



सत्यमेव जयते

Government of Assam

**ALTERNATIVE ACADEMIC CALENDAR
LEARNING GAP RECOVERY MANUAL**



Foreword

In the last two years, our country including the rest of the world has been in the grasp of a catastrophe which has severely hampered the normal life of the people. This loss, in particular, have been felt to a large extent in the academic lives of countless students across the country. The long period of absence from schools intensified the thought of adversely affected minds of the students. It becomes difficult to learn later if you are not able to learn in time. In the past, students have been at a disadvantage when it comes to receiving education and therefore the possibility of learning loss can not be do away with. Education is considered as a milestone in the development of the country and its countrymen. It is natural for the pace of development to be stagnant when there is a disruption in the regular functioning of the education system. The Covid-19 pandemic has created impediments in other spheres of life of the students along with their educational activities which resulted in the increase of their learning gaps. This can be considered as a negative trait for successive social development.

In this context we need to make appropriate plans and efforts so that the activities related to the educational lives of the future generation may be brought back to normal. For this the teachers, parents, community, different organisations along with the government should extend their support and co-operation. With this objective, the State Council for Educational Research and Training, Assam has come up with some educational measures from time-to-time so that the students can remain associated with education even during the school closures. It means that the educational experiences of the school life of the students may be kept afresh in their minds.

Presently, it is seen that covid situation has subsided to some extent and normalcy has returned in the lives of the people. In such situations, an attempt has been made to add some new ideas in the management of the academic activities for the current academic year.

To provide some suggestive guidelines to teachers on the basis of the past learning gaps and to implement the suggestions in the schools a learning gap recovery manual has been prepared under the name- "Alternative Academic Calendar". According to this manual the teachers have to throw light on the past year's lessons along with current year's lessons so that the learning gaps of the students could be recovered to some level. The Learning Outcomes included in this Recovery Manual is taken from the "Learning Gap Survey" conducted under the supervision of SCERT, Assam. In addition to this, the teachers are also suggested to review the learning gaps in the beginning of the new academic year according to the class and subjects of their respective schools. In this Recovery Manual the lessons with similar LOs have been integrated subject-wise. And on the basis of these LOs few exemplary, model activities have been included in it. Regarding this it is expected that in addition to the Recovery Manual each and every teacher will take necessary measures for recovery of the learning loss of students so that no obstruction is created in the learning process of the students. It is mandatory for the teachers to develop a joyful and congenial environment so that the students are able to adapt themselves in schools without any fear, doubt and reluctance.

The SCERT, Assam has made necessary arrangements so that the Alternative Academic Calendar can be made available in all schools of Assam along with the regular Academic Calendar. On behalf of the organisation, I would take this opportunity to express my heartfelt gratitude to all those who made this possible within a very short period of time.

We hope that our endeavours will inspire the teachers to strengthen the educational future of the students.



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Suggestive Guidelines for the Teachers

The teacher may adopt/adapt the following suggestions according to the level of learning gap and learning needs of the students

- ✦ In addition to the learning gaps denoted on the basis of Learning Gap Survey, the teachers may diagnose the learning gaps according to their respective schools and classes for other subjects as well. In this respect the teacher in consultation with the fellow teacher may prepare a weekly transaction plan for recovery of the previous year learning gaps of the students.
- ✦ To achieve the Learning Outcomes and recovery of the learning gaps, the teacher may adopt integrated teaching approach. For instance to fill the learning gaps of the previous academic year, the teacher may teach by clubbing lessons with similar LOs. (a model is attached herewith).
- ✦ For recovering the learning gaps of students, especially for subjects such as Science, the teacher may teach with the help of different activities related to the lived-in experiences of the learners.
- ✦ For lessons with similar LOs, the teacher may organise different joyful and participatory activities such as storytelling, extempore speech, quizzes, group work, pair work, open discussion, etc for the students.
- ✦ For the students to achieve the expected learning outcomes, the teacher may take support from different educational resources prepared by SCERT, Assam such as- Self Learning and Enhancement Material, Open Educational Resource, Diksha Portal, NISTHA Module, TLMs, Work-sheet etc along with various online educational resources.
- ✦ In language, when teaching grammar, it would be more effective, if grammar is taught to the students keeping in line with their day-to-day conversations.
- ✦ The teacher may integrate the lessons with similar LOs for the development of LSRW language skills of the students.
- ✦ The teacher may give importance to the use of TLMs present in the schools such as- charts, maps, globe, etc for acquisition of left-out LOs of subjects such as Science and EVS.
- ✦ For some topics of Environmental Studies such as- diverse animals, festivals, etc, the teacher may make necessary arrangements to show related videos to the students.
- ✦ The participation of students in different national festivals and Observation days in the schools must be ensured so that the students can realise the importance of it.
- ✦ To teach lessons with similar Expected Learning Outcomes, the teachers may combine one or more classes simultaneously as per the comfort of the teacher.
- ✦ To impart knowledge to the students on different Mathematical concepts such as- number concept, number system, angles, measurements (volume, weight, length), fraction, two-dimensional, three-dimensional, symmetry, use of factual data, etc, the teacher may carry-out different activities related to the day-to-day lives of the students.
- ✦ The data of student's learning assessment may be stored by the teacher for future reference.

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শ্ৰেণী : চতুৰ্থ ■ বিষয় : অসমীয়া (ভাষা-১)

| ক্রম নং | তৃতীয় শ্ৰেণীৰ পাঠ | চতুৰ্থ শ্ৰেণীৰ পাঠৰ সৈতে সমন্বিত কবিতাৰ পাঠ | সমন্বিত /একক পাঠৰ শিকন ফলাফল | পৰামৰ্শমূলক ক্ৰিয়াকলাপ | মন্তব্য |
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| ১ | আমাৰ গাঁও (পাঠ নং ১) | মোৰ দেশ ভাল (পাঠ নং ১) | □ শুদ্ধ উচ্চৰণৰ সৈতে পদ্য/কবিতা আবৃত্তি কৰিব পাৰিব। | □ শিক্ষকে ছাত্ৰ-ছাত্ৰীক বিভিন্ন ধৰণৰ পদ্য/কবিতা আদি নিজ শৈলীৰে আবৃত্তি কৰিবলৈ সুযোগ দিব। | □ এই পৰিপূৰিকাখনত চতুৰ্থৰপৰা অষ্টম শ্ৰেণীক সাজুৰি লোৱা হৈছে। প্ৰথমৰপৰা তৃতীয় শ্ৰেণীৰ ঘাটি পূৰণৰ বাবে বিদ্যালয়ত সংযোগী স্তম্ভৰ উপলব্ধ হ'ব। |
| ২ | একতাৰ বল (পাঠ নং ২) | দীঘল ঠেঙীয়া(পাঠ নং ৬) | □ ছাত্ৰ- ছাত্ৰীয়ে মান্যভাষাত শুনা পদ্য/কবিতা, গল্প, সাধু আদি নিজ শৈলীৰে ক'ব, প্ৰশ্ন সুধিব আৰু নিজৰ ভাব সংযোজন কৰি প্ৰতিক্ৰিয়া প্ৰকাশ কৰিব পাৰিব। | □ পাঠ্যপুথিৰ উপৰি মান্যভাষাত ধকা শিশু উপযোগী গল্প, কাহিনী আদি নিজৰ ভাষাৰে কোৱাৰ সুযোগ প্ৰদান কৰিব। | |
| ৩ | ৰূপকোঁৱৰ জ্যোতিপ্ৰসাদ আগৰৱালা(পাঠ নং ৩) | কলাওক বিষ্ণুপ্ৰসাদ ৰাভা (পাঠ নং ৩) | □ প্ৰতিষ্ঠিত কবি, সাহিত্যিক আৰু মহৎলোকৰ কৰ্মৰাজি আৰু জীৱন শৈলী পঢ়ি, বুজি অনুপ্ৰাণিত হ'ব। | □ শিক্ষকে প্ৰতিষ্ঠিত কবি, সাহিত্যিকৰ চিত্ৰ সম্বলিত চাৰ্ট ব্যৱহাৰ কৰি তেওঁলোকৰ বিষয়ে জানিবলৈ অনুপ্ৰাণিত কৰিব। | |
| ৪ | আগলি বাঁহত বগলীৰ বাঁহ (পাঠ নং ৪) | বৰুৱেচিলা (পাঠ নং ১০) | □ শুদ্ধ উচ্চৰণৰ সৈতে আবৃত্তি কৰিবপৰাৰ লগতে প্ৰকৃতিৰ বিষয়ে ধাৰণা লাভ কৰিব। □ বিভিন্ন লিখনিত পোৱা নতুন শব্দৰ প্ৰসংগ বুজিব আৰু শব্দৰেৰ অৰ্থ সুনিশ্চিত কৰিবলৈ অভিধান ব্যৱহাৰ কৰিব পাৰিব। | □ শিক্ষকে ছাত্ৰ-ছাত্ৰীক প্ৰকৃতিৰ লগত জড়িত বিভিন্ন কবিতা সংগ্ৰহ কৰিবলৈ উৎসাহিত কৰিব। | □ এই পৰিপূৰিকা অনুসৰি পাঠসমূহ পৰিচালনা কৰিবলৈ শিক্ষকে দৈনিক সময় তালিকাৰ আধাৰত এখন সাপ্তাহিক পৰিকল্পনা যুগুতাই ল'ব। |
| ৫ | শিৱসাগৰ চাৰ্ভ আছা (পাঠ নং ১২) | অসমৰ কাঁহ শিল্প(পাঠ নং ৯) | □ জাতীয় সংস্কৃতি সংৰক্ষণ, সাহিত্য, ঐতিহ্য আৰু পৰম্পৰা সম্পৰ্কীয় লিখনি আগ্ৰহেৰে পঢ়িব পাৰিব। □ যুক্তাক্ষৰযুক্ত শব্দৰ ব্যৱহাৰ ধকা সাধু, গল্প, কাহিনী আদি পঢ়িব আৰু লিখিব পাৰিব। | □ শিক্ষকে চিত্ৰ আৰু কল্পনা শক্তিৰ বিকাশৰ বাবে বিভিন্ন অভিজ্ঞতা (দেখি, শুনি, পঢ়ি) নিজাববীয়াকৈ প্ৰকাশ কৰাৰ সুযোগ দিব। □ ছপা লিখনিত ধকা যুক্তাক্ষৰযুক্ত শব্দ আৰু বাক্য পঢ়িবলৈ উৎসাহিত কৰিব। | |
| ৬ | কামৰ সৰু বৰ নাই (পাঠ নং ১৩) | আজৰি পৰৰ কাম (পাঠ নং ১২) | □ আজৰি সময়ৰ সদ্ব্যৱহাৰ কৰিবপৰাৰ লগতে কামৰ যে সৰু বৰ নাই সেয়া উপলব্ধি কৰিব। □ যুক্তাক্ষৰ ভাঙিব আৰু লিখিব পাৰিব। | □ আজৰি সময়ত বিভিন্ন ঘৰুৱা কাম, খেলা-খুলা, গীত-মাত, নাটকৰ চৰ্চা, গল্প, কাহিনী, বাতৰি কাকত আদি পঢ়াৰ বাবে উৎসাহিত কৰিব। | |
| ৭ | মৰমৰ আই (পাঠ নং ১৪) | | □ মাতৃস্নেহ যে অতুলনীয় সেই কথা অনুভৱ কৰিব পাৰিব। | □ ছাত্ৰ-ছাত্ৰীক নিজ মাতৃৰ দৈনন্দিন জীৱনৰ কাম-কাজ, বীতি-নীতি, আজাৰ-ব্যৱহাৰ আদি পৰ্যবেক্ষণ কৰি ক'বলৈ দি মাতৃস্নেহ যে অতুলনীয় সেই কথা শিক্ষকে উপলব্ধি কৰাব। □ প্ৰত্যেক জীৱৰ বাবে যে মাতৃস্নেহ অতুলনীয় সেই সন্দৰ্ভত দৃশ্য-শ্ৰৱণ মাধ্যমেৰে আলোকপাত কৰাব। □ মাতৃস্নেহ জড়িত গীত-মাত আদি ৰচনা বা সংগ্ৰহ কৰি গাবলৈ দিব। | □ ইয়াত উল্লেখ কৰাৰ উপৰি শিক্ষকে পাঠ সমন্বিতকৰণ আৰু ক্ৰিয়াকলাপৰ ক্ষেত্ৰত নিজাববীয়াকৈ কৌশল অবলম্বন কৰিব। |

● দীক্ষা পৰ্ঠলত উপলব্ধ বিভিন্ন অডিঅ', ভিডিঅ', ভাব আদান-প্ৰদানমূলক সমল আৰু অনুশীলন সমলৰ ভৱিষ্যতে পাঠদান মনোৱাৰী কৰিব।

Class-IV ■ Subject: Mathematics

| Sl. No. | Lesson of Class. III | Lesson to be clubbed with Class. IV | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|--|--|--|--|---|
| 1. | Shape and Design (Lesson-1) | Shape and Spatial Understanding (Lesson-1) | <ul style="list-style-type: none"> □ Acquires understanding about shapes around her/him. □ Acquires understanding about 2D shapes. □ Makes cube/ cuboids using the given nets. | <ul style="list-style-type: none"> □ Collect the things of different shapes easily available all around in schools/classrooms and divide it according to the shapes and designs. □ Make 2D shapes through paper folding/ paper cutting activities. | <ul style="list-style-type: none"> □ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school □ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . |
| 2. | <ul style="list-style-type: none"> □ Concept of Numbers (100-500)(Lesson-2) □ Concept of Numbers (501-999)(Lesson-4) | Number (Lesson-2) | <ul style="list-style-type: none"> □ Works with three digit numbers. □ Reads and writes numbers up to 10,000 using place value. | <ul style="list-style-type: none"> □ Ask one group to write the numbers(within 10000) and let the other group read it. | |
| 3. | Time (Lesson-3) | Time (Lesson-14) | <ul style="list-style-type: none"> □ Reads clock time in hour and minutes and express the time in a.m. and p.m. □ Relates to 24 hr clock with respect to 12 hr clock. | <ul style="list-style-type: none"> □ The teacher will ask the following questions to the students- <ul style="list-style-type: none"> a)When do you get up in the morning? b)At what time do you come to school? c) At what time do you go to home after school? The teacher will use a clock(TLM) to provide knowledge on time. | |
| 4. | Collection of Data (Lesson-13) | Data Handling (Lesson-7) | <ul style="list-style-type: none"> □ Present Pictorial graph by collecting data with the help of tally marks. □ Represents the collected information in tables and bar graphs and draws inferences from these. | <ul style="list-style-type: none"> □ The teacher will ask the students to observe and collect data on different visible objects available in the school campus.The collected data shall be represented with the help of a graph. | <ul style="list-style-type: none"> □ In addition to that the teacher will adopt strategies from ownself for lesson integration and activities to be done. |
| 5. | Rupees and Paise (Lesson-14) | Money (Lesson-4) | <ul style="list-style-type: none"> □ Creates and solves simple real life situations/ problems including money by using the four operations of Arithmetic. | <ul style="list-style-type: none"> □ The teacher will do group activity using counterfeit money or cards. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.

Class-IV ■ Subject: English(Language-2)

| Sl. No. | Lesson of Class. III | Lesson to be clubbed with Class. IV | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|-----------------------------------|-------------------------------------|---|--|--|
| 1. | Ten Little Fingers (Lesson-1) | Oh, Look at the Moon. (Lesson-1) | <ul style="list-style-type: none"> <input type="checkbox"/> Recite poems individually/ in groups with correct pronunciation and intonation. <input type="checkbox"/> It will develop their imaginative thinking | <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will recite any poem with correct pronunciation and Intonation. | <ul style="list-style-type: none"> <input type="checkbox"/> The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school <input type="checkbox"/> To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . <input type="checkbox"/> In addition to that the teacher will adopt strategies from ownself for lesson integration and activities to be done. |
| 2. | Two Friends and a Bear (Lesson-2) | The Hidden Treasure. (Lesson-4) | <ul style="list-style-type: none"> <input type="checkbox"/> Develop their 4 skills (reading, writing, listening & speaking) of language. <input type="checkbox"/> Understand the moral of the story. | <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will explain the story to the students and ask them the moral of that particular story. <input type="checkbox"/> The teacher will encourage the students to explore the library and collect story books. | |
| 3. | A Brave General (Lesson-3) | _____ | <ul style="list-style-type: none"> <input type="checkbox"/> They can understand the story and characters in English language. | <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will provide them few jumbled words and sentences and tell them to rearrange the words and sentences. | |
| 4. | Never say 'I can't!' (Lesson-7) | _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Understand and apply the element of sentence and grammar. | <ul style="list-style-type: none"> <input type="checkbox"/> Some questions will be asked by the teacher based on their daily life and students will try to answer them. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.

Class-IV ■ Subject: Environmental Studies

| Sl. No. | Lesson of Class. III | Lesson to be clubbed with Class. IV | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|------------------------------|--|--|--|---|
| 1. | Plants (Lesson-1) | Plants in Different Environment (Lesson-8) | <ul style="list-style-type: none"> □ Understands about four plant kingdoms based on their shape and structure. □ Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings. | <ul style="list-style-type: none"> □ The students will collect different kinds of leaves from the school surroundings in groups and identify them according to their types of classification. □ The teacher will help the students to prepare a list of medicinal plants with their scientific names and usefulness. □ The teacher will ask the students to prepare a herbarium album using leaves. | <ul style="list-style-type: none"> □ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school □ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . |
| 2. | Flowers (Lesson-2) | _____ | <ul style="list-style-type: none"> □ Group different flowers and identify them on the basis of their characteristics such as flowers having scent, flowers without scent, and flowers blooming in different seasons. □ Know the different uses of flowers. | <ul style="list-style-type: none"> □ The teacher will display the pictures of various flowers and ask the students to prepare a list mentioning their name and colours. □ The teacher will ask the students to speak on different uses of flowers. | |
| 3. | Homes of Animals (Lesson-3) | Living Beings and Environment (Lesson-7) | <ul style="list-style-type: none"> □ Able to identify general characteristics such as movements, habitat, food habits, sounds etc of animals and birds in the immediate surroundings. □ Know about different materials required by man to build different types of houses. | <ul style="list-style-type: none"> □ The teacher will show videos/films on various habitats of animals with the help of his/her smartphone and ask the students to prepare a list of habitats of the animals living in their surrounding environment. | |
| 4. | Animals (Lesson-4) | _____ | <ul style="list-style-type: none"> □ Learns about aquatic, terrestrial and amphibian animals. □ Learns that most of the animals are dependent upon the plants for food. | <ul style="list-style-type: none"> □ The teacher will prepare a chart on different kinds of animals such as aquatic, terrestrial and amphibians and ask the students to classify the animals of the chart into three categories accordingly. | |
| 5. | Water (Lesson-5) | Water (Lesson-3) | <ul style="list-style-type: none"> □ Discover about different sources of water. □ Learn about judicious use of water. □ Discover the causes of water pollution | <ul style="list-style-type: none"> □ The teacher will ask the students to identify different sources of water and say it with the help of word order. □ Essay writing competition will be organised in accordance with "World Water Day" | |
| 6. | Health Care (Lesson-6) | _____ | <ul style="list-style-type: none"> □ Understand about the importance of food, rest and sleep for maintaining a healthy body. □ Understands the importance of games and exercise for keeping the body strong. | <ul style="list-style-type: none"> □ The teacher will show various videos to the students related to age appropriate exercise, meditation, yoga etc. □ The teacher will make arrangements to model yogas/light exercises by the interested students. | |
| 7. | Mouzadar Grandpa (Lesson-16) | _____ | <ul style="list-style-type: none"> □ Learns about his/her own village, neighbourhood, Mouza, and Revenue Circle. | <ul style="list-style-type: none"> □ The teacher will ask the students to collect the name of their village mouzadaars and describe the mouzadaar's functions in the classroom. | |

| Sl. No. | Lesson of Class. III | Lesson to be clubbed with Class. IV | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|---|--|---|---|---|
| 8. | Our State And its Districts (Lesson-17) | <input type="checkbox"/> Our State (Lesson-17) <input type="checkbox"/> Our Districts (Lesson-18) | <input type="checkbox"/> Identifies neighbouring regions, signs, location of places, important places etc. on the map and provides directions to others on the same. <input type="checkbox"/> Learns about his/her state, district and its boundaries. | <input type="checkbox"/> The teacher will show places of tourist attraction, well-known rivers along with the native district using maps and globes. | <input type="checkbox"/> In addition to that the teacher will adopt strategies from oneself for lesson integration and activities to be done. |
| 9. | Leisure (Lesson-18) | ————— | <input type="checkbox"/> Discovers the ways of spending leisure time with the help of different creative activities. <input type="checkbox"/> Develop reading habits through reading magazines, story books, newspapers, Children's corner and so on. | <input type="checkbox"/> The teacher in his/her leisure time will collect varied jokes, riddles, stories etc. for the students to read and say it in their own language. <input type="checkbox"/> Different competitions will be organised related to handicrafts. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.

শ্ৰেণী : পঞ্চম ■ বিষয় : অসমীয়া (ভাষা-১)

| ক্রম নং | চতুৰ্থ শ্ৰেণীৰ পাঠ | পঞ্চম শ্ৰেণীৰ পাঠৰ সৈতে সমন্বিত কবিত্বপৰা পাঠ | সমন্বিত /একক পাঠৰ শিকন ফলাফল | পৰামৰ্শবহুলক ক্ৰিয়াকলাপ | মন্তব্য |
|---------|---|---|---|---|---|
| ১ | মানুহৰ মাজলৈ কাপোৰ কেনেকৈ আহিল (পাঠ নং ২) | তিনিটা মাহৰ কাহিনী (পাঠ নং ১০) | <ul style="list-style-type: none"> □ চিত্ৰ আৰু কল্পনা শক্তিৰ সহায়ত বিভিন্ন অভিজ্ঞতা নিজাববীয়াকৈ প্ৰকাশ কৰিব পাৰিব। □ প্ৰবচন, নীতিকথা আদি জানিব আৰু সঠিকভাৱে প্ৰয়োগ কৰিব পাৰিব। | <ul style="list-style-type: none"> □ শিক্ষকে বিভিন্ন ধৰণৰ সাধু, কাহিনী আদি পঢ়িব দি নিজাববীয়াকৈ প্ৰকাশ কৰিবলৈ সুবিধা দিব। □ সৌধৰ সোধা আৰু ভঙা, প্ৰবচন, নীতি কথা আদি জানিব দি সঠিকভাৱে প্ৰয়োগ কৰিব দিব। | <ul style="list-style-type: none"> □ এই পৰিপূৰিকাখনত চতুৰ্থৰপৰা অষ্টম শ্ৰেণীক সাঙুৰি লোৱা হৈছে। প্ৰথমৰপৰা |
| ২ | লঘোশ (পাঠ নং ৪) | পিঠাৰ মেল (পাঠ নং ৪) | <ul style="list-style-type: none"> □ থলুৱা খাদ্যৰ বিষয়ে জানিব আৰু ইয়াৰ উপকাৰিতাৰ বিষয়ে বুজি পাব। | <ul style="list-style-type: none"> □ শিক্ষকে থলুৱা খাদ্য সম্বন্ধৰ লগত সংগতি ৰাখি শ্ৰেণীকক্ষত আকণ্ডিক বক্তৃতা আদি অনুষ্ঠিত কৰিব। | <ul style="list-style-type: none"> □ তৃতীয় শ্ৰেণীৰ খাটি পুৰণৰ বাবে বিদ্যালয়ত সংযোগী সম্ভাৰ উপলব্ধ হ'ব। |
| ৩ | জন্ম দিনৰ আয়োজন (পাঠ নং ১৩) | ভতুৱা আৰু খৰ্কুৱাৰ খবিতাল (পাঠ নং ৯) | <ul style="list-style-type: none"> □ শিশু উপযোগী ভাওনা, আমতমাগ খিয়েটাব, নাটক, দুৰদৰ্শনৰ কাৰ্যসূচী চাব আৰু অনাতীৰ কেন্দ্ৰৰ দ্বাৰা প্ৰচাৰিত অনুষ্ঠান শুনি নিজাববীয়াকৈ গদ্যৰূপত ক'ব পাৰিব। | <ul style="list-style-type: none"> □ শিক্ষকে পাঠটি নাট্যৰূপত প্ৰকাশ কৰিবলৈ ছাত্ৰ-ছাত্ৰীক উৎসাহিত কৰিব। | <ul style="list-style-type: none"> □ এই পৰিপূৰিকা অনুসৰি পাঠসমূহ পৰিচালনা কৰিবলৈ শিক্ষকে দৈনিক সময় |
| ৪ | গছে যদি খোজ কাঢ়ে (পাঠ নং ১৪) | ফুলকোঁৱৰৰ গীত (পাঠ নং ৭) | <ul style="list-style-type: none"> □ কল্পনা শক্তিৰ বিকাশ খটিব। □ অসমীয়া আখ্যানমূলক গীতৰ বিষয়ে জানিব পাৰিব। | <ul style="list-style-type: none"> □ পাঠত সন্নিবিষ্ট পদসমূহ চিনাক্ত কৰি ছাত্ৰ-ছাত্ৰীক এখন তালিকা প্ৰস্তুত কৰিব দিব। □ শিক্ষকে গছ, ফুল, চৰাই, পখিলা, জোনবাই আদিৰ দৰে কিছুমান ছবি ব'ৰ্ডত অংকন কৰিব। এতিয়া সেইচিত্ৰসমূহক একোটা চবিত্ৰ হিচাপে ধৰি প্ৰত্যেক ছাত্ৰ-ছাত্ৰীক একোটা সংলাপৰ আৰ্হি/প্ৰস্তুত কৰিব দিব। | <ul style="list-style-type: none"> □ তালিকাৰ আধাৰত এখন সাপ্তাহিক পৰিকল্পনা যুগুতাই ল'ব। □ ইয়াত উল্লেখ কৰাৰ উপৰি শিক্ষকে পাঠ সমন্বিতকৰণ আৰু ক্ৰিয়াকলাপৰ ক্ষেত্ৰত নিজাববীয়াকৈ কৌশল অৱলম্বন কৰিব। |

● দীক্ষা পৰ্টেলত উপলব্ধ বিভিন্ন 'অডিঅ', 'ভিডিঅ', 'ভাব আদান-প্ৰদানমূলক সমল আৰু অনুশীলন সমলৰ জৰিয়তে পাঠদান মনোগ্ৰাহী কৰিব।

N.B. Teacher need to adapt L-1 on the basis of the given format in the districts of Karbi Anglong, west Karbi Anglong and Dima Hasao. Similarly, teachers from other mediums may also adapt on the basis of this format to mitigate the learning gaps among the students.

Class-V ■ Subject: Mathematics

| Sl. No | Lesson of Class. IV | Lesson to be clubbed with Class. V | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|--------|--------------------------------|------------------------------------|--|--|---|
| 1. | Number (Lesson-2) | Numbers and Operations (Lesson-1) | <ul style="list-style-type: none"> □ Reads numbers upto 10000 along with their place value and applies operations of numbers in daily life □ Breaking a large number according to the place values and learns to apply appropriate operations using addition, subtraction, and multiplication. | <ul style="list-style-type: none"> □ The students to collect and write the numbers from the number plates of 5 motor-cycles and 3 cars. The teacher will ask the students to say the numbers and clarify the concept of place values on the basis of it. | <ul style="list-style-type: none"> □ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school □ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . □ In addition to that the teacher will adopt strategies from ownself for lesson integration and activities to be done. |
| 2. | Length (Lesson-3) | Measurements(Length) (Lesson-8) | <ul style="list-style-type: none"> □ Develop skills to estimate the length of an object/distance between two locations using different units of measurement and know the relation between them. □ Acquire skills to convert larger units to smaller units and vice versa. | <ul style="list-style-type: none"> □ The students will measure the length and breadth of their Mathematic textbook with the help of scale or measuring tape(millimeter and centimeter). □ Students will determine the length of desk-benches and classroom in centimeters and millimeters with the help of the measuring tape. | |
| 3. | Perimeter and Area (Lesson-13) | Area and Perimeter (Lesson-3) | <ul style="list-style-type: none"> □ Acquire skills on determining the area and perimeter of simple geometrical shapes (triangle, rectangle, square). | <ul style="list-style-type: none"> □ The students will explore different objects(windows, textbooks, notebooks etc)present in the surrounding environment of the school. The teacher will ask the students to apply and express their concept of shapes along with the units of measurement for area and perimeter. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.

Class-V ■ Subject: English(Language-2)

| Sl. No. | Lesson of Class. IV | Lesson to be clubbed with Class. V | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|---|---|--|---|---|
| 1. | The Ant and the Grasshopper. (Lesson-2) | The Joy of Helping. (Lesson-2) | <ul style="list-style-type: none"> ❑ Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. | <ul style="list-style-type: none"> ❑ The teacher will follow the activity No.3 of the lesson and make every student read. ❑ Students will be encouraged to read other story books. | <ul style="list-style-type: none"> ❑ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school ❑ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . ❑ In addition to that the teacher will adopt strategies from ownself for lesson integration and activities to be done. |
| 2. | Who has seen the wind? (Lesson-3) | All Things Bright and Beautiful. (Lesson-1) | <ul style="list-style-type: none"> ❑ Recites poems with appropriate expressions and intonation. ❑ Will be able to describe about nature in English language. | <ul style="list-style-type: none"> ❑ They will be told to write few sentences on their surrounding. ❑ Encourage the students to use the dictionary to find out spellings and meaning of the word. | |
| 3. | A visit to Sivasagar (Lesson-8) | The Joy of Living. (Lesson-6) | <ul style="list-style-type: none"> ❑ Describes briefly orally/in writing about events, places or personal experiences in English. | <ul style="list-style-type: none"> ❑ The teacher will give them dictation for various purposes. ❑ Students will be encouraged to read notice board, newspaper headlines, posters etc. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.

Class-V ■ Subject: Environmental Studies

| Sl. No | Lesson of Class. IV | Lesson to be clubbed with Class. V | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|--------|--|------------------------------------|--|---|---|
| 1. | My Family (Lesson-1) | _____ | <ul style="list-style-type: none"> ❑ Learns about nuclear family and extended family in addition to relationships with and among family members, their roles and responsibilities and interdependence. | <ul style="list-style-type: none"> ❑ The teacher will draw a family tree on the blackboard and give the idea of family as well as explain the relationships with and among different family members. ❑ The teacher will ask the students to prepare a to-do list of their each and every family member. | <ul style="list-style-type: none"> ❑ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school |
| 2. | Festivals(Lesson-2) | _____ | <ul style="list-style-type: none"> ❑ Learns about different festivals of other states of India along with Assam. ❑ Learns how different festivals are being celebrated in different states/places. | <ul style="list-style-type: none"> ❑ Various competitions such as short speech, extempore speech, national dress show etc. will be organised in accordance with the national festivals of different states of India along with Assam. ❑ Arrangements shall be made to exhibit videos of folk songs, folk dance along with different festivals of the states of India. | |
| 3. | National Festivals (Lesson-4) | _____ | <ul style="list-style-type: none"> ❑ Discover about days of national importance such as Republic Day, Independence Day, Children's Day, Teachers' Day and Gandhi Jayanti. ❑ Discover the importance and significance of the National Flag. | <ul style="list-style-type: none"> ❑ The teacher will encourage the students to observe the days of national importance and organise different competitions such as drawing, extempore speech, song and dance etc. among them. | <ul style="list-style-type: none"> ❑ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . |
| 4. | Air (Lesson-5) | _____ | <ul style="list-style-type: none"> ❑ Identify the names of different gases present in the atmosphere. ❑ Understand the causes of Air Pollution and its preventive measures. | <ul style="list-style-type: none"> ❑ The teacher will do the activity (candle and glass) mentioned in the lesson and explain about different gases present in the air to the students. ❑ The teacher will organise an awareness meet on "Air Pollution and its measures for prevention". | |
| 5. | Plants and Environment (Lesson-6) | _____ | <ul style="list-style-type: none"> ❑ Understands the interdependence of plants and animals. ❑ Learns about the importance of plants for maintaining ecological balance. | <ul style="list-style-type: none"> ❑ The teacher will organise extempore speech, short speech etc on various topics related to the importance of plants among the students and also ask them to write slogans/design posters on the same. | |
| 6. | Computer and Communication (Lesson-16) | _____ | <ul style="list-style-type: none"> ❑ Discover about different ways of communication. ❑ Identifies about different parts of the computer. | <ul style="list-style-type: none"> ❑ The teacher will show a picture of computer stating its different parts to the students and also explain the functions of different parts to them. ❑ The teacher will ask the students to prepare a list of tasks that can be done with the help of computer. | <ul style="list-style-type: none"> ❑ In addition to that the teacher will adopt strategies from oneself for lesson integration and activities to be done. |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.
- Though the opportunity of clubbing the lessons and learning outcomes of class V with Class IV could not be done, still the respective subject teachers can endeavour in this respect.

শ্ৰেণী : ষষ্ঠ ■ বিষয় : অসমীয়া(ভাষা-১)

| ক্রঃ নং | পঞ্চম শ্ৰেণীৰ পাঠ | ষষ্ঠ শ্ৰেণীৰ পাঠৰ সৈতে সমন্বিত কবিৰপৰা পাঠ | সমন্বিত /একক পাঠৰ শিকন ফলাফল | পৰামৰ্শমূলক ক্ৰিয়াকলাপ | মন্তব্য |
|---------|------------------------------|--|--|--|--|
| ১ | অসম আমাৰ ৰূপহী (পাঠ নং ১) | সবাতোকৈ আপোন (পাঠ নং ১) | <ul style="list-style-type: none"> □ কবিতা/গীতৰ মূলভাৱ বুজি লিখিব পাৰিব। □ স্বদেশপ্ৰীতি, প্ৰকৃতিপ্ৰীতিৰ মনোভাৱ গঢ়ি উঠিব। | <ul style="list-style-type: none"> □ পাঠ্যপুথিত সন্নিবিষ্ট স্বদেশ প্ৰেমমূলক কবিতাসমূহ শুদ্ধ ৰূপত জানিবৰ বাবে অভিজ্ঞ ব্যক্তিৰ দ্বাৰা বা কৰ্মশালাৰ জৰিয়তে শিকোৱাৰ ব্যৱস্থা কৰিব। □ নতুনকৈ পোৱা শব্দৰ অৰ্থ বুজিবলৈ অভিধান ব্যৱহাৰৰ কৌশল শিকাব। | <ul style="list-style-type: none"> □ এই পৰিপূৰিকা খনত চতুৰ্থৰপৰা অষ্টম শ্ৰেণীক সাতুৰি লোৱা হৈছে। প্ৰথমৰপৰা তৃতীয় শ্ৰেণীৰ ঘাটি |
| ২ | পখী আৰু মানুহ (পাঠ নং ২) | বুধিয়ক বীৰবল (পাঠ নং ২) | <ul style="list-style-type: none"> □ সাধু/ কাহিনী আদি পঢ়ি নিজৰ কথাকে ক'ব পাৰিব। □ সাধুৰ জৰিয়তে পৰিৱেশৰ প্ৰতি সজাগতাৰ ভাব জন্মিব। | <ul style="list-style-type: none"> □ কোনো কাহিনী, গল্প আদি পঢ়ি কাহিনীটোৰ বিষয়ে জানিবলৈ, ঘটনাৰ ক্ৰম ৰক্ষা কৰিবলৈ, যুক্তি দিবলৈ আৰু ঘটনা সম্পৰ্কত মতামত দিবলৈ সুযোগ দিব। □ শিক্ষকে ছাত্ৰ-ছাত্ৰীক পুথিভঁড়াললৈ নি শিশু গল্প-পুথি আদি নিৰ্বাচন কৰিব দিব। | <ul style="list-style-type: none"> □ পুৰণৰ বাবে বিদ্যালয়ত সংযোগী সত্ৰাৰ উপলব্ধ হ'ব। □ এই পৰিপূৰিকা অনুসৰি পাঠসমূহ পৰিচালনা কৰিবলৈ শিক্ষকে সৈনিক সময় তালিকাৰ আধাৰত এখন সাপ্তাহিক পৰিকল্পনা যুগুতাই ল'ব। |
| ৩ | অৰূপৰ আবেদন(পাঠ নং ৩) | ————— | <ul style="list-style-type: none"> □ চিঠি আৰু আবেদনৰ ধাৰণা স্পষ্ট হ'ব আৰু লিখিব পাৰিব। □ ক্ৰিয়াৰ কালৰ ধাৰণা পাব আৰু প্ৰয়োগ কৰিব পাৰিব। | <ul style="list-style-type: none"> □ বিভিন্ন নিম্নশ্ৰেণী পত্ৰৰ আলমত শিক্ষকে চিঠি-পত্ৰ আৰু আবেদনৰ আভাস দিব। □ ব'ৰ্ডত ভিন্ন ক্ৰিয়াৰ কালৰ কেইটামান বাক্য লিখি ছাত্ৰ-ছাত্ৰীক 'কাল'ৰ আভাস দিব। | <ul style="list-style-type: none"> □ শিক্ষকে সৈনিক সময় তালিকাৰ আধাৰত এখন সাপ্তাহিক পৰিকল্পনা যুগুতাই ল'ব। |
| ৪ | গুজাপালি (পাঠ নং ১৩) | মনোৰম মাজুলী(পাঠ নং ১২) | <ul style="list-style-type: none"> □ জাতীয় সাহিত্য, সাংস্কৃতিক ঐতিহ্য, পৰম্পৰা সম্পৰ্কীয় লিখনি পঢ়ি সেই বিষয়ে জানিবলৈ আগ্ৰহী হ'ব পাৰিব। | <ul style="list-style-type: none"> □ শিক্ষকে 'ম'বাইল/প্ৰজেক্টৰৰ সহায়ত সত্ৰীয়া সংস্কৃতি, ৰাস-মহোৎসৱ, দৰঙৰ গুজাপালি আদিৰ বিভিন্ন ভিডিঅ' প্ৰদৰ্শন কৰি ছাত্ৰ-ছাত্ৰীক অসমৰ ধনুৰা সংস্কৃতিৰ চমু বিৱৰণ দিব। | <ul style="list-style-type: none"> □ ইয়াত উল্লেখ কৰাৰ উপৰি শিক্ষকে পাঠ সমন্বিতকৰণ আৰু ক্ৰিয়াকলাপৰ ক্ষেত্ৰত নিজাববীয়াকৈ কৌশল অৱলম্বন কৰিব। |

● নীক্ষা পৰ্টেজত উপলব্ধ বিভিন্ন 'অডিঅ', 'ভিডিঅ', ভাব আধান-প্ৰদানমূলক সমল আৰু অনুশীলন সমলৰ জৰিয়তে পাঠদান মনোগ্ৰাহী কৰিব।

N.B. Teacher need to adapt L-1 on the basis of the given format in the districts of Karbi Anglong, west Karbi Anglong and Dima Hasao. Similarly, teachers from other mediums may also adapt on the basis of this format to mitigate the learning gaps among the students.

Class-VI ■ Subject: Mathematics

| Sl. No. | Lesson of Class. V | Lesson to be clubbed with Class. VI | Learning outcomes of clubbed /single lessons | Suggestive activities | Remark |
|---------|--|--|--|---|---|
| 1. | Angle (Lesson-2) | _____ | <ul style="list-style-type: none"> □ Explores idea of angles and shapes and identifies the example of angles from the objects available in the surrounding environment. □ Classifies angles according to their measurements and represents the same with graphs. | <ul style="list-style-type: none"> □ Observe the various angles present in the surrounding environment and compare the measurement of different angles. □ The teacher will help the students in measuring the different angles of corners of the textbooks with the help of a protractor. | <ul style="list-style-type: none"> □ The classes from IV- VIII are included in this complementary material. From Class I to Class-III bridge material will be made available in the school □ To manage the lessons as per the complementary materials provided, the teacher will prepare a weekly plan on the model of the daily time-table . □ In addition to that the teacher will adopt strategies from ownself for lesson integration and activities to be done. |
| 2. | Multiples and Factors (Lesson-4) | Types of Numbers (Lesson-2) | <ul style="list-style-type: none"> □ To give the concept of skip counting in multiplication and factorisation with building factor trees and factor wheels. □ Develop understanding for using HCF and LCM in special circumstances. | <ul style="list-style-type: none"> □ The teacher will divide the students in groups and ask them to find the multiples and factors for numbers like 1,2,3,4 etc. □ The teacher will ask the students to find out the multiples of numbers(1-50) with the help of Number Cards. □ The students will do factorisation involving specific numbers with building factor trees. | |
| 3. | Three Dimensional and Two Dimensional Objects (Lesson-5) | Understanding Elementary Shapes (Lesson-6) | <ul style="list-style-type: none"> □ Learn to convert a three-dimensional figure into a two-dimensional figure through drawing □ The students will be able to describe the edges, vertex, face of two-dimensional/three-dimensional objects. | <ul style="list-style-type: none"> □ The teacher will cut out squares, triangles, circles etc. from the cardboard to explain the similarities and differences of 2-D and 3-D shapes. | |
| 4. | Measurement of Volume and Weight(Lesson-11) | _____ | <ul style="list-style-type: none"> □ Know the relationship between larger and smaller units of measuring weight and volume. | <ul style="list-style-type: none"> □ Students will discuss the experiences on units of capacity printed on water bottle, soft drink pack etc. | |
| 5. | Design and Patterns (Lesson-13) | _____ | <ul style="list-style-type: none"> □ Recognises and appreciates the Number patterns along with various patterns. | <ul style="list-style-type: none"> □ The students will explore patterns in numbers with the help of a Number Pattern chart. | |
| 6. | Use of Measurements (Lesson-14) | _____ | <ul style="list-style-type: none"> □ Applies the four fundamental arithmetic operations in solving day-to-day problems of life involving length, weight, volume and time. | <ul style="list-style-type: none"> □ The teacher will demonstrate different units of measurement involving time, length, weight, volume etc. The students will calculate the total and express it in specific unit of measurement. | |

- The teaching should be made interesting with the use of various audio, video, interactive content, and practice resource available on DIKSHA portal.