

## MANDATORY STRUCTURE FOR FRAMING OF CLASS ROUTINE

| CLASS            | SUBJECTS          |                    |                         |                          |                                                     |                                               |                                                 | PERIODS FOR<br>ARRANGING<br>CLASSES<br>MENTIONED IN<br>THE ANNEXURE | TOTAL<br>PERIODS<br>IN A WEEK |
|------------------|-------------------|--------------------|-------------------------|--------------------------|-----------------------------------------------------|-----------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|-------------------------------|
| VI               | FIRST<br>LANGUAGE | SECOND<br>LANGUAGE | MATH<br>(GANIT PRAVA)   |                          | ENVIRONMENT &<br>SCIENCE<br>(PARIBESH-O-<br>BIGYAN) | ENVIRONMENT &<br>HISTORY<br>(OTTIT-O-AITYIVA) | ENVIRONMENT &<br>GEOGRAPHY<br>(AMADER PRITHIBI) | HEALTH AND PHYSICAL EDUCATION<br>& ART AND WORK EDUCATION           | 39                            |
|                  | 6+1*7             | 5+1*6              | 5+1*6                   |                          | 3+1*4                                               | 3+1*4                                         | 3+1*4                                           | 3(2+1*1)+2-5                                                        |                               |
| VII<br>&<br>VIII | FIRST<br>LANGUAGE | SECOND<br>LANGUAGE | THIRD<br>LANGUAGE       | MATH<br>(GANIT<br>PRAVA) | ENVIRONMENT &<br>SCIENCE<br>(PARIBESH-O-<br>BIGYAN) | ENVIRONMENT &<br>HISTORY<br>(OTTIT-O-AITYIVA) | ENVIRONMENT &<br>GEOGRAPHY<br>(AMADER PRITHIBI) | HEALTH AND PHYSICAL EDUCATION<br>& ART AND WORK EDUCATION           | 44                            |
|                  | 6+1*7             | 5+1*6              | 2+1*3                   | 5+1*6                    | 6+1*7                                               | 3+1*4                                         | 3+1*4                                           | 3(2+1*1)+2-5                                                        |                               |
| IX               | FIRST<br>LANGUAGE | SECOND<br>LANGUAGE | MATH<br>(GANIT PRAKASH) |                          | PHYSICAL SCIENCE &<br>ENVIRONMENT                   | LIFE SCIENCE &<br>ENVIRONMENT                 | HISTORY &<br>ENVIRONMENT                        | GEOGRAPHY &<br>ENVIRONMENT                                          | 44                            |
|                  | 6+1*7             | 5+1*6              | 5+1*6                   |                          | 5+1*6                                               | 5+1*6                                         | 4+1*5                                           | 4+1*5                                                               |                               |
| X                | FIRST<br>LANGUAGE | SECOND<br>LANGUAGE | MATH<br>(GANIT PRAKASH) |                          | PHYSICAL SCIENCE &<br>ENVIRONMENT                   | LIFE SCIENCE &<br>ENVIRONMENT                 | HISTORY &<br>ENVIRONMENT                        | GEOGRAPHY &<br>ENVIRONMENT                                          | 44                            |
|                  | 6+1*7             | 5+1*6              | 5+1*6                   |                          | 5+1*6                                               | 5+1*6                                         | 4+1*5                                           | 4+1*5                                                               |                               |
|                  |                   |                    |                         |                          |                                                     |                                               |                                                 | 1                                                                   |                               |
|                  |                   |                    |                         |                          |                                                     |                                               |                                                 | 2/3                                                                 |                               |

In case of schools where vocational classes are held, the HOI is being instructed to frame the routine strictly in keeping with the directives of CS-VSE.

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## ANNEXURE

### Supplementary to class distribution

- 1) The classes earmarked with asterisk(\*) are assigned for assessing learning outcomes as per amendment of RTE ACT, 2009. The child's development of learning outcomes is to be conducted through formative assessment as well as summative assessment in classes VI-VIII and through internal formative evaluation (I.F.E) in classes IX and X as per the directives of W.B.B.S.E.
- 2) The school authorities are directed to make necessary provisions for arranging library class, smart class/ class through K-Yan/audio-Visual learning, computer literacy or laboratory based learning, awareness drives (Kanyashree, Road safety, Child rights, Disaster managements, Snake bites, Child marriage, Child trafficking etc.) regarding curricular subjects for 3 classes (e.g 1+1+1) out of the allotted 39 classes in class VI, 2 classes e.g(1+1) out of the allotted 44 classes in classes VII and VIII, as applicable.
- 3) The school authorities are directed to make necessary provisions for 2/3 classes for IX and X as regards the activities given alongside, Information and communication technology (ICT), audio-visual learning, reference work, lab-activities/lab-based learning, mock tests, career counseling, basic legal awareness/health awareness/skill enhancement workshops, inclusive education, financial literacy, etc. as applicable. The school authorities are also directed to make necessary provisions for classroom transactions regarding optional elective subjects, wherever required, out of the allotted 42 periods. The library may be used on and often for smooth execution of IFE in classes IX and X as well as for remedial classes.
- 4) Maintaining teacher's diary for ensuring formative assessment as well as summative assessment through framing of tasks, learning evidence, class record book and child portfolio on a day-to-day basis is mandatory (for classes VI-VIII) for each teacher, as per provisions of RTE ACT, 2009 and RTE rules 2012, Govt. of West Bengal.
- 5) Every school has to furnish a blue print of their routine/daily time table pertaining to the mandatory structure of time periods/class distribution, as earmarked by WBBSE.
- 6) The schools will have to furnish a report to WBBSE through e-mail just after completion of 3 consecutive summative evaluations with proper evidences, highlighting the extent to which a child's learning outcome has been achieved through preparation of child profiles. A copy of the same is also to be sent to D.I.S (SE)/A.D.I.S (SE)/A.I.S(SE) of concerned districts and sub divisions, as applicable.
- 7) Allotment of vocational classes (in schools where applicable) should be implemented in the daily class routine mandatorily as per scheme guideline of CS-VSE.
- 8) In cases of classes VI-VIII, the schools may afford time during effective instructional hour or may use some classes for the following activities to develop and strengthen their learning abilities within and outside the classroom. The class teacher will incorporate and tag pertinent activities within her/his lesson design to be executed during the instructional hour throughout the academic year. Some of the activities that are exclusively co-curricular in nature (e.g. web designing, awareness drive etc.) may demand allotment of separate classes, independent of lesson design but within the stipulated instructional hours.

**ACTIVITIES :**

- Communicative English classes
- Computer assisted learning (CAL) (lesson based)
- Outdoor class room days/educational tours/ field trip/community mobilization/population education
- Awareness drives e.g. Kanyashree, Road Safety (Safe Drive, Save Life), Bullying, Child Rights, POCSO, Child trafficking, Child Marriage, Vector borne diseases with special reference to Dengue, weekly iron and folic acid supplementation, Vaccination (Rubella, Measles), Administration of deworming tablets, Cyber Crime, Disaster Management, Rain water harvesting, Planting trees, Prevention of pollution, Snake bite, Eradication of Superstitions, wildlife conservation, Organ Donation, Sanitation, etc.
- Provision for safe drinking water
- Music/dance classes (wherever applicable)
- Play (drama) /puppetry workshops(lesson based)
- Yoga, physical training and meditation
- Health and hygiene camps for health awareness advocacy programmes
- Group activities (an activity bank should be prepared at the school level)
- Summer/winter camps
- Life skill based activities
- Counselling
- Value inculcation
- Adolescent education
- Rock climbing
- Global positioning system and weather forecast
- Visual arts
- News editing
- Content writing
- Web designing
- Artificial intelligence and machine learning
- Preparing museum in schools based on local resources
- Language laboratory
- Maths laboratory
- Hands on experiment and basic laboratory exposure
- Kitchen gardening
- Financial literacy
- Recycling of solid waste
- Mock parliament
- Exposure visit to different fairs (eg. mathematics fair, science fair, health fair), museums, entrepreneur centres and government offices
- Self defence
- Care of geriatric people and awareness about their rights
- Child guidance clinic for differently abled children
- Innovative writing workshops; etc. as the need arises, to ensure a child's social, mental and physical well-being and help achieve her/his holistic development as per RTE ACT, 2009 and other contemporary interventions, as and when directed by the competent authority
- Formation of Houses in Secondary /Higher Secondary Schools in West Bengal
- Observation of Graduation Ceremony
- Reading Habits
- Ananda Parisar
- Formation of Sishu Sansad

- 9) The theoretical aspects of different activities (e.g., kanyashree, road safety, disaster management in health and physical education) mentioned above are a part of the curriculum and are reflected in different text books as prescribed by WBBSE. Hence these activities need assessments and formal records of finding about student's performances should be emphasized in respective pages of teacher's diary or separate pages may be created for the same.

*Stringent measures will be initiated by WBBSE, against the school authorities, in case of violation of any of the above mentioned directives.*

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