

**GOVERNMENT OF MEGHALAYA
EDUCATION DEPARTMENT**

NOTIFICATION

Dated Shillong the 10th December,2025

No.EDN.168/2010/ 177:- In order to ensure smooth conduct of the Academic Session 2026 in all the schools of Meghalaya, the undersigned hereby notifies that all Schools should follow the following **School Calendar** and the instructions mentioned below. Any violation of the below mentioned would result in appropriate action to be taken against the concerned institution.

1. School Calendar for Academic Year 2026:

Activity/ Action	Dates
Start date of Academic Session	9 th February, 2026
Meghalaya Class Readiness Programme	For Class I to V: 9 th February 2026 to 6 th March 2026 For Class VI to X: 9 th February 2026 to 27 th February 2026
Mid-term Examination for Class VI to VIII	DSEL will announce the schedule and coordinate the distribution of common question papers. DERT to notify the syllabus and prepare the question papers.
End-term Examination for Class VI to VIII	
Final Examinations for IX	
Half Yearly Examination for Class IX	To be decided by respective Schools
End Date of Academic Session for Foundational Stage (from Pre-school upto Class 2)	27 th November, 2026
End Date of academic Session for Preparatory Stage, Middle Stage and Secondary Stage (From Class-3 to X) Academic Session	16 th December, 2026
Winter Vacations	Starts from 17 th December,2026

Provided that the Private Schools, i.e. all the schools except the Government Schools may determine, with an intimation to the concerned DSEO, the end date for the Academic Session of their respective school subject to adherence to the minimum working days and instructional hours as specified in para 2 below.

2. **Minimum Working days/Instructional Hours:** As per the Right of Children to Free and Compulsory Education (RTE) Act, 2009 the following minimum Working Days and Instructional Hours shall be adhered to:

	Working days	Instructional Hours
Classes I to V	200 days	800 hours
Classes VI to X	220 days	1,000 hours

3. **MCRP (Meghalaya Class Readiness Programme) and M-LEP (Meghalaya Learning Enhancement Programme):** Foundational Literacy and Numeracy (FLN), a key mandate of the National Education Policy (NEP) 2020, along with clearly defined learning outcomes at higher classes, forms the core focus of the Meghalaya Class Readiness Programme (MCRP). In view of the learning gaps highlighted by the National Achievement Survey (NAS), the Government of Meghalaya launched MCRP in the academic year 2025 as a statewide bridge programme to strengthen grade-appropriate competencies and ensure smooth academic progression. Implemented from February to March across Classes 1-X in English, Mathematics, and Science, the programme adopted activity-based pedagogy, structured weekly plans, regular formative assessments, and integration of local knowledge and socio-emotional learning. The first four weeks for Classes 1-V and three weeks for Classes VI-X are dedicated exclusively for learning reinforcement, with all materials provided digitally. Building on this foundation, the Meghalaya Learning Enhancement Programme (M-LEP) was introduced for sustained classroom engagement from March to November through experiential teaching strategies and competency-based assessments. Planning for Cycle II of both programmes in 2026 is underway, and e-resources are available on the departmental website.
4. **School Holidays:** Apart from the Winter Vacation mentioned above, only the holidays as notified by the State Govt vide Order No.GAA.78/2025/23 Dated 21st October,2025 are to be observed. No other days shall be declared as school holidays by the school authorities without the approval of the government.
5. **School Timings:** All schools are to adhere to school timings and plan it in such a way that sufficient instructional hours are there to comply with the provisions of the RTE Act. For all government schools of different categories, the timings are indicated below. All other schools are also advised to schedule in a similar way.

Sl. No.	Type of School	Timing
1.	Govt Lower Primary Schools	9 AM to 1 PM (4 hours)
2.	Govt Upper Primary Schools	9 AM to 2 PM (5 hours)
3.	Govt Secondary Schools	9 AM to 3 PM (6 hours)
4.	Govt Higher Secondary Schools	9 AM to 4 PM (7 hours)

Schools located in Shillong & Tura which have been advised by their respective District Administration on staggered timings, shall intimate the same to the Director of School Education & Literacy.

6. **Morning Assembly:** All schools shall conduct a **daily Morning Assembly at the beginning of the school day**, which shall be **primarily student-led** to promote leadership, confidence, and communication skills among learners. The Morning Assembly shall serve as a platform for value education, awareness, discipline, and school-wide communication. To ensure that the assembly is meaningful and productive, the following practices are suggested:
 - a) One student from the senior classes shall present important news and current affairs on a daily basis to enhance awareness and public speaking skills.
 - b) One student shall share the "Thought of the Day", focusing on motivation, moral values, empathy, and positive attitude.
 - c) The Principal or a Teacher may address the gathering on matters of importance, safety, discipline, or specific school initiatives requiring immediate attention.
 - d) All students shall collectively take a Student Pledge emphasizing discipline, punctuality, good conduct, respect, and compassion.
 - e) The National Anthem shall be sung with due decorum
7. **Syllabus & Lesson Plans:** 100% syllabus to be followed as applicable for all levels and all necessary planning should be made to ensure completion of syllabus in time. Teachers should prepare their lesson plans accordingly. Schools should also ensure that apart from academic classes, timings are also fixed for Sports and Library periods.
8. **Bagless Days:** Every school shall observe a minimum of 10 Bagless days throughout the academic session on which the students will come to school without their bags and shall be engaged in co-curricular activities as indicated below. The dates on which the school desires to observe these days are to be decided by respective schools. A suggested list of activities to be taken up during the bagless days is given below:
 - 8.1. ***On-campus activities***
 - i). Arts, Crafts & Creative Expression: Workshops on painting, pottery, sculpture, handmade crafts, creative writing, and design to nurture creativity and aesthetic skills.
 - ii). Gardening & Eco-Activities: Hands-on learning through planting saplings, maintaining kitchen and school gardens, composting, and understanding basic horticulture practices.
 - iii). Science, Innovation & Tinkering: Simple and interactive science experiments, model-making, low-cost STEM challenges, paper circuits, recycling-based innovations, and introductory robotics.

- iv). Performing Arts & Cultural Activities: Storytelling, theatre and drama workshops, music, dance, and cultural showcases to promote artistic expression and confidence.
- v). Sports, Games & Physical Fitness: Outdoor sports, indigenous games, fitness activities, and indoor games such as puzzles and chess to promote physical and mental well-being.
- vi). Language & Communication Skills: Role plays, debates, extempore speaking, creative writing, quizzes, and language workshops to strengthen communication and critical thinking.
- vii). Life Skills & Social-Emotional Learning (SEL): First aid, personal hygiene, road safety, financial literacy, waste segregation, time management, leadership activities, teamwork, and personality development sessions.
- viii). Health & Wellness Education: Yoga, meditation, posture training, fitness drills, mental well-being awareness, and nutrition education sessions.
- ix). Environmental Awareness & Sustainability: Cleanliness drives within campus, waste audit, compost pit preparation, water conservation demonstrations, and active eco-club initiatives.
- x). Entrepreneurship & Financial Awareness: Student-run mini markets, exhibitions and sale of handmade products, basic budgeting, cost calculation, and introductory business planning exercises.
- xi). Digital Literacy & Media Skills: Basic computer literacy, cyber safety, poster and presentation design, school newsletter preparation, and introductory photography and videography.
- xii). Disaster Management & Safety Education: Mock drills for fire, earthquake, and flood response, evacuation practice, and basic rescue and emergency response training.

8.2. *Off-campus activities*

- i). Vocational & Skill Exposure: Observational visits and short internships with local professionals such as carpenters, gardeners, potters, weavers, mechanics, and artists to develop practical and employable skills.
- ii). Educational Field Trips: Visits to historical monuments, museums, science centres, and local industries to enhance real-world understanding and experiential learning.
- iii). Nature & Environmental Exploration: Nature walks, guided hikes, scavenger hunts, and visits to forest areas, botanical gardens, biodiversity parks, water treatment plants, and waste management facilities to promote environmental awareness.
- iv). Community Service & Social Outreach: Visits to old-age homes, orphanages, Anganwadi centres, participation in village cleanliness drives, and literacy support programmes to foster civic sense, empathy, and social responsibility.
- v). Civic & Local Governance Exposure: Educational visits to Police Stations, Fire Stations, Post Offices, Government Offices and Courts to understand civic administration and public services.

- vi). Agriculture & Allied Sector Exposure: Visits to farms, fisheries, poultry units, nurseries, beekeeping centres, and organic farming units to acquaint students with agricultural practices and rural livelihoods.
- vii). Industrial & Handicraft Exposure: Visits to small-scale industries, food processing units, handloom and handicraft centres, workshops, and garages to understand production systems and traditional skills.
- viii). Health & Public Services Exposure: Visits to Sub Centres, Primary Health Centres (PHCs) along with health awareness sessions by doctors and health workers.
- ix). Heritage & Cultural Immersion: Interaction with local artisans, folk performers, craftsmen, and tribal elders, and participation in local festivals and cultural events to appreciate regional heritage and traditions.

9. Assessment Reforms, Inclusion, Technology and Teacher Empowerment:

Assessment practices in schools shall progressively shift from being examination-centric to learning-centric, with greater emphasis on formative, holistic, and competency-based assessments, including collaborative and group work, in alignment with the National Education Policy (NEP) 2020. Schools are advised to gradually adopt periodic formative assessments, preferably on a monthly or quarterly basis, to continuously monitor student progress and provide timely feedback. For Classes VI to VIII, the annual syllabus shall be divided into two parts, with a Mid-Term Examination for the first half and an End-Term Examination for the second half. The syllabus for both examinations will be notified by the Directorate of Educational Research and Training (DERT) at the beginning of the academic year, while the examination schedule shall be notified by the Directorate of School Education and Literacy (DSEL). For Class IX, final examinations shall be conducted as per the schedule notified by DSEL, and all schools under the State Board shall ensure the timely uploading of results on the UDISE portal using their official logins. For Preschool-I to Class-II, the Assessment Framework notified vide Department Notification No. EDN.172/2002/424 dated 11th June 2025 shall be strictly followed, and no written tests or formal examinations shall be conducted. Schools shall adopt the Holistic Progress Card (HPC), integrate technology in teaching, assessment, and administration, promote equity, inclusion, and multilingualism, and mainstream vocational education and early career exposure. Teachers shall continuously enhance their professional competencies as lifelong learners and catalysts of holistic development.

10. **Parent-Teacher Meetings (PTMs):** As laid down in Section 24(e) of the Right of Children to Free and Compulsory Education (RTE) Act 2009, all schools shall hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child. It is suggested that these meetings be held at least once a year and the same can be organized on the Result Day of the school.

11. **Child-Centric, Joyful and Holistic School Environment:** All schools shall create a safe, joyful, inclusive, and fear-free learning environment that ensures the dignity, emotional security, and active participation of every child. Teaching-learning processes shall focus on the holistic development of students, encompassing cognitive, physical, emotional, social, ethical,

and aesthetic domains. Teachers shall function as facilitators, mentors, and co-learners rather than mere instructors. Classrooms shall promote play-based, experiential, and collaborative learning with flexible seating and activity-friendly spaces. Special emphasis shall be placed on mental well-being, mindfulness, empathy, teamwork, and resilience. At the Foundational Stage, learning shall be strictly play-based with no formal examinations, focusing on curiosity, language development, numeracy, motor skills, and emotional regulation.

Sd/-

(Vijay Kumar Mantri, IAS)

Commissioner & Secretary to the Government of Meghalaya,
Education Department.