

Date: ................................. Signature of Head Master/Mistress: ..............................................................
Use of Grade in Evaluation

Although CCE does not lay emphasis on use of grades in evaluation yet for the convenience of the teachers, the process of use of grades in evaluation will continue till the implementation of the new evaluation scheme in the state. Grading at the elementary level is to be done as follows:

(A) For Scholastic Areas

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(81-100)%</td>
</tr>
<tr>
<td>B</td>
<td>(61-80)%</td>
</tr>
<tr>
<td>C</td>
<td>(41-60)%</td>
</tr>
<tr>
<td>D</td>
<td>Below 40%</td>
</tr>
</tbody>
</table>

Level with descriptive remarks is a must along with grades.

Determination of Grade: \[
\frac{\text{Total Marks scored in all subjects}}{\text{Grand Total (including all subjects)}} \times 100
\]

Example:

Total marks scored by the student

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total Marks</th>
<th>Marks scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>English</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>EVS</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Phy. Ed.</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Art Ed.</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>255</strong></td>
</tr>
</tbody>
</table>

Determination of Grade:

\[
\frac{255}{300} \times 100 = 85\% \quad \text{Grade A}
\]
## (B) Personal-Social Qualities

Teachers need to provide qualitative statement about what and how the child is learning. The strengths of the child has to be highlighted along with the aspects that need improvement.

### There may be four levels of assessment for a given parameter–

- **Level 1**: The child needs help in completing the task/activity
- **Level 2**: The child understands the task but is not completing the task/activity
- **Level 3**: The child completes the task independently
- **Level 4**: Child’s learning beyond expected level (could attempt task/activities of higher order difficulty)

Teacher may use the following symbols to represent the above levels. (These symbols are suggestive only).

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>△</td>
<td>▽</td>
<td>✭</td>
<td>[]</td>
</tr>
</tbody>
</table>

### What to share with Parents/Guardians

- What a child likes or what a child does not like to do.

- Highlighting the child’s extraordinary work with parents, to help indicate areas of success and improvement, along with appreciation of any special strengths, as well as efforts put in by the child.

- Talking on aspects such as cooperation, responsibility, sensitivity towards others, interests, etc. with both the child and parents in a positive manner. If the child needs to improve in some area, instead of saying 'she is not cooperative', it will be better to say 'the child needs to put in more efforts towards cooperating with others'.

- Discuss with parents (a) how they can help (b) what they have observed at home about the child that would help the teacher support the child's learning better.
Month-wise Detailed Schedule

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>14, 15 - Magh Bihu and Tussu Puja</td>
<td>7 (1+5+6)</td>
</tr>
<tr>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 16, 17, 19, 20, 21, 22, 24, 27, 28, 29, 30</td>
<td>17 - Shilpi Divas</td>
<td>25 - Saraswati Puja</td>
<td>26 - Republic Day</td>
<td>4, 11, 18, 25</td>
<td>23 - Netaji's birthday</td>
<td>26 - Republic Day</td>
</tr>
</tbody>
</table>

Activities of the Month:

17th January - Silpi Divas will be observed during Morning Assembly by offering floral tributes to Rupkonwar Jyotiprasad Agarwala in front of his photograph and lighting of an earthen lamp. A speech on the significance of the day will be conveyed by the student who is asked to come prepared beforehand. After two periods of normal classroom transaction Silpi Divas will be celebrated by singing of Jyoti Sangeet, recitation of poems and organizing dance programmes etc.

25th January - Saraswati Puja

26th January - On the occasion of Republic Day the National Flag will be hoisted by the teachers and students together followed by speeches by teachers and students on the significance of the day. A discussion on the roles and responsibilities of every citizen towards the Constitution of India will be held.
## Activities of the Month:

- **5th, 6th, 7th February** - Annual Sports
- **28th February** - National Science Day will be observed by organising science exhibition and science based discussion with the help of a local resource person in the school.
### March, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 (1+5)</td>
</tr>
<tr>
<td>2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31</td>
<td>—</td>
<td>1, 8, 15, 22, 29</td>
<td>5 - Dol Jatra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Child Protection Day</td>
<td>22 - World Water Day</td>
<td>—</td>
<td>5</td>
<td>1</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**Activities of the Month:**

- **4th March** - Teacher will deliver a speech on Child Protection Day and its awareness in the morning assembly.
- **22nd March** - On the occasion of World Water Day awareness on conservation of water will be created by talks delivered by the students selected beforehand to speak on the occasion. Posters/ wall charts/slogans etc. prepared by the students will be exhibited. Normal classroom transaction will continue.
Activities of the Month :

⇒ **2nd - 11th April** - First Unit Evaluation will be held followed by discussion with parents about the achievement of the learners in the following week.

⇒ **7th April** - World Health Day will be celebrated by enlightening the students about the significance of the day during Morning Assembly. After recess, health check up of the students and persons concerned with the school will be taken up in association with local Primary Health Centre.
### May, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 (1+5+6)</td>
</tr>
<tr>
<td>2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30</td>
<td>—</td>
<td>—</td>
<td>3, 10, 17, 24, 31</td>
<td>1 - May Day</td>
<td>4 - Buddha Purnima</td>
<td>31</td>
</tr>
</tbody>
</table>

### Activities of the Month

11th May - National Technology Day is to be celebrated by glorifying the importance of Science in day to day life and motivating students to adopt Science as a career option. After recess, quiz/ extempore speech or debate competition on Science will be organized among the students of upper primary level, and records of each student will be maintained for necessary assessment. The help of a local resource person will be taken for smooth conduction of the activities.
Activities of the Month:

- **21st - 30th June**: Second Unit Evaluation will be held. Discussion with parents about the achievement of the learners will be held immediately after school reopens.

- **5th June**: World Environment Day will be observed by 1) Highlighting the significance of the day and enlightening the students about the necessity of trees and plants for ecological balance during morning assembly; 2) Sapling of trees will be planted in the school compound; 3) Events such as essay writing, composing of poems, extempore speech on conservation of the environment and necessary measures to be taken up to reduce environmental pollution are to be organised. The students will present field study reports/projects on environmental pollution prepared by them beforehand.

- **20th June**: Death anniversary of Kalaguru Bishnu Prasad Rabha will be observed by offering floral tributes to the Kalaguru in front of a photograph during morning assembly. After two periods of classroom transaction, the day will be marked by holding discussion on the life of the Kalaguru and practice of the songs composed by him.

- **30th June**: Allotment of home tasks and projects to be done during the summer vacation.
## July, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
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<td>6</td>
<td>7 (5+6)</td>
</tr>
</tbody>
</table>

**Summer Vacation**

- **11 - World Population Day**
- Evaluation Days: 5, 12, 19, 26
- Sundays: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31

- **Activities of the Month:**
  - Teacher will encourage children to help their Parents/Guardian in household/domestic works.
  - Encourage children to participate in social festivals during summer vacation.
  - Ensure that children complete their holiday assignments.
  - **11th July -** World Population Day is to be observed with the aim to increase people’s awareness on various population issues. Students can be made aware by conducting activities that are relevant to them.
Activities of the Month:

15th August - Celebration of Independence Day will be done by hoisting of the National Flag in the school compound and delivering of speeches on struggle for freedom and significance of the day by teachers and students.

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
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<td>7</td>
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<td>1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 31</td>
<td>—</td>
<td>—</td>
<td>2, 9, 16, 23, 30</td>
<td>15 - Independence Day</td>
<td>15 - Independence Day</td>
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<tr>
<td>25</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>5</td>
<td>1</td>
<td>31</td>
</tr>
</tbody>
</table>
### Activities of the Month:

- **5th September** - Teachers' Day will be celebrated by offering floral tributes to Dr. Sarvapalli Radhakrishnan in front of his photograph and discussion on his life. A cultural programme by students will mark the celebrations of the day.

- **8th September** - Teacher will speak on the significance of International Literacy Day in the morning assembly. Children will write slogans, prepare placards on literacy and exhibit their work.

- **21st September** - On the occasion of World Peace Day discussions about the necessity of peace in today's society will be done during Morning Assembly and the plans and programmes to be taken up by the students for establishing peace in the society will be chalked out.

### September, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
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<td>1</td>
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<td>7 (1+5+6)</td>
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<td>1, 3, 4, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 19, 21, 22, 24, 25, 26, 28, 29, 30</td>
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<td></td>
<td></td>
<td>6, 13, 20, 27</td>
<td>2 - Tithi of Sri Sri Madhab Dev 5 - Janmastomi 15 - Tithi of Srimanta Sankardeva 23 - Janmotsava of Srimanta Sankardeva 25 - Id-Uz-Zuha</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td></td>
<td>4</td>
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</tbody>
</table>
### October, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
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<td>5</td>
<td>6</td>
<td>7 (1+5+6)</td>
</tr>
<tr>
<td>1, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 24, 26, 27, 28, 29, 30, 31</td>
<td>2 - Gandhi Jayanti 13 - International Day for Disaster Reduction 14 - Anniversary of Lakshminath Bezbaroa 15 - Global Handwashing Day</td>
<td>—</td>
<td>5, 6, 7, 8, 9, 10, 12, 13</td>
<td>4, 11, 18, 25</td>
<td>2 - Gandhi Jayanti 20, 21, 22, 23 - Durga Puja and Vijaya Dashami</td>
<td>22</td>
</tr>
</tbody>
</table>

**Activities of the Month:**

- **5th -13th October**: Third Unit Evaluation will be held. Discussion with parents about the achievement of the learners in the following week. Necessary remedial measures to be taken up for low achievers.

- **2nd October**: Gandhi Jayanti will be celebrated by offering floral tributes to Mahatma Gandhi in front of his photograph. The life and contributions of Gandhiji will be discussed followed by cleanliness drive.

- **13th October**: International Day for Disaster Reduction will be observed to encourage children to take part in building more disaster resilient communities and nation and to promote the culture of natural disaster reduction, including prevention, mitigation and preparedness.

- **14th October**: Tributes will be paid to Rasharaj Lakshminath Bezbaroa and discussions will be held on contributions of Lakshminath Bezbaroa to the world of literature. Students will be facilitated for telling and hearing "Burhi Aair Sadhu" along with others.

- **15th October**: On Global Handwashing Day focus will be laid on increasing knowledge of why handwashing with soap is important and laying the foundations for healthy life long habits by a health specialist. The procedure of proper handwashing will be demonstrated before mid day meal.

- **24th October (Muharram) and 26th October (Lakshmi Puja)**: On these two days half holiday will be decalred as per Government Notification after first four periods of daily routine.
### November, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
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<td>7 (1+5+6)</td>
</tr>
<tr>
<td>2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 26, 27, 28, 30</td>
<td>5 - 11 - 14 - 19</td>
<td>10, 18, 15, 22, 29</td>
<td>1, 8, 15, 22, 29</td>
<td>24 - Lachit Divas</td>
<td>25 - Guru Nanak's Birthday</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td></td>
<td>5</td>
<td>3</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### Activities of the Month:

- **5th November** - During morning assembly tributes will be paid to Dr. Bhupen Hazarika and discussions on his life and works will be held along with singing of the songs composed by Dr. Hazarika.

- **11th November** - National Education Day will be celebrated commemorating the birth anniversary of Maulana Abul Kalam Azad, first Union Minister, Human Resource Development (Education) and holding discussions on his life and works. Competitions on essay writing, extempore speech, debate, quiz etc. will be organised.

- **14th November** - On the occasion of Pandit Jawaharlal Nehru's birthday, Children's Day will be observed by offering tributes to Nehruji in the morning assembly and organizing cultural activities for the children.

- **19th November** - The importance of World Sanitation Day will be discussed during Morning Assembly and the significance of the day will be highlighted upon by students.
December, 2015

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 (1+3+5+6)</td>
</tr>
<tr>
<td>1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15</td>
<td>1 - World AIDS Day</td>
<td>16, 17, 18, 19, 21, 22, 23, 24, 26, 28, 29, 30, 31</td>
<td>7, 8, 9, 10, 11, 12, 14, 15</td>
<td>6, 13, 20, 27</td>
<td>2 - Asom Divas (Su-Ka-Pha Divas)</td>
<td>25 - Christmas Day</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>13</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>31</td>
</tr>
</tbody>
</table>

Activities of the Month:
- **7th-15th December** - Fourth Unit Evaluation will be held. Discussion with parents about the achievement of the learners in the following week. The rest of the days after evaluation will be considered as working days. Remedial teaching to be done for the low achievers.
- **1st December** - World AIDS Day: Students will be made aware of the AIDS pandemic caused by the spread of HIV infection and how to prevent it.
- **3rd December** - World Disabled Day will be observed by highlighting the significance of the day during morning assembly. Students will read out the success stories collected by them prior to this day. This will help the students to understand that disabled children are actually able in different capacities and ways.
- **24th December** - Results will be declared within this day.
- **26th December** - From this day onwards the teachers will prepare the lesson plans, TLM etc. for the next academic session.
<table>
<thead>
<tr>
<th>Month</th>
<th>Class days</th>
<th>Observation Days</th>
<th>Other Working Days</th>
<th>Evaluation Days</th>
<th>Sundays</th>
<th>Other Holidays</th>
<th>Total Days</th>
</tr>
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<tbody>
<tr>
<td>January</td>
<td>22</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>31 (1+5+6)</td>
</tr>
<tr>
<td>February</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>28 (1+3+5+6)</td>
</tr>
<tr>
<td>March</td>
<td>25</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>1</td>
<td>31 (1+5+6)</td>
</tr>
<tr>
<td>April</td>
<td>22</td>
<td>1</td>
<td>-</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>30 (1+5+6)</td>
</tr>
<tr>
<td>May</td>
<td>24</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>2</td>
<td>31 (1+5+6)</td>
</tr>
<tr>
<td>June</td>
<td>25</td>
<td>2</td>
<td>-</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>30 (1+5+6)</td>
</tr>
<tr>
<td>July</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>27</td>
<td>31 (5+6)</td>
</tr>
<tr>
<td>August</td>
<td>25</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>1</td>
<td>31 (1+5+6)</td>
</tr>
<tr>
<td>September</td>
<td>21</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>30 (1+5+6)</td>
</tr>
<tr>
<td>October</td>
<td>22</td>
<td>4</td>
<td>-</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>31 (1+5+6)</td>
</tr>
<tr>
<td>November</td>
<td>22</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>3</td>
<td>30 (1+5+6)</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
<td>2</td>
<td>13</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>31 (1+3+5+6)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>25</strong></td>
<td><strong>16</strong></td>
<td><strong>32</strong></td>
<td><strong>52</strong></td>
<td><strong>57</strong></td>
<td><strong>365</strong> (1+3+5+6)</td>
</tr>
</tbody>
</table>

- **Annual Sports** — 3 days (Feb 5, 6, 7)
- **Unit Evaluation I** — 8 days (April 2-11)
- **Unit Evaluation II** — 8 days (June 22-30)
- **Unit Evaluation III** — 8 days (Oct 5-13)
- **Unit Evaluation IV** — 8 days (Dec 7-15)
## Model Daily Routine (Class I to Class V)

<table>
<thead>
<tr>
<th>Day</th>
<th>Class</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>Recess</th>
<th>5th Period</th>
<th>6th Period</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>I</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td>Recess</td>
<td>Mathematics</td>
<td>Art Ed.</td>
<td>School will be over with the singing of &quot;O Mor Apunar Dex&quot; by the children together</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>Language</td>
<td>Art Ed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>Art Ed.</td>
<td>EVS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>EVS</td>
<td></td>
<td>Art Ed.</td>
<td>H. &amp; P. Ed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>EVS</td>
<td></td>
<td>English</td>
<td>Art Ed.</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>I</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>Mathematics</td>
<td>Recess</td>
<td>H. &amp; P. Ed.</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>Art Ed.</td>
<td>Language</td>
<td></td>
</tr>
<tr>
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<td>III</td>
<td>Mathematics</td>
<td>H. &amp; P. Ed.</td>
<td>EVS</td>
<td>English</td>
<td></td>
<td>English</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>EVS</td>
<td></td>
<td>Mathematics</td>
<td>H. &amp; P. Ed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>Language</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>Art Ed.</td>
<td>Mathematics</td>
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</tr>
<tr>
<td></td>
<td>III</td>
<td>Language</td>
<td>Mathematics</td>
<td>EVS</td>
<td>H. &amp; P. Ed.</td>
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<td>Mathematics</td>
<td>English</td>
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<td></td>
<td>IV</td>
<td>Mathematics</td>
<td>Language</td>
<td>English</td>
<td>Language</td>
<td></td>
<td>EVS</td>
<td>H. &amp; P. Ed.</td>
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<tr>
<td></td>
<td>V</td>
<td>Language</td>
<td>Mathematics</td>
<td>English</td>
<td>H. &amp; P. Ed.</td>
<td></td>
<td>EVS</td>
<td>Mathematics</td>
<td></td>
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</table>
Note:- The daily routine may be adjusted by the Head Teacher as per weightage of the subjects and progress made by the learners in those subjects.

M.A :- Morning Assembly  
H. & P. Ed.- Health & Physical Education
### Model Daily Routine (Class VI to Class VIII)

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.45-9.00</td>
<td>8.45-9.00</td>
<td>8.45-9.00</td>
<td>1st Period</td>
<td>2nd Period</td>
<td>3rd Period</td>
<td>4th Period</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class</td>
<td>Class</td>
<td>Class</td>
<td>9.00-10.00</td>
<td>10.00-10.40</td>
<td>10.40-11.20</td>
<td>11.20-12.00</td>
<td>12.00-12.30</td>
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</tr>
<tr>
<td>VI</td>
<td>Language</td>
<td>Maths</td>
<td>H. &amp; P. Ed.</td>
<td>Soc. Sc</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Language</td>
<td>Maths</td>
<td>Science</td>
<td>Soc. Sc</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>-Safai</td>
<td>-M.A</td>
<td>-Thought of the Day</td>
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<td>12.00-12.30</td>
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<tr>
<td></td>
<td>5th Period</td>
<td>6th Period</td>
<td>7th Period</td>
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</tr>
<tr>
<td></td>
<td>12.30-1.10</td>
<td>1.10-1.45</td>
<td>1.45-2.25</td>
<td>2.25-2.30</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>English</td>
<td>Science</td>
<td>Science</td>
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</tr>
<tr>
<td></td>
<td>Science</td>
<td>English</td>
<td>Work Ed.</td>
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<tr>
<td></td>
<td>English</td>
<td>Soc. Sc</td>
<td>Art Ed.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School will be over with the singing of &quot;O Mor Apunar Dex&quot; by the children together.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Daily Routine

<table>
<thead>
<tr>
<th>Day</th>
<th>8.45-9.00</th>
<th>Class</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>Recess</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
<th>Recess</th>
<th>2.25-2.30</th>
</tr>
</thead>
</table>
| Thurs | -Safai
-M.A
-Thought of the Day | VI    | Language   | Maths      | Science    | Soc. Sc    |         |         | Hindi      | Soc. Sc    | Art Ed.   |         | School will be over with the singing of "O Mor Apnar Dev" by the children together. |
|      |                   | VIII  | Language   | Maths      | Science    | Soc. Sc    |         | Science    | Hindi      | Scout & Guide |       |
| Fri  | -Safai
-M.A
-Thought of the Day | VI    | Language   | Maths      | English    | Soc. Sc    |         |         | Science    | Hindi      | Scout & Guide |       |
|      |                   | VII   | Maths      | Language   | English    | Science    | Recess  |            | Soc. Sc    | Hindi      | Scout & Guide |       |
|      |                   | VIII  | Language   | Maths      | Science    | Soc. Sc    |         |            | Hindi      | Science    | Scout & Guide |       |
| Sat  | -Safai
-M.A
-Thought of the Day | VI    | Language   | Maths      | Science    | English    |         |         |            |            |           |         |
|      |                   | VII   | Maths      | Language   | Science    | Soc. Sc    |         |            |            |            |           |         |
|      |                   | VIII  | Language   | Maths      | Language   | Soc. Sc    |         |            |            |            |           |         |

### Note:
- The daily routine may be adjusted by the Head Teacher as per weightage of the subjects and progress made by the learners in those subjects.
- Scout and Guide related activities will be conducted together in the last period on Friday for classes VI, VII & VIII.

M.A :- Morning Assembly  
H. & P. Ed.: Health & Physical Education  

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**Pledges to be taken during Morning Assembly (A Few examples)**

- We will always keep ourselves clean.
- We will wash our hands before taking food.
- We will always keep food and drinking water covered.
- We will keep the surroundings of our home and school clean.
- We will always throw garbage in the bin and in the garbage pit.
- We will not spit here and there.
- We will come to school clean. We will keep our school clean. We will be friendly with our friends and obey the rules and regulations of the school.
- This is our school. We will come to school everyday. We will obey our teachers and elders.
- We are the future citizens of our country and we will try to retain the dignity of our country.
- We will respect our parents, teachers and elders.
Brief description on the significance of Observation Days–

17th January : (Shilpi Divas)
Jyotiprasad Agarwal was one of the greatest cultural icons of Assamese culture. He is popularly known as Rupkonwar. He was a great poet, lyricist, dramatist, and filmmaker. Jyotiprasad Agarwal died on 17th January 1951. To honour the greatest contribution of Rupkonwar, his death anniversary is celebrated as Shilpi Divas in Assam.

25th January : (Saraswati Puja)
Saraswati Puja is associated mainly with Goddess Saraswati. On this day, people worship Goddess Saraswati. Goddess Saraswati is considered as the Goddess of knowledge, culture, wisdom, music, and arts. Hence, Saraswati Puja is important for the students. It is celebrated in all educational institutions and people irrespective of caste, religion, and creed take part in Saraswati Puja celebrations.

26th January : (Republic Day)
Republic Day is celebrated every year on 26th January to commemorate the date and moment when the Constitution of India came into effect. The Constitution of India is the supreme law of India. The Constitution came into force in a full-fledged form from on 26th January, 1950. Thus, Republic Day celebration is the moment of the coming of the Constitution into effect.

28th February : (National Science Day)
National Science Day is celebrated in India on 28th February each year to mark the discovery of Ramen Effect by Indian Physicist Chandrasekhar Venkat Raman on 28th February, 1928. For his discovery Sir C. V. Ramen was awarded the Nobel Prize in physics in 1930. In 2000 the Government of India designated 28th February as National Science Day. Since then the event is now celebrated all over the country in schools, colleges, universities and other academic, technical, medical, and institutions.

4th March : (Child Protection Day)
Government of Assam has decided to celebrate 4th March as Child Protection Day throughout the state to secure the future of children, bring child protection to focus and enhance awareness in protecting the right of children.

22nd March : (World Water Day)
World Water Day has been observed on March 22 since 1993 when the United Nations General Assembly declared March 22 as World day for Water. It is held
annually as a means of focusing attention on the importance of freshwater and advocating for sustainable management of freshwater resources. It offers a global reminder of how critical freshwater is for life.

7th April : (World Health Day)

World Health Day is celebrated each year on 7th April globally. The day marks the founding of World Health Organization (WHO) and aims to draw attention to important health issues facing the world each year. The decision to have a day dedicated to world health was taken and since 1950 it was decided to celebrate World Health Day on 7th April each year to raise awareness among people pertaining to health issues and concerns.

11th May : (National Technology Day)

On 11th May 1998 Indian technology has created a record in nuclear weapon technology, the successful controlled nuclear missile test at Pokhran and the test flight of the indigenous aircraft Hansa-3 was carried out. Therefore, this day is christened as National Technology Day to commemorate technological advancement India has made in the field of science. One such advancement is the nuclear weapon technology.

5th June : (World Environment Day)

World Environment Day is celebrated every year on 5th June to take positive environmental action and to protect nature and planet earth. The main aim is to promote awareness on the importance of preserving our biodiversity. It is celebrated as a means to tackle environmental challenges.

20th June : (Bishnu Rabha Divas)

Bishnu Prasad Rabha is one of the pioneers of Assamese music and art. He was a revolutionary figure, a poet, a writer, an actor and a great classical icon of Assam. He is popularly known as Kalaguru. Bishnu Rabha passed away on 20th June, 1969. To commemorate this great personality of Assam, 20th June is celebrated as Rabha Divas.

11th July : (World Population Day)

World Population Day is to be observed with the aim to increase people's awareness on various population issues. Students can be made aware by conducting activities that are relevant to them.

15th August : (Independence Day)

15th August is a day when we can proudly admire ourselves as Indian citizen as on this day in 1947 we got freedom. Independence Day is observed annually to
commemorate the Nation’s Independence from the 200 year old British Empire. On this day every Independent Indian citizen pays tribute to and salutes those freedom fighters and patriots who fought for our Independence.

5th September : (Teachers’ Day)
Since 1962 India has been celebrating Teachers’ Day on 5th September. The day commemorates the birthday of Dr. Sarvepalli Radhakrishnan, a philosopher and a teacher. Dr. Radhakrishnan believed that teachers should be the best minds in the country. Teachers are the cornerstones of our foundation for creating responsible citizens and good human beings. This day is celebrated to show our acknowledgement and recognition of the hard work put in by our teachers towards our development.

8th September : (International Literacy Day)
September 8 was proclaimed International Literacy Day by UNESCO on November 17, 1965. It was first celebrated in 1966. Its aim is to highlight the importance of literacy of literacy to individuals, communities and societies. On International Literacy Day each year, UNESCO reminds the international community of the status of literacy and adult learning globally. Literacy is one of the key elements needed to promote sustainable development, as it empowers people so that they can make the right decisions in the areas of economic growth, social development and environmental integration.

21st September : (International Peace Day)
Each year the International Day of Peace is observed around the world on 21st September. The General Assembly has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples.

2nd October : (Gandhi Jayanti)
Gandhi Jayanti is celebrated on 2nd October to mark the birth anniversary of Mahatma Gandhi the “Father of our Nation”, “Bapu” or “Mahatma”. The day is declared as a national holiday and all schools and offices are shut on this festival. Gandhiji gave our nation and the world the principles of truth, non-violence and honesty which are still remembered and widely used till today. The day is celebrated to commemorate Gandhiji’s sacrifice, struggle and tolerance to achieve India’s freedom.

13th October : (International Day for Disaster Reduction)
Natural disaster has become a threat to mankind globally. Flood, earthquake, tsunami, cyclone, etc. have led to great destruction from time to time. Man cannot fight against these natural disasters but timely precaution can minimize the
destruction. Therefore natural disasters have been given due importance. The General Assembly decided to designate 13th October as **International Day for Disaster Reduction**. The objective of the observance is to raise awareness of how people are taking action to reduce their risk to disasters.

**14th October:**

**Lakshminath Bezbaroa** (1864-1938) was a great Assamese personality and celebrated pioneer of modern Assamese literature. He was one of the literary stalwarts of the Jonaki Era, the age of romanticism in Assamese literature when through his essays, plays, fiction, poetry and satires; he gave a new impetus to Assamese literature. Lakshminath Bezbaroa is honoured by a unique title on 29th December, 1931, 'Rasaraj' by Asam Sahitya Sabha in 1931 at Sivasagar session. 'Rasaraj' means 'The King of Humour' in Assamese literature. He is also known in Assamese literary society as the Sahityarathi which means “Charioteer of Literature” for his expertise in all branches of literature. A few of his famous works are— *Burhi Air Xadhu*, *Koka Deuta Aru Nati Lora*, *Junuka*, *Litikai*, etc.

**15th October:** (Global Hand Washing Day)

**Global Hand Washing Day** is a campaign to motivate and mobilize millions around the world to wash their hands with soap. It takes place on October 15 of each year. The campaign is dedicated to raising awareness of hand washing with soap as a key approach to disease prevention. Although people around the world clean their hands with water, very few use soap to wash their hands. Washing hands with soap removes germs much more effectively.

**5th November:** (Sudhakantha Divas)

Dr. Bhupen Hazarika was a legendary personality. He made incomparable contribution to Assamese culture. He was a poet, lyricist, singer, musician, film maker. He died on 5th November. As a mark of respect to this multifaceted icon, the Government of Assam has announced 5th November as **Sudhakanthi Divas**. His death anniversary is celebrated throughout the state.

**11th November:** (National Education Day)

Education is the foundation of an independent nation. Maulana Abul Kalam Azad became the first education minister of independent India. His philosophy and principle has immensely contributed to the education system of India. **National Education Day** of India is celebrated on 11th November annually to commemorate the birth anniversary of Maulana Abul Kalam Azad.
14th November : (Children’s Day)

Pandit Jawaharlal Nehru was the first Prime Minister of India. He is fondly referred to as Chhacha Nehru by young children. He loved children and roses. He was born on 14th November. As a tribute to this great man and his love for the children, his birthday is celebrated all over India as Children’s Day.

19th November : (World Sanitation Day)

November 19 is celebrated as World Sanitation Day to raise awareness on the use of toilet, sanitation and clean water. Everyday children across the world die due to diarrhoea, which is caused due to poor sanitation and dirty water.

1st December : (World AIDS Day)

Students will be made aware of the AIDS pandemic causes by the spread of HIV infection and how to prevent it.

3rd December : (World Disabled Day)

Physical disability is not a barrier to human development. International Day of people with Disability is a United Nations sanctioned day. It aims to promote an understanding of people with disability and encourages support for their dignity, rights and wellbeing.

Role and Responsibility of a teacher related to health and sanitation

- Classroom and school complex to be cleaned by different groups of students.
- Determine who will monitor sanitation and health related activities timely.
- Toilets and source of drinking water must be kept clean as per instruction of teachers and School Managing Committee.
- Fund received for development of school should also be spent to clean source of drinking water and to repair toilets.
- Regular monitoring of health related activities of students.
For convenience of teachers, a few songs for awakening feelings of patriotism, brotherhood, endurance and songs of cultural significance are incorporated herewith:

**State Anthem**

*O Mur Aapunar Dex*
*O Mur Sikuni Dex*
*Enekhon Xuwola, enekhon Xuphola*
*Enekhon Moromor Dex*

*O Mur Xuriya Mat*
*Oxomor Xuwodi Mat*
*Prithiwir Kotu Bisari Jonomtu*
*Nupuwa Korileo Pat*

*O Mur Upoja Thai*
*O Mur Oxomi Ai*
*Sai Loo Ebar Mukhoni Tumar*
*Hepah Mur Poluwa Nai*

— Sahityarathi
Lakshminath Bezbaroa

**Community song**

*Ei Maatire*

*Ei Maatire Moromote*
*Maatike Sumilo*
*Ei Maatite Jibon Sobi*
*Aanki Aanki Mosilo*

*Door Aakahar Rohon*
*Kiyono Laage Laage*
*Haagor Tolir Maanik*
*Kiyono Laage Laage*
*Aanhaa Aanhaa*

*Maatir Bukut Monor Maaloti Butolon*

*Monor Koronire*
*Hooror Paaporire Aaji*
*Hukumaar Thaapona Hojuwa*
*Hundor, Hudinor*
*Notun Dristikona Nomuwa*

— Satish Das
**National Anthem**

Jana-Gana-Mana-Adhinayaka, Jaya He
Bharata-Bhafya-Vidhata.
Punjab-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-Jaladhi-Taranga
Tava Subha Name Jage,
Tava Subha Asisa Mage,
Gahe Tava Jaya-Gatha,
Jana-Gana-Mangala-Dayaka, Jaya He
Bharara-Bhagya-Vidhata.
Jaya He Jaya He, Jaya He,
Jaya Jaya jaya, Jaya He!

— Rabindra Nath Tagore

**Sare Jahan Se Achchha**

Sare Jahan Se Achchha
Hindostan Hamara
Ham Bulbulen Hain Iski,
Ye Gulsitan Hamara
Parbat Wo Sabse Ooncha
Hamsaya Asman Ka
Wo Santari Hamara
Wo Pasban Hamara
Godi Mein Khelti Hain
Iski Mein Khoro Nadiyan
Gulshan Hai Jinke Dam Se
Rashke Jinan Hamara
Mazahab Naheen Sikhata
Apas Mein Bair Rakhana
Hindi Hain Ham, Watan Hai
Hindostan Hamara

— Muhammad Iqbal

**Cub / Bulbul Promise**

I Promise to do my best
to do my duty God and my Country,
to keep the Cub/Bulbul law and
to do a Good turn every day

**Cub/Bulbul Motto**: Do your best
### SCOUT/GUIDE PRAYER

<table>
<thead>
<tr>
<th>Prayer Song</th>
<th>Flag Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAYA KAR DAN BHAKTI KA, HAMEIN PARAMATMA DENA DAYA KARNA HAMARI ATMA MEIN SHUDDHATA DENA.</td>
<td>Bharat Scout Guides Zanda</td>
</tr>
<tr>
<td>HAMARE DHYAN MEIN AAO PRABHU ANKHON MEIN BAS JAO ANDHERE DIL MEIN AAKAR KE PARAM JYOTI JAGA DENA</td>
<td>Oocha Sada Rahega,</td>
</tr>
<tr>
<td>BABA DO PREM KI GANGA DILO ME PREM KA SAGAR HAMEN AAPAS ME MILJULKAR PRABHU REHANA SIKHA DENA</td>
<td>Oocha Sada Rahega Zanda</td>
</tr>
<tr>
<td>HAMARA KARAM HO SEVA HAMARA DHARAM HO SEVA SADA IMAAN HO SEVA WO SEVAK CHAR BANA DENA</td>
<td>Oocha Sada Rahega.</td>
</tr>
<tr>
<td>VATAN KE VASTE JEENA, VATAN KE VASTE MARNIA VATAN PAR JAAN FIDA KARNA PRABHU HUM KO SIKHA DENA</td>
<td>Neel Rang Gagan Sa</td>
</tr>
<tr>
<td>DAYA KAR DAN BHAKTI KA, HAMEIN PARAMATMA DENA DAYA KARNA HAMARI ATMA MEIN SHUDDHATA DENA.</td>
<td>Vistrit Bhatrubhav Failata,</td>
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<td></td>
<td>Tridal Kamal Nit Teen</td>
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<td></td>
<td>Pratigao Ki Yaad Dilata.</td>
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<td></td>
<td>Aur Chakra Kehta Hein</td>
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<td></td>
<td>Pratipal Aage Kadam Badega,</td>
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<td>Oocha Sada Rahega Zanda</td>
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<td></td>
<td>Oocha Sada Rahega.</td>
</tr>
<tr>
<td></td>
<td>Oocha Sada Rahega.</td>
</tr>
</tbody>
</table>

Source: Internet
Children live what they learn

If children live with criticism, they learn to condemn.
   If children live with hostility they learn to fight.
   If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
   If children live with ridicule, they learn to feel shy.
   If children live with jealousy, they learn to feel envy.
   If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
   If children live with tolerance, they learn patience.
   If children live with praise, they learn appreciation.
   If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
   If children live with sharing, they learn generosity.
   If children live with honesty, they learn truthfulness.
   If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and
   in those about them.
If children live with friendliness, they learn the world is a nice place in
   which to live.

Source: http://www.empowermentresources.com/info2/childrenlearn.html