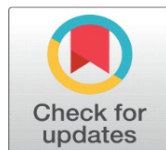


IMPLEMENTATION OF ACADEMIC CALENDAR AND PERFORMANCE IN GUNOTSAV BY THE TEA GARDEN LOWER PRIMARY SCHOOLS IN BISWANATH DISTRICT OF ASSAM

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ABSTRACT

Most of the programs and schemes of the government are for enhancing the quality of school education. Year-round schooling calls for a balanced academic calendar which is popular among the schools. The present paper is an attempt to study the extent of implementation of Academic Calendar and performance in Gunotsav by the Tea Garden Lower Primary Schools. To execute the extent of quality of education being impacted by each of the elementary schools for which the Gunotsav has been implemented to assess. The aim of the present paper is to discuss about the implementation of the Academic Calendar and to reflect the performance in Gunotsav. Normative survey method has been followed for this study with 40 numbers of schools as sample and a questionnaire was used for data collection purpose. The study revealed that schools abide by the year-round school academic calendar. Most of the components mentioned in the academic calendar were followed by the schools with the exception of Art Education, Craft Education, Health & Sanitation and Value Education wherein variation was observed in some of the schools. With respect to Gunotsav it was found that majority 42.5% of the schools belonged to 'A' category and 27.5% belonged to 'B' category. In Behali block, 33.3%; in Biswanath block, 47%; and in Chaiduar block, 50% of the schools received 'A' grade.

Keywords: Tea Garden Lower Primary Schools, Academic Calendar, Gunotsav

1. INTRODUCTION

School Education has a incredible part in eachcommunity. Most of the programs and schemes of the government are for upgrading the quality of school education. Education in Tea Garden areas of Assam is a matter under investigation especially in the state of Assam. ABITA (Assam Branch of the Indian Tea Association) and UNICEF are in association with the reason to progress lives of avoided and marginalized children and woman living in 128 tea gardens of Assam by spreading awareness related to their survival, well being and improvement including government resources. All the functions of ABITA (Assam Branch of the Indian Tea Association) – UNICEF project encompasses on promotion of child protection, health and nutrition amongst children and adolescents from tea communities are coordinated and monitored by the Sustainable Cell introduced by the Indian Tea Association in 2016. The Tea Garden Education Committee was formed by the community representatives such as one local welfare officer, one head teacher and six parents (three men and women respectively) with the objective to play dynamic part in the support of education (Aditi & et. al., 2009). The Tea Garden Cell (2003) was set up to offer special focus in the development of education of tea garden children and it too highlighted the area which was backward in the field of education under the registered 825 tea gardens in 2004. The way in which tea garden Elementary Education is advancing needs to be reflected through investigation.

Schools in Assam are following certain norms and standards provided by Department of School Education, Government of Assam. All the schools need to pursue Academic Calendar developed by the State Council of Educational Research and Training (SCERT) Assam for the welfare of teachers with the objective of progressing the quality of education and enable the teachers and students to be at in the direction of the calendar. In order to maintain standards of the schools in Assam, Gunotsav has been executed for appraisal of the quality of education imparted.

Year-round schooling calls for a adjusted scholarly academic calendar which is prevalent among the schools. Elementary schools do take after the scholarly academic calendar endorsed by the School Education, Government of Assam. The Academic Calendar is held as an academic guideline for all round development of learners through diverse curricular areas in a year-round schooling. It comprises of the lessons to be executed month wise, working days, holidays, half holidays, days for assessment, and days for observation. As the National Education Policy, 2020 emphasizes on utilization of innovative pedagogical practices for all round development of learners, the Academic Calendar inspires on such practices viz. integrated pedagogy, use of information and communication technology in teaching learning process, process of assessment etc. The Academic Calendar moreover presents the digital activities taken up by the Department of School Education, Assam as well as the 'School Rules' which are essential components of moving forward quality of education in schools.

The advancement of primary education is a list of common, social and financial development of the whole nation, (J.P. Naik, 2004). State of Gujarat executed evaluation program for the primary schools in the name of Gunotsav and this has been applied by the state of Assam. The first phase of Gunotsav commenced in Assam in 2017. The reason of Gunotsav is basically applied for the quality improvement of elementary education in Assam. Objectives of Gunotsav are:

- 1) To provide quality of elementary in Assam.
- 2) To fulfill the mandate of RTE, 2009.
- 3) To indicate learning gaps and to design effective strategies to meet up these gapes.
- 4) To ensure learning enhancement and achievement of learning outcomes by all children at elementary level.
- 5) To assess the performance of schools on areas viz-Scholastic, co-scholastic, availability to infrastructure and community participation in schools.
- 6) To ensure greater participation of all stake holders starting from teachers, students, administrators, communities and enhance accountability among them for quality education.
- 7) To support the schools and education system to improve the quality of education and ensure better functioning of schools.
- 8) Clarity the teachers regarding the philosophy of CCE (Child Care Education) and to implement the same in true spirit.
- 9) Holistic diagnosis of elementary schools for better performance.
- 10) To develop accountability of teachers in learning environment.

Assessment through Gunotsav is carried out in Scholastic, Co-Scholastic, Availability of Infrastructure (material and human resource) and community support fields. Grading of schools for academic achievement is done in the form of grades like A+, A, B, C, D. Expected results from Gunotsav are :

- 1) It will come to track academic performance of each child over all subjects throughout the elementary level.
- 2) It will indicate learning gaps of children.
- 3) Design and implement remedial strategies based on the investigated learning gaps.
- 4) Upgrade learning of students through timely regular feedback and bring about improved learning outcomes.
- 5) Increase retention rate and reduce dropout rate.
- 6) Generate awareness and greater participation among the community of people and all stake holders.
- 7) Ensure for better school functioning.

In 2022 Gunotsav was conducted in three phases between the months of May and June (Biswanath, Bongaigaon, Charaideo, Darrang, Dhemaji, Dibrugarh, Goalpara, Karimganj, Karbi Anglong and Nagaon in Phase I; Barpeta, Golaghat, Kamrup, Kokrajhar, Majuli, Morigaon, Sivasagar, Tinsukia and Udalguri in Phase II and, finally, Baksa, Cachar, Chirang,

Dhubri, Dima Hasao, Jorhat, Kamrup, Lakhimpur, Nalbari, Sonitpur and West Karbi Anglong in Phase III) (Barua, Suranjana 2023).

2. SIGNIFICANCE OF THE STUDY

With the implementation of Continuous and Comprehensive Evaluation, pedagogical process needs to be studied in depth so as to reflect the means by which both scholastic and non-scholastic aspects are evaluated. In tea garden areas of Assam there are Tea Garden Management Schools offer Elementary education to the children. The schools have the guidelines stated in the Academic Calendar and every school needs to transact day to day activities accordingly. In addition, primary goal for the School of Education, Government of Assam is to execute the extent of quality of education being impacted by each of the elementary schools for which the Gunotsav has been implemented to assess. On reviewing the research studies by Borthakur and Kakati (2019); Chetia & Brahma (2021); Konwar (2022); Barua (2023); Rai & Singh (2024) it is found that the focus was particularly on Gunotsav. There is hardly any research work could be identified dealing with academic calendar followed by the schools along with the Gunotsav conducted in tea garden schools of Biswanath district of Assam. The present study is an attempt to fill up the gap.

2.1. OBJECTIVES OF STUDY

- To analyse the Academic Calendar followed by the Lower Primary Schools
- To assess the Gunotsav grading obtained by the Lower Primary Schools in Tea Garden areas

Design of Study

The investigator has adopted a normative survey method for the present study.

Materials and Methods

1) Population of the study:

The population of the study consisted of 47 lower primary schools from tea garden areas located at Behali, Biswanath and Chaiduar Blocks of Biswanath district of Assam.

2) Sampling of the study:

A sample is the small population selected for observation and analysis of data. In this study, randomly sample was selected from the population for the study, which consisted of 40 number of schools selected from Behali, Biswanath and Chaiduar Blocks of Biswanath district.

3) Tools Used

For this study a questionnaire was used for the Head of the schools.

3. RESULTS

3.1. ACADEMIC CALENDAR FOLLOWED BY LOWER PRIMARY SCHOOLS

Year-round school academic calendar is followed by every school under survey. The school academic calendar clearly specifies about duration of school hours (Morning Assembly - 15 minutes, Instructional hours - 5 hours 25 minutes, Short break - 10 minutes, Mid day Meal & Recess - 35 minutes); month wise distribution of classes per day; Activities related to Health and Physical Education, Activities related to Art & Craft Education, Observation Days and other activities, Activities for Summer Vacation, Assessment system (for Scholastic Areas, Personal-Social Qualities), Weight of the school Bag class wise, role and responsibility of teachers related to health & sanitation; Vidyanjali portal; Vidya Pravesh – NIPUN BHARAT; Sustainable Development Goals – Sustainable Development, Human Rights, Peace and Non Violence, Global Citizenship, Gender, Diversity; Curriculum; State Education Achievement Survey, School Twinning Program, Continuous Comprehensive Evaluation, Inclusive Education, ICT, Integrated Pedagogy (Sports, Art, Toy, Amrit Brikha Abhiyan); Safety and Security of Children; Value Education; School Rules include attendance, maintenance of school assets, punctuality, role of SMC, Annual Report, Parent meeting, Home visit, Mid-day meal, duties of teacher, green school campus.

Table 1 Opinion of Head of the schools about Academic Calendar

Particulars	Option	No. of Responses	%
Academic Calendar is followed in Schools	Yes	40	100.0
	No	0	0
Academic Calendar Components followed by the Schools	Morning Assembly	40	100.0
	Class Routine	40	100.0
	Attendance	40	100.0
	Instructional tasks	40	100.0
	Continuous Comprehensive Evaluation	40	100.0
	Green School campus	40	100.0
	Art Education	20	50.0
	Craft Education	5	12.5
	Health & Sanitation	32	80.0
	Punctuality of Teachers	40	100.0
Other Academic Calendar Components followed by the Schools	Parent meeting	40	100.0
	Value Education	15	37.5

The study observed that all the 40 numbers of Head of the schools abide by the year-round school academic calendar. With regard to the different components mentioned in the academic calendar it is found that all the Head of the schools conduct Morning Assembly; follows the Class Routine; attendance of students are recorded; Instructional tasks and Continuous Comprehensive Evaluation are carried out; Green School campus is maintained. 50% of the Head of the schools stated that Art Education is conducted; 12.5% stated Craft Education is conducted; and in 80% of the schools adequate Health & Sanitation facilities are taken care of. All the Head of the schools opined that punctuality of Teachers is strictly observed and Parents' meeting is held time to time. With respect to Value Education, 37.5% of the Head of the schools stated that the schools are trying to inculcate morality and shape the personality of the children in various modes of transaction.

Gunotsav grading obtained by the Lower Primary Schools in Tea Garden areas

Table 2 depicts the grade received by different schools considered for the present study in Gunotsav assessment. 42.5% of the schools under study received 'A' grade; 27.5% received 'B' grade; 17.5% received 'C' grade; and 12.5% received 'D' grade. On the whole it suggests that majority of the schools performed well in their performance.

Table 2 Gunotsav Grading for Schools

Grade	No. of Schools	%
A	17	42.5
B	11	27.5
C	7	17.5
D	5	12.5
Total	40	100.00

Detail of grading obtained by schools in different block is presented in table 3. It is clear from the figures that out of 15 number of schools from Behali block, 33.3% of the schools received 'A' grade, 13.3% received 'B' grade, 20% received

'C' grade, 33.3% received 'D' grade; out of 17 number of schools from Biswanath block, 47% received 'A' grade, 29.4% received 'B' grade, 23.5% received 'C' grade; out of 8 number of schools from Chaiduar block, 50% received 'A' grade, and 50% received 'B' grade.

Table 3 Block wise grading obtained during Gunotsav assessment

Block	Grade received by number of Schools				
	A	B	C	D	Total
Behali	5	2	3	5	15
Biswanath	8	5	4	0	17
Chaiduar	4	4	0	0	8
Total	17	11	7	5	40

4. DISCUSSION

The study revealed that schools abide by the year-round school academic calendar. Most of the components mentioned in the academic calendar were followed by the schools with the exception of Art Education, Craft Education, Health & Sanitation and Value Education wherein variation was observed in some of the schools. Through this study it is found that lot of components is incorporated in the academic calendar but due to paucity of adequate facilities many of the components which are the modern school trends could not be implemented yet.

With respect to Gunotsav it was found that majority 42.5% of the schools belonged to 'A' category and 27.5% belonged to 'B' category. In Behali block, 33.3%; in Biswanath block, 47%; and in Chaiduar block, 50% of the schools received 'A' grade. Research studies conducted by Borthakur and Kakati (2019); Chetia & Brahma (2021); Konwar (2022); Barua (2023); Rai & Singh (2024) on Gunotsav reveals that initiative taken by the state Government is praise worthy and aspires for quality improvement of each child and school in the right direction and this is also found in the present study that assessment of the schools in tea garden areas is conducted to ensure rise in status of the Lower Primary Schools.

5. CONCLUSION

Both Academic Calendar and Gunotsav are indeed essential for the growth and development of every school. Academic Calendar takes into account of the school system that is input, process and output whereas Gunotsav is an assessment criterion to assess the quality of the school as well as the education system that is marching ahead to prepare the children to face the future challenges in a planned manner.

CONFLICT OF INTERESTS

None.

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