**Reopening schools post-covid lockdown**

1. We should ensure the lost academic year, with no teaching-learning and loss of previously learnt competencies, does not cumulatively affect the long-term academic prospects of our children. If this is not addressed, we will have issues with retention and dropouts in the years ahead.
2. Given that the year ahead will continue to remain uncertain, there is a need to put in place a scenario-based plan which addresses the curriculum (prioritised and selected), Materials and has blended learning strategies keeping the context of the children from govt schools in mind.
3. We will need to look at addressing the following situation be when the school reopens

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Bridge gaps in learning (2019-20)** | **Year lost****(2020-21)** | **Current grade** **(2021-22)** |
| Grade 1 | NA | NA | Start from grade 1  |
| Grade 2  | NA | Grade 1 complete | Grade 2  |
| Grade 3   | Grade 1 | Grade 2 complete | Grade 3 |
| Grade 4  | Grade 1-2  | Grade 3 complete  | Grade 4  |
| Grade 5   | Grade 1-3 | Grade 4 complete  | Grade 5  |
| Grade 6  | Grade 1-4 | Grade 5 complete | Grade 6  |
| Grade 7  | Grade 1-5 | Grade 6 with partial schooling  | Grade 7 |
| … Grade 12  |  |  |  |

**Academic calendar and curriculum – Suggested plan**

It is necessary to be flexible and treat the next 2 years as an emergency “build back” period. It is recommended to treat the academic year as a continuum from **August 2021 to May 2023 and ensure a minimum of 300 actual teaching and learning days out of 500** during which students are expected to achieve core learning outcomes of the lost curriculum (20-22) and the new 22-23 curriculum. (School holidays could be shortened / reconsidered and adjusted as required)

The calculations of 500 days is as follows

* **August 21 – July 22 is 365 days – 52 Sundays and 13 other holidays = 300 days**
* **August 22 – May 23 is 300 days – 52 Sundays and 13 other holidays = 235 days**
1. Government needs to work around reducing the holidays and also appoint teachers (at least ensure Guest teachers for the time being). Unless these are met, covering maximum learning days would become more difficult.
2. Keeping NEP as our guiding principle, and keeping the prescribed norms from NCERT, SCERT must set up a committee to reduce and revise the existing curriculum and the learning outcomes for all grades from Pre-Primary to 10th std.
3. Based on this, the syllabus, textbook content and teaching-learning materials will need to be reorganized.
	1. A list of chapters from the textbook aligned to the learning outcomes could be decided and the rest of textbook chapters could be used as supplementary reading.
	2. A repository of stories, songs, games, puzzles/riddles, worksheets for children of all classes will need to be developed to aid in teaching (Ensure that textbooks / teaching cards (for teachers) and workbooks (For students) are supplied to all at the earliest / immediately.
4. In order to ensure minimum levels of learning in the foundational years at least 60% of the core curriculum has to be completed.

**The ‘emergency build-back period’: August 2021 to May 2023**

* In an ordinary year of 220 working days students spend upwards of 150 days of “time on task”. In the academic years 2020-21 and 21 -22 students would have spent 300 days on actual classroom learning.
* In order to ensure that this learning takes place the calendar for 2021-21 and 21-22 can be collapsed to 180 days (60% of 300 days) and the calendar for 22-23 collapsed to 120 working days (80%)
* The curriculum for the academic years 2020- 21 and 21-22 in primary classes 1-3 to focus exclusively on foundational literacy and mathematics while the curriculum for 22-23 include all curriculum elements.
* The curriculum can be reduced accordingly to reflect this change. The curriculum will look as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Student level in August 2021  | First 90 days  | Second 90 days  | 120 days  |
| Grade 2  | Grade 1 curriculum  | Grade 2 curriculum  | Grade 3 curriculum  |
| Grade 3  | Grade 1 rev + grade 2  | Grade 3 + 4 | Grade 5 curriculum  |
| Grade 5  | Grade 4 curriculum  | Grade 5 curriculum  | Grade 6 curriculum  |

* Focussing on the number of days rather than the number of months gives schools the flexibility to manage their classes based on safety considerations and working between 3-6 days in a week.
* The upwards of 500-day period (Aug 2021 – May 2023) also allows for short breaks if the 3rd and subsequent waves hit the District / State.
* Schools should work through the vacations to make up for lost days.

Key learning outcomes must be prioritized for all classes - the focus in the primary grades must be on recovery of foundational learning and those outcomes required for grade-level learning. Therefore:

1. There is a need to re-look at the curriculum, syllabus, prioritise learning outcomes and think through assessments and develop adequate materials.
2. However, we need to do this carefully without compromising on fundamental and crucial learning outcomes.
3. Group the identified curriculum into ‘self-learning’, ‘peer-group’ and ‘grade level’ (place holders) – when schools open teachers could use worksheets for the concepts in the ‘self-learning’ group and identify where the children stand. Post-that exercise ‘peer groups’ with mixed student abilities could be established. Once this is done (over a period of at least 6 months), the teachers can move the class into introducing grade appropriate concepts. *A suggestive approach for Primary Math for illustration is given in the table below:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Broad Areas/Contents** | **Key Concepts** | **3rd Grade** | **4th Grade** | **5th Grade** |
|  | **Self-learning** | **Peer-groups** | **Grade level** | **Self-learning** | **Peer-groups** | **Grade level** | **Self-learning** | **Peer-groups** | **Grade level** |
|
| Counting- Place Value, Comparison | Counting | Write 1-9 | Quantity | 3-digit numbers | Write 10-99 | Quantity | 4-digit numbers  | Write 1-999 | Quantity | 5- and 6-digit numbers  |
| 1-99 | 10-999 | 1-99 |
| Concept of 10, 100, 1000 | N | Concept of 10 and 100 | N | N | Concept of 10 and 100 | 1000 concept | N | Concept of 10, 100 and 1000 | 5 and 6 digits  |
| 2–3-digit Comparison (<, >, =, ascending, descending etc) | N | N | Y | N | Y | N | N | Y | N |
| Place value | N | N | Y | N | N | Y | N | N | Y |
| 4 Digit comparison (< > =, ascending, Descending etc) | N | N | N | N | N | Y | N | N | Y |
| 5 Digit comparison (< > =, ascending, Descending etc) | N | N | N | N | N | Y | N | N | Y |
| 6 Digit comparison (< > =, ascending, Descending etc) | N | N | N | N | N | N | N | N | Y |
| Basic Operations (+, -,X,/) | Addition, Subtraction using materials available at home | 1-2 digits  | 2 and 3 digits | N | 1-2 digits  | 4 Digit | N | 1-3 digits  | Y | N |
| Addition, Subtraction without Carry | 1-2 digits  | 2 and 3 digits | N | 1-2 digits  | 4 Digit | N | 1-3 digits  | 5 and 6 Digits | N |
| Addition, Subtraction with Carry | N | N | Y | N | N | Y | N | N | Y |
| Multiplication | N | N | Y | N | N | Y | N | N | Y |
| Division | N | N | Y | N | N | Y | N | N | Y |
| Fractions- Decimal numbers | Full, Half, Quarter, three fourth using materials available at home | Y  | N | N | Y  | N | N | Y  | N | N |
| Meaning and types of Fractions | N | N | N | N | N | Y | N | N | Y |
| Addition, Subtraction without LCM | N | N | N | N | N | Y | N | N | Y |
| Addition, Subtraction with LCM | N | N | N | N | N | Y | N | N | Y |
| Multiplication  | N | N | N | N | N | N | N | N | Y |
| Division | N | N | N | N | N | N | N | N | Y |
| Pattern  | Pattern | Simple Patterns | N | Numerical Pattern | Simple Patterns | N | Numerical Patterns | Simple and number patterns  | Patterns and types | Connection with Algebra |
|
| Shapes and Spatial understanding  | 2 D - Basic Shapes - Square, Triangle, Rectangle, Circle using materials in daily life | Y  | N | N | Y  | N | N | Y  | N | N |
| Drawing of 2D Basic Shapes | N | Y | N | Y  | N | N | Y  | N | N |
| 3D Basic Solids (cube, cuboid, Sphere, Cylinder, Cone)  | Identification  | Rolling, Sliding | N | Identification and Naming | N | Classification, describe based on properties | Identification and Naming | N | N |
| 3D Solids - Polyhedron | N | N | N | N | N | N | N | N | Classify, Describe Polyhedrons - Tetrahedrons, Pentagons, |
| Network of 3D Solids | N | N | N | N | Network’s 3D solids  | N | N | Y | N |
| Planar and Curved Surface | N | Y | N | Y  | N | N | Y  | N | N |
| Edges, Vertices and Faces | N | N | N | N | N | Y | N | N | Y |
| Circle - Centre, Radius, Diameter | Identifying circle from daily life examples | Drawing circle  | N | Draw circle using circular objects  | Construction using compass | N | Identify and draw circle using compass | N | Relation between radius and diameter |
| Measurement | Length, Area, Perimeter using Non formal units | N | Length  | N | N | Area and Perimeter | N | N | Area and Perimeter | N |
| Length, Area, Perimeter using standard Units | N | N | Y | N | N | Y | N | N | Y |
| Volume, Capacity - Daily life materials | N | N | N | N | Using daily life objects  | Formal calculation | NA | Using daily life objects  | Formal calculation |
| Time and Calendar Concept using Daily life materials | N | Understanding time, calendar | numerical problems  | N | Understanding time, calendar | numerical problems  | N | Understanding time, calendar | numerical problems  |
| Conversions of measuring units of length, Weight, liquid & Time | N | N | Y | N | N | Y | N | N | Y |
| Commercial Mathematics / Comparing quantities  | Concept of Percentage using daily life materials/examples | N | N | N | N | Y | N | N | Y | N |
| Calculation of Percentage numerically  | N | N | N | N | N | Y | N | N | Y |