

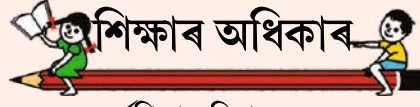


শিক্ষাৰ অধিকাৰ  
সৰ্বশিক্ষা অভিযান, অসম  
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



# Annual Report 2021-22

**Samagra Shiksha, Assam**  
**Kahilipara, Guwahati-781019**



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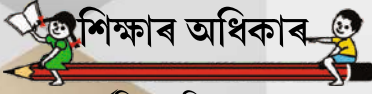


পঢ়ি অলৌ, পঢ়ি অলৌ  
READING MAKES US SMARTER

# Annual Report 2021-22

**Samagra Shiksha, Assam**

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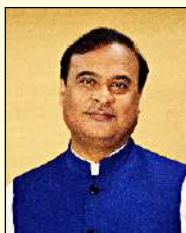
Published by: Samagra Shiksha, Assam

Design & production: Sarma Art Cottage, Guwahati, Assam



# Message

ড০ হিমন্ত বিশ্ব শৰ্মা  
Dr. Himanta Biswa Sarma



মুখ্যমন্ত্রী, অসম  
Chief Minister, Assam

Dispur  
12 Asvina, 1429 Bhaskarabda  
29th September 2022

*“All the wealth of the world cannot help one little Indian village if the people are not taught to help themselves. Our work should be mainly educational, both moral and intellectual.”*

**- Swami Vivekananda**

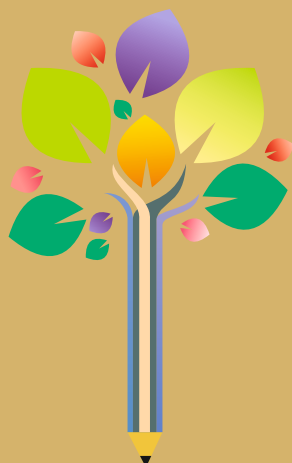
Education is fundamental for achieving full human potential. It is also crucial for developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent on the global stage in terms of economic growth, social justice and equality.

I am glad to know that Samagra Shiksha, Assam is publishing its Annual Report for the year 2021-22.

Samagra Shiksha is a programme envisaged for overall improvement of school education in terms of its enrolment and learning outcomes. Considering the fact that students are the future of the society, Samagra Shiksha Abhiyan is working for the development of students by ensuring their healthy growth. The Annual Report, therefore, is not just an account of progress made by Samagra Shiksha, Assam last year, it is in fact a testimony of its mission and vision to transform our children into an enlightened lot. I hope, continuing its unrelenting endeavour, Samagra Shiksha, Assam carries forward its avowed responsibility in creating a pool of human resources in the state through the implementation of NEP 2020.

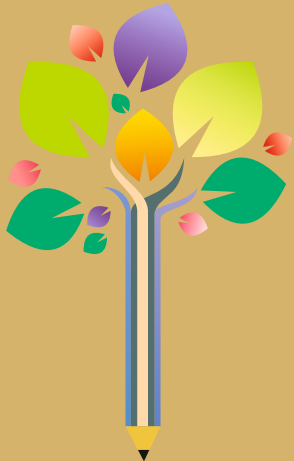
My best wishes to Samagra Shiksha, Assam in its endeavour of publishing its Annual Report for the financial year 2021-22. I hope the report carries the reflection of its achievement.

(Dr. Himanta Biswa Sarma)





# Message



**DR. RANOJ PEGU**  
Minister  
Government of Assam



Education, Tribal Affairs (P)  
Indigenous and Tribal Faith &  
Culture (L & M) Department  
Janata Bhawan, Block -B, 3rd Floor  
Dispur, Guwahati-781 006

I am pleased to know that Samagra Shiksha, Assam is going to publish its annual report for the financial year 2021-22.

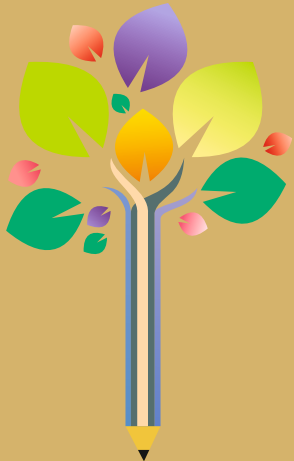
Samagra Shiksha, Assam has been working relentlessly to provide quality and holistic education to the students. The organization has also undertaken arduous work to improve and strengthen the educational management system. The report discloses all the achievements and aspects that has been implemented in the educational sector of the state.

I hope in the coming days the organization will move forward with more innovative ideas which will help the students. In this regard I congratulate Samagra Shiksha, Assam for their extraordinary team effort and extend my best wishes for their future plan.

**(Dr. Ranaj Pegu)**



# Message



**PABAN KUMAR BORTHAKUR, IAS**  
Chief Secretary



**GOVERNMENT OF ASSAM**  
Janata Bhawan, Block-C  
Dispur, Guwahati-781006

I am happy to know that the Samagra Shiksha, Assam is going to publish its Annual Report pertaining to the financial year 2021-22 for onward submission to the Ministry of Education, Department of School Education & Literacy, Government of India.

The Annual Report gives an overview of the status of School Education in Assam as well as reflects the achievement of the Mission for the financial year 2021-22.

I hope that the Samagra Shiksha, Assam would take into account the strengths and the weaknesses and strive for better performance in the coming years with greater enthusiasm and endeavour.

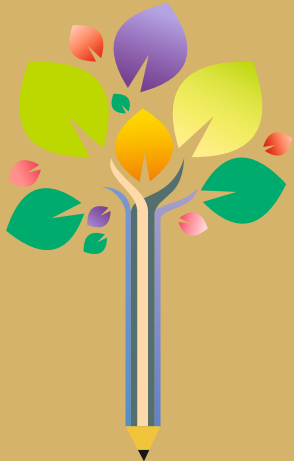
December 3, 2022

**(P. K. Borthakur)**





# Message



**DR. BIJOYA CHOUDHURY, IAS**  
Secretary



**Government of Assam**  
Department of School Education  
Janata Bhawan, Block - C, Ground Floor  
Dispur, Guwahati-781006

I am very glad to know that like previous years, this year too Samagra Shiksha, Assam is publishing its Annual Report for the financial year 2021-22 for onward submission to the Ministry of Education, Department of School Education & Literacy, Government of India. The Mission has implemented a number of interventions including improvement of infrastructural facilities in the schools, bringing the 'Out of School' children into the fold of school education, providing quality education in terms of training of teachers & other quality initiatives, ensuring participation of the community in school education etc.

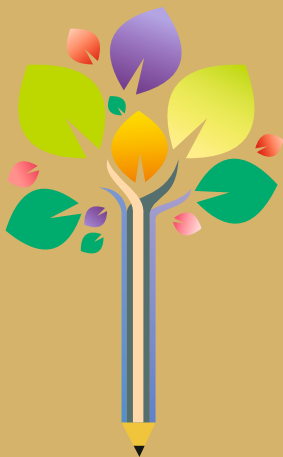
It is hoped that this Annual Report will reflect on the success achieved so far towards universalization of school education and in implementing the provisions of the Right to Education Act, 2009 in letter and spirit. Besides, it will also reflect upon the areas which need improvement and further thrusts. I applaud the role of Samagra Shiksha, Assam in preparation of this report.

I convey my best wishes to Samagra Shiksha, Assam for publication of its Annual Report.

*Bijoya Choudhury*

**(Dr. Bijoya Choudhury)**

# Foreword



**DR. OM PRAKASH, IAS**  
Mission Director

**Samagra Shiksha, Assam**  
Kahilipara, Guwahati-781019



Samagra Shiksha, Assam is one of the vehicles for implementation of the provisions of the RTE Act, 2009 in the state under Department of School Education, Government of Assam. So far, the goal towards universal access has been achieved to most favorable level. In the year 2002-03, more than 13.40 lakhs children in the age group of 6-14 years were out of school (both never enrolled and drop out) and more than 12,000 habitations did not have any kind of schooling facility. For bringing the out of school children to regular schools, a variety of interventions like Non-Residential Special Training Centre, Residential Special Training Centre, Kasturba Gandhi Balika Vidyalaya (residential school for girls), Netaji Subhash Chandra Bose Avasiya Vidyalaya (Girls' Hostel), Netaji Subhash Chandra Bose Avasiya Vidyalaya (Residential School for Boys) are being implemented. The rate of out of school children has been reduced from 24.39% in 2002-03 to 1.6% in 2021-22.

Regarding universal retention also a lot of improvement has been witnessed. The provision of child-friendly school buildings, additional classrooms, separate toilets for girls and boys, drinking water facility etc. in schools which are indispensable ingredients, have encouraged parents to send their children to schools and also motivated children to attend schools regularly.

So far as equitable education is concerned, the state has always been sensitive towards the needs of children with special needs, girls, SC, ST and Minority communities. At present, a total of 81 Kasturba Gandhi Balika Vidyalaya (type-II & III) are running covering girl children of 10-14 years belonging to SC, ST, OBC, Minority communities and families below the poverty line in Educationally Backward Blocks. Similarly, 41 KGBV type-IV (Girls' Hostel) are running covering students from classes IX to XII. Further, sanitary pad vending machine & incinerator machine were installed in 3,371 and 2,322 Upper Primary and Secondary schools respectively. Total 58,392 Children with Special Needs (CWSN) were enrolled in schools at elementary level and through home base education. Similarly, 4,395 CWSN enrolled in schools at secondary

level. The identified CWSN were provided aids & appliances, escort & transport allowances, braille books etc.

On the quality front, continuous efforts have been made to bring about desirable changes. Engagement of Block Resource Persons, Cluster Resource Centre Co-ordinators for providing academic support as well as monitoring various aspects of school functioning, regular school visits and sharing in District Academic Core Group (DACG) and Block Academic Core Group (BACG) etc. are some of the initiatives taken over the last couple of years. NIPUN AXOM (Foundational Literacy and Numeracy - FLN) MISSION was launched and as a part of its implementation activities like formation of Academic Task Force, alignment of learning outcome as per Nipun Bharat guidelines, development of 3 months play based school preparation module–Vidya Pravesh, preparation of learning outcome framework of literacy & numeracy, celebration of 100 days reading campaign etc. are some of the new initiatives. Holistic Progress Report Card designed in alignment with NEP-2020 has been provisioned for children from classes I to VIII for keeping track of all round development of children. For identifying the learning gap of children at elementary level, the State Level Learning Gap Survey- 2021 was conducted for classes I to VIII in 11 districts. Further, Science and Mathematics activity books, Science and Mathematics kits box for upper primary level students, maintenance of bio-diversity register, activity books for slow learners, question banks for class X students, fire extinguisher etc. were provided. ICT@School, tele classroom, integrated virtual classrooms with broadcasting software etc. have been implemented in hybrid mode to develop the efficiency of teachers.

As a part of Pre-primary education, child friendly furniture and BaLA facilities in schools having Ka-shreni are being made available. Further, teaching learning & play materials, home learning package, painting & drawing book etc. have been provided to the children of Ka-shreni.

In addition, some special initiatives viz. online teachers transfer & posting portal, artificial intelligence based attendance monitoring of teachers & students and integration of student database management information system and teacher database management information system, artificial intelligence based digital inspection system and school assessment, digital platform for tracking of out of school children, digital platform for monitoring of Mid-day Meal, comprehensive platform for tracking and inspection of civil works, opening of bank account & aadhar enrolment of students have been merged towards fulfillment of targeted objectives.

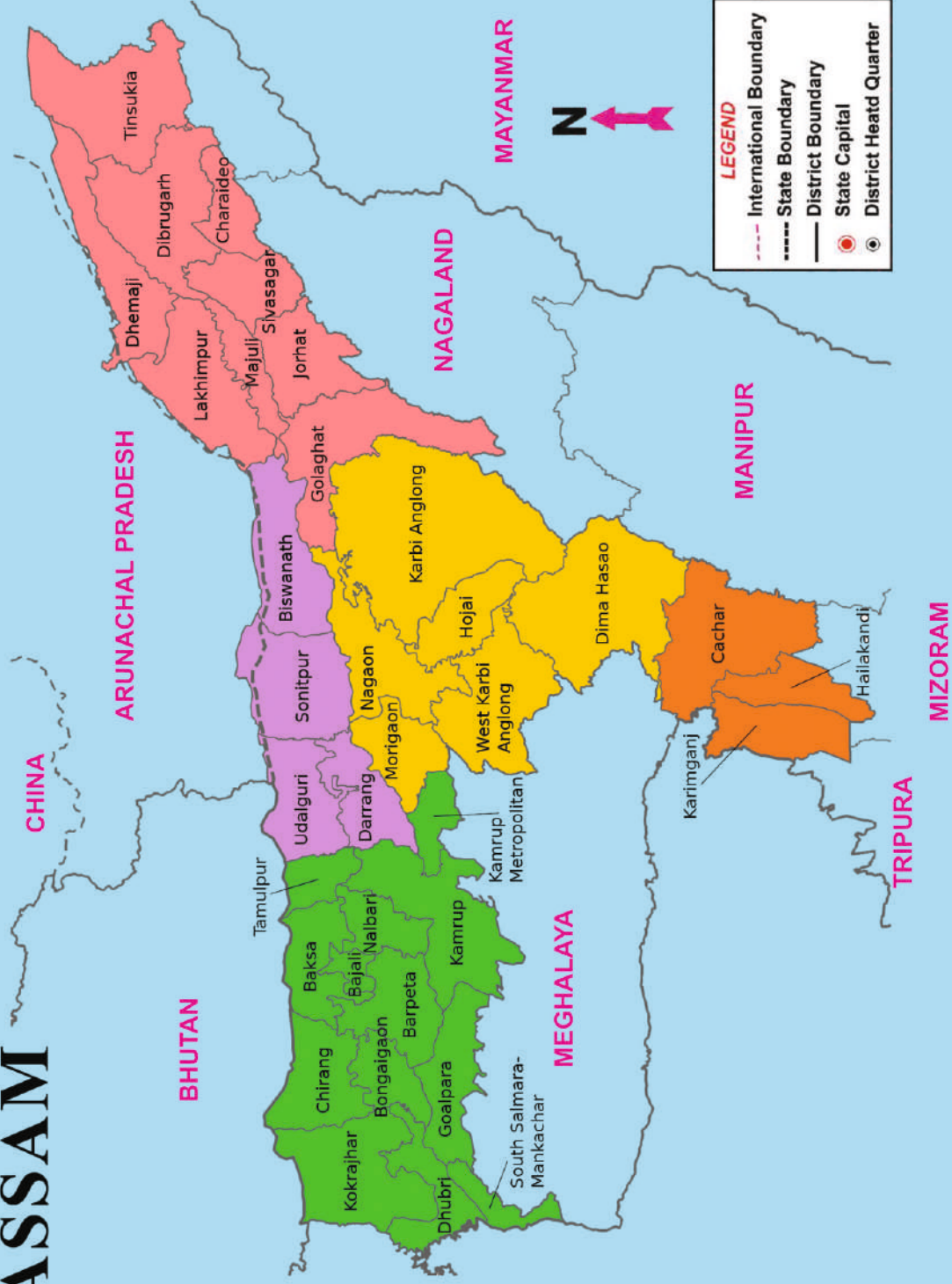
This Annual Report attempts to reflect the various activities and achievements in the last year which gives an overview of the status of school education in Assam. In the current year also, it is pledged to work on mission mode with enthusiasm and endeavour to ensure that the provisions of Samagra Shiksha are achieved to the fullest extent.

We will put forth our best efforts in the coming years to take the State to greater heights in the school education sector.



(Dr. Om Prakash)

# ASSAM

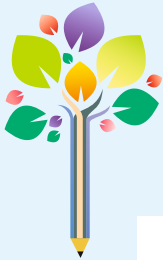




## District-wise Educational Block (Assam)

SI No	NAME OF DISTRICT	NAME OF BLOCK
1	BAKSA	BASKA JALAH TAMULPUR TIHU BARAMA
2	BARPETA	BAJALI BARPETA BHAWANIPUR CHENGA GOBARDHANA MONDIA RUPSHI
3	BISWANATH	BEHALI BISWANATH CHAIDUAR
4	BONGAIGAON	BOITAMARI BONGAIGAON MANIKPUR SRIJANGRAM
5	CACHAR	KATIGORAH LAKHIPUR NARSINGPUR RAJA BAZAR SALCHAPRA SILCHAR SONAI UDHARBOND
6	CHARAIDEO	SAPEKHATI SONARI
7	CHIRANG	BOROBAZAR SIDLI
8	DARRANG	DALGAON KALAI GAON SIPAJHAR
9	DHEMAJI	BORDOLONI DHEMAJI MURKONGSELEK

SI No	NAME OF DISTRICT	NAME OF BLOCK
10	DHUBRI	AGOMONI BILASIPARA CHAPOR GAURIPUR GOLAKGANJ
11	DIBRUGARH	BARBARUAH JOYPUR KHOWANG LAHOAL PANITOLA TENGA KHAT
12	DIMA HASAO	DIYUNGBRA HARANGAJAO MAHUR MAIBANG NEW SANGBAR
13	GOALPARA	BALIJANA DUDHNOI LAKHIPUR MATIA
14	GOLAGHAT	CENTRAL EAST NORTH SOUTH WEST
15	HAILAKANDI	HAILAKANDI KATLICHERRA LALA
16	HOJAI	JUGIJAN LANKA
17	JORHAT	CENTRAL JORHAT EAST JORHAT JORHAT NORTH WEST JORHAT TITABOR
18	KAMRUP- METRO	DIMORIA GUWAHATI URBAN



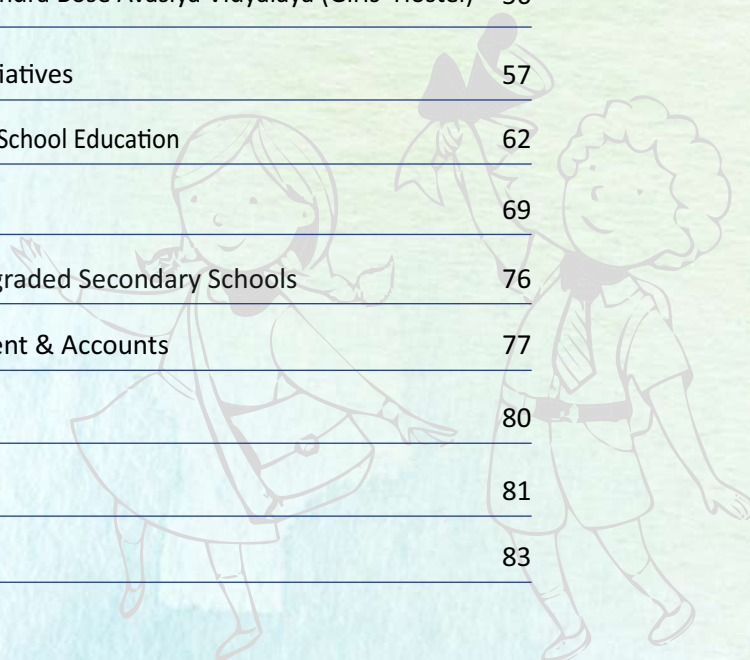
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সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

SI No	NAME OF DISTRICT	NAME OF BLOCK
19	KAMRUP	BOKO CHAMARIA CHHAYGAON HAJO KAMALPUR KARARA RAMPUR RANGIA RANI
20	KARBI ANGLONG	BOKAJAN HOWRAGHAT LANGSOMEPI LUMBAJONG NILIP RONGMONGVE SAMELANGSO
21	KARIMGANJ	BADARPUR NORTH KARIMGANJ PATHERKANDI R.K NAGAR SOUTH KARIMGANJ URBAN KARIMGANJ
22	KOKRAJHAR	DOTMA GOSSAIGAON KACHUGAON KOKRAJHAR
23	LAKHIMPUR	BIHPURIA BORDOLONI DHAKUAKHANA LAKHIMPUR NARAYANPUR NOWBOICHA
24	MAJULI	MAJULI
25	MORIGAON	BHURBANDHA KAPILI LAHARIGHAT MAYONG

SI No	NAME OF DISTRICT	NAME OF BLOCK
26	NAGAON	BATADRAVA JURIA KALIABOR KAPILI KATHIATOLI KHAGARIJAN LOWKHOWA RUPAHI URBAN
27	NALBARI	BARKHETRI BORIGOG BANBHAG PASCHIM NALBARI PUB NALBARI
28	SIBSAGAR	AMGURI DEMOW KHELUA NAZIRA
29	SONITPUR	BALIPARA DHEKIAJULI GABHARU NADUAR
30	SOUTH SALMARA MANKACHAR	MANKACHAR SOUTH SALMARA
31	TINSUKIA	HAPJAN KAKAPATHAR MARGHERITA SADIYA TINSUKIA URBAN
32	UDALGURI	KHOIRABARI MAZBAT UDALGURI
33	WEST KARBI ANGLONG	AMRI CHINTHONG RONGKHANG SOCHENG

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# Samagra Shiksha

## An Overview

Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

The Goal SDG 4.1 states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”.

Further, the Goal SDG 4.5 states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and Vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in

vulnerable situations”.

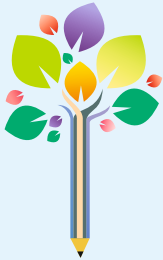
The scheme envisages the 'school' as a continuum from Pre-school, Primary, Upper Primary, Secondary to Senior Secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from Pre-school to Senior Secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

### Major Objectives of the Scheme:

1. Provision of quality education and enhancing learning outcomes of students;
2. Bridging Social and Gender Gaps in School Education;
3. Ensuring equity and inclusion at all levels of school education;
4. Ensuring minimum standards in schooling provisions;
5. Promoting Vocationalisation of education;
6. Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009 and
7. Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agency for teacher training.

The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, Promoting Vocationalisation of Education and Strengthening of Teacher Education Institutions (TEIs).

The scheme will be implemented as a Centrally Sponsored Scheme by the Department through a single



State Implementation Society (SIS) at the State/UT level. At the National level, there would be a Governing Council headed by Minister of Human Resource Development and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The Governing Council will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The Department will be assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (Ed.CIL) to provide technical support in functional areas pertaining to access, equity and quality education by merging the TSGs of the schemes of SSA, RMSA and TE. States would be expected to bring a single Plan for the entire school education sector.

The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.

The major interventions, across all levels of school education, proposed under the scheme are:

- (i) Universal Access including Infrastructure Development and Retention;
- (ii) Gender and Equity;
- (iii) Inclusive Education;
- (iv) Quality;
- (v) Financial support for Teacher Salary;
- (vi) Digital Initiatives;
- (vii) RTE Entitlements including uniforms, textbooks etc.;

- (viii) Pre-school Education;
- (ix) Vocational Education;
- (x) Sports and Physical Education;
- (xi) Strengthening of Teacher Education and Training;
- (xii) Monitoring;
- (xiii) Programme Management; and
- (xiv) National Component.

It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWEs affected districts, Special Focus Districts (SFDs), Border areas and 117 Aspirational districts.

The main emphasis of the scheme is on improving quality of school education by focusing on the two T's – Teacher and Technology. The strategy for all interventions under the scheme would be to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The scheme will help improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the society.

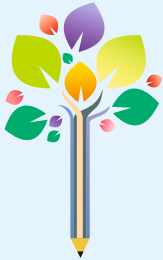




## Status of implementation of “The Right of Children to Free and Compulsory Education Act (RTE), 2009

RTE Act, 2009 came into force in the state of Assam from 1st April, 2010 and subsequently, "The Assam Right of Children to Free and Compulsory Education Rules" had been notified on 11th July, 2011. State Council of Educational Research & Training (SCERT), Assam was notified as State Academic Authority, curriculum has been revised by Academic Authority as per procedure, State Commission for Protection of Child Rights has been constituted. Following notifications have been issued and are being implemented.

#	Provisions	Status of Implementation
1	Commencement of the RTE Act in the state of Assam.	The Act is in force in the State of Assam from 1 <sup>st</sup> April, 2010.
2	Definitions detailed	All definitions are defined in the State Rules and subsequent notifications for implementation
3	Right of child to free and compulsory education for the children of 6-14 Years, till completion of elementary school	Notified in State Rules and implemented
	No child will be liable to pay any kind of fee or charge which may prevent him/ her from pursuing & completing Elementary Education	Notification issued and implemented
4	Right of a child to seek transfer to any other school	Notification issued and implemented
5	Local Authority	Notification issued
6	Definition of neighbourhood norms	Notification issued and implemented
7	Children belonging to weaker section and disadvantaged group should be admitted against at least 25% of the total seat strength in class-I in the neighborhood school and be provided free and compulsory elementary education till its completion.	1) The children of weaker section and disadvantaged groups are specifically notified by State Government. 2) Provision for admission of 25% of total strength on class-I /Ka-Sreni is notified by State Government and being implemented from the academic year 2015.
8	No capitation fee and screening procedure for admission	State notification is already issued for the provision and implemented accordingly.
9	No child shall be denied admission for lack of age proof.	Already defined in the State Rules.
10	Provision for admission of children throughout the academic year	Already defined in the State Rules.
11	No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary school	(a) State is following no detention policy as prescribed. (b) Notification issued by State Government for the provision and implemented.
12	No child shall be subjected to physical or mental harassment	Notification issued by State Govt. for the provision and strictly implemented.
13	No school to be established without obtaining certificate of recognition.	Notification issued by State Government for the provision.



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সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো

#	Provisions	Status of Implementation
14	No school to be established or recognized under Section 18 unless its fulfills the norms and standard as specified in the schedule	Notification issued by State Government for the provision.
15	The constitution of School Management Committee consisting the elected representative of local authority, parents and guardians	All School Management Committees were Re-constituted as per provision of the RTE Act and functions defined accordingly.
16	Qualification for appointment and terms & conditions of service of teachers	Defined by State Government by modifying existing provisions and following the norms laid down by NCTE.
17	Provision for Grievance redressal	a) Notification has been issued on Grievance redressal mechanism b) For redressal of grievance, a Toll Free Number is installed in SSA, Assam c) State Commission for Protection of Child Rights (SCPCR) is constituted and functioning actively.
18	Prohibition of deployment of teachers for non educational purposes.	State Government has already notified that no teachers will be deployed for any non-educational purpose other than: <input type="checkbox"/> Decennial Population Census <input type="checkbox"/> Disaster Relief Duties. <input type="checkbox"/> Duties relating to Election to the Local Authority/State Legislature /Parliament.
19	Prohibition of private tuition by teachers	Notification issued by State Government and implemented.
20	Constitution of Academic Authority & Curriculum and Evaluation Procedure.	<input type="checkbox"/> SCERT, Assam is notified as Academic Authority. <input type="checkbox"/> Curriculum revised as per procedure, by Academic Authority.
21	<input type="checkbox"/> No Child shall be required to pass any Board Examination till completion of Elementary Education <input type="checkbox"/> All children completing elementary education shall be awarded certificate.	<input type="checkbox"/> Notified for prohibition of Board Examination, as laid down in the Act and implemented. <input type="checkbox"/> Compiled.
22	Constitution of State Commission for Protection of Child Rights	Constituted and functioning actively.
23	Constitution of State Advisory Council	Already constituted
24	Integration of class-V under lower primary and class-VIII under upper primary with eight years of elementary cycle.	Notified and complied
25	Prescribing working days for schools and instructional hours for teachers.	Notification issued
26	The expenditure of per child cost shall be reimbursed by the State Government	a) State Rules defines for the provision. b) The State Government has already notified the norms of per child cost @ Rs.13,249/- for the academic year 2015.



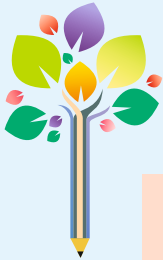


## Management Structure

The management structure for implementing Samagra Shiksha in the State of Assam has been built on the experience of District Primary Education Programme as well as the norms under framework for implementation of Sarba Shiksha Abhiyan. Samagra Shiksha is being implemented in the State as per norms of Framework of Samagra Shiksha.

The State Implementation Society has been implemented the Samagra Shiksha in the State of Assam. The State level society has two main bodies viz. Governing Body and Executive Committee. The Chief Minister of Assam heads the Governing Body of the society while the Education Minister is the Vice-Chairman of the body. The Chief Secretary to the Government of Assam heads the Executive Committee and Administrative heads of the departments related to the Education/scheme like Social Welfare, Health, PHE, Finance, Planning etc. are the members. The Society has nominee from the Government of India in both the bodies. There is a well defined structure from State to cluster level for smooth implementation of the interventions. Planning is done through bottom up approach.





সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

6

Annual Report 2021-22

- NIPUN AXOM (Foundational Literacy and Numeracy - FLN) MISSION was launched and as a part of its implementation activities like formation of Academic Task Force, alignment of learning outcome as per Nipun Bharat guidelines, development of 3 months play based school preparation module – Vidya Pravesh, preparation of learning outcome framework of literacy & numeracy etc. were conducted.
- Celebration of 100 days 'Reading Campaign' in schools.
- State Level Learning Gap Survey 2021 at classes I to VIII was conducted for identifying learning gaps.
- Holistic progress report card – designed in alignment with NEP-2020.
- Science and Maths activity books, Science and Maths kits box for upper primary level, maintenance of bio-diversity register, activity books for slow learners, question banks for class X students, safety measure for school including fire extinguisher etc. were provided to the children/schools.
- National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA-2.0) in-service training program for secondary level teachers on DIKSHAASSAM PORTAL.
- Training of teachers on FLN, conduct of aptitude test, Kala Utsav.
- Implementation of "Pratyahban' in order to develop selected Government schools (1000 schools) into centre of excellence.
- Academic Support through BRC/CRC (DACG and BACG meetings).
- Provision of Free Text Books (FTB), Evaluation Practice Books (EPB), Uniform, Library books etc.

## Teachers' Training and Pedagogy

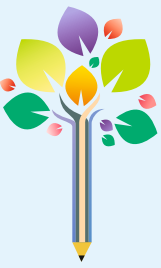
### Elementary Level

Samagra Shiksha, Assam is committed to ensure that children achieve better learning outcomes, especially in literacy, numeracy and acquire the essential skills, knowledge, values and attitudes necessary for their development into a responsible, active and productive citizen. Though the state faced a crucial pandemic situation along with other states of the country due to COVID-19, yet various steps and initiatives were taken to ensure continuity of learning of the students in spite of school closure and also to address the learning gap. The following activities were performed to enhance the quality education in the elementary schools of the districts through various activities/ grants/ trainings and monitoring supports during the financial year 2021-22.

### [1] Implementation of NIPUN AXOM (Foundational Literacy and Numeracy):

The state has taken various initiatives for the implementation of NIPUN AXOM MISSION (Foundational Literacy and Numeracy Mission) as follows:

- i. Formation of State Resource Group for Literacy and Numeracy including Pre-Primary.
- ii. Formation of Steering Committee both at state and district levels.
- iii. Launching of the mission on 16<sup>th</sup> November, 2021.
- iv. Development of roadmap (with target) for implementation of FLN Mission (prepared in consultation with SCERT, UNICEF, Pratham, Ekstep Foundation and CSF).
- v. Issue of notification for constitution of state, district and block levels Project Management



Unit as per NIPUN BHARAT guidelines received from Ministry of Education.



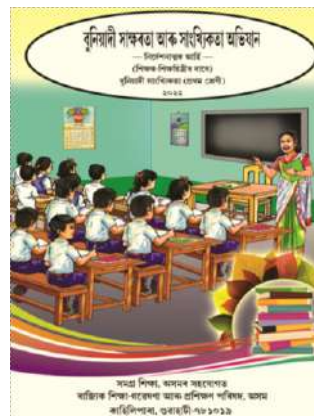
Hon'ble Chief Minister, Assam launching the NIPUN AXOM MISSION

- vi. Dissemination of detailed guidelines to all districts from State Mission Office for implementation of FLN Mission.
- vii. Notification of Nodal Officer of FLN at district level.
- viii. Development of theme song of FLN.
- ix. Development and sharing of video on message on FLN by Hon'ble Minister, Education, Assam and Olympic Medal winner Lovlina Borgohain.
- x. Preparation of posters and FAQ in English on FLN Mission.
- xi. Formation of Academic Task Force (ATF) for National Resource Group (NRG) for implementation of FLN Mission as per communication received from MoE.



Activity based learning

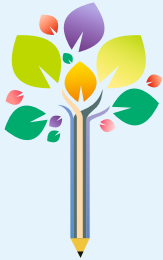
- xii. Baseline assessment (sample based) by SCERT, Assam.
- xiii. Preliminary work on language mapping and orientation of DACG members and district authority in association with Language and Learning Foundation (LLF).
- xiv. Formation of State Resource Groups for language mapping.
- xv. Alignment of Learning Outcomes as per NIPUN BHARAT guidelines received from Ministry of Education.
- xvi. Alignment of Learning Outcomes incorporated in the learning materials developed by Social Welfare with the Learning Outcomes developed by NCERT as reflected in NIPUN BHARAT guidelines.



Teaching and learning materials of literacy and numeracy

- xvii. Development of learning materials of literacy and numeracy (Class-I &II) in 3 mediums viz. Assamese, Bengali and Bodo.
- xviii. Development of School Preparation Module-VIDYA PRAVESH (3-month play based module) for children before entering into class-I.
- xix. Teachers training on NISHTHA-FLN (3.0).
- xx. Sharing on FLN Mission at DACG and BACG meetings.
- xxi. 100-days Reading Programme.
- xxii. Identification of School Mentors.





শিক্ষাৰ অধিকাৰ  
সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

- xxiii. Monthly cluster level meeting of teachers focusing on NIPUN AXOM.
- xxiv. Preparation of Learning Outcome Framework of Literacy and Numeracy (from pre-grade to grade-3).

### [2] Celebration of 100 days 'Reading Campaign' in Schools:

As per the communication received from Department of School Education and Literacy, MoE, Govt. of India, the state has started to implement a 100 days Reading Campaign to improve reading proficiency of the children (Ka-shreni to class-VIII) from the month of January, 2022 to April, 2022. Considering the importance of the said campaign, the guidelines had been circulated to the all concerned to ensure that all schools of the districts conduct the said campaign as per the guidelines. The 100 days Reading Campaign was successfully implemented in the State.



Reading to lead- a part of 100 days 'Reading Campaign'

### [3] Activities under Learning Enhancement Programme:

#### a) Initiatives taken for continuation of children's learning:

During the financial year 2021-22, the state had taken the initiatives for filling the learning gaps and continuation of children's learning during Covid-19 pandemic.

- Detailed guidelines for providing academic support to children during Covid-19 pandemic had been issued to all districts.
- As a part of the initiative to ensure continuity of learning by children including those not having access to digital devices, provision has been made for self-learning materials in the form of

academic package. The academic package (self-learning material) had been prepared by SCERT, Assam (State Academic Authority) for classes I to VIII.

- ✓ The academic package had been prepared in six (06) mediums viz. Assamese, Bodo, Bengali, Manipuri, Hindi and English.



Home based learning support

- ✓ For Secondary level, instruction had been issued to Inspector of Schools to get the learning materials prepared through expert teachers.
- ✓ The first academic package had been provided to all districts for printing and distribution to the children. Accordingly, the exercise had been carried out by the districts.
- ✓ For smooth implementation of the said activity, the state involved parents, community members and other stakeholders.
- ✓ To identify the learning gap, **State Level Learning Gap Survey 2021** at Classes I to VIII was conducted by SCERT, Assam in collaboration with Samagra Shiksha, Assam on 26<sup>th</sup> & 27<sup>th</sup> October, 2021 in Government and Government aided schools in 11 districts of Assam.

#### b) Learning to Learn' Programme :

Assam is a state of diverse languages and dialects. As such, the issue of language gap between home language and medium of instruction is observed amongst children speaking languages at home



which are different from medium of instruction. Learning to Learn, an initiative is being implemented to bridge the gap between the home language (Sadri) and medium of instruction (Assamese) for children in Tea garden areas with the objective to bridge the gap between the home language used at home by tea tribe children and the medium of instruction and thus to ensure achievement of learning outcomes by the students. Presently, the programme is being implemented in class-I of selected 1,733 Tea garden schools in 24 districts. During the F.Y. 2021-22, the state has already taken initiatives for providing bridge material (Injhar) for class-I children, capacity building of KRPs and teachers, monitoring etc. under this intervention.

#### c) Holistic Progress Report Card:

Holistic Progress Report Card designed in alignment with NEP-2020 has been provisioned for children from classes I to VIII for keeping track of all round development of children which serve as an important tool for providing additional learning support. This has been developed in four (04) mediums viz. Assamese, Bengali, Bodo and English. A complete profile of the learner including Student's Health and Physical Record will be recorded in the 360 degree holistic progress report card along with other areas of child development. It also includes self-assessment and peer assessment along with teacher assessment. The holistic progress card will form an important link between home and school as emphasised in NEP 2020.



Report card for student's holistic assessment

#### d) Provision of Science and Mathematics Activity Book:

To promote learning by doing and to enhance the analytical skill of the learners, activity book on Science and Mathematics were provided to the learners of Classes VI to VIII in four (04) mediums viz. Assamese, Bodo, Bengali and English to generate critical thinking to help the children conceptualise the content by relating it to day to day life and as a supplementary material.



Science and Mathematics activity books

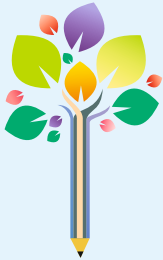
#### e) Upper Primary Science and Mathematics Kit Box:

With a view to provide opportunities to the students for open ended exploration and to promote interpretation of the learning experiences of the learners in the light of prior knowledge, experiences and interests through activities to supplement classroom based teaching of Science and Mathematics, Upper Primary Science and Mathematics Kits were provided to 4,950 schools of the State.

#### [4] Activities under Rashtriya Avishkar Abhiyan:

The following activities were conducted for promotion of scientific temper and joyful learning of Science and Mathematics:

- National Science Day was celebrated in all schools to commemorate the great invention of "Raman Effect" in collaboration with Assam Science Society and Aryabhatta Science Centre. Various activities like science exhibition, quiz competition, debate, seminar were organised at school level.
- An interactive discussion of Hon'ble Minister, Education, Assam with 100 selected Science



and Mathematics teachers of Assam on various academic issues pertaining to Science and Mathematics learning at Upper Primary and Secondary levels in the state was held on 19<sup>th</sup> December, 2021.

- Schools had conducted various non-financial activities for promotion of Science and Mathematics learning like school level exhibition, quiz competition, formation of Science and Maths Club etc.



*Celebration of National Science Day*

#### [5] RTE Entitlements:

- (a) Free Text Book:** Free textbook, an RTE entitlement is being provided with a target of 41,51,498 learners from class I to VIII of all schools except private schools in the academic year 2022 (Source: U-DISE + 2019-20).



*FTB distributed to the students*

- (b) Free Uniforms for Learners at Elementary Level:** Free uniform, being an entitlement under the RTE Act, 2009, initiative has been taken to provide to 37,73,645 learners during 2021-22.

#### [6] Academic Support through BRC/CRC:

- **DACG and BACG (LP & UP) meetings:** District Academic Core Group (DACG) and Block Academic Core Group (BACG) meetings are the two most important regular monthly meeting for the discussion of different academic issues related to elementary education. During the financial year 2021-22, the districts conducted DACG and BACG meeting focusing on the implementation of FLN Mission, NEP-2020, Learning Loss of Children, Learning Outcomes etc.

#### [7] Utilisation of Library Grants:

With a view to improve the reading habit of children, the state has taken the following initiatives under the grant:

- Issue of notification of State Level Library Book Selection Committee (SLLBSC) by Govt. of Assam as per recent guidelines received from Ministry of Education (MoE).
- Communication with Govt. organizations/ departments for submission of book lists both for Elementary and Secondary levels.
- Submission of books list by departments/ organizations.
- Compilation of book list submitted by departments/organizations.
- Selection of books by SLLBSC.
- Issue of work orders for supply of library books up to block level.
- Distribution of library books.
- Dissemination of guidelines regarding proper distribution and use of library books.
- Conduct of various activities at schools related to library books focusing on reading.

#### [8] Innovation:

##### a) Youth and Eco Club with Special Focus on Maintenance of Bio-diversity Register:

The program of maintenance of School Bio-diversity Register (SBR) was a novel programme which started in the year 2021 for the formal maintenance of the local knowledge with proper validation. SBR is a record of knowledge, perception and attitude of people about natural resources, plants and animals, their utilization and conservation in a village or a panchayat.



In the financial year 2021-22, the schools had undertaken various non-financial activities under Youth & Eco Club including maintenance of Bio-diversity Register. The children recorded the data of rare species of flora & fauna in the register under the guidance of the teachers. Video clip was also developed in order to orient the teachers and the students in this regard. Schools conducted guided visit of the students in the nearby Biodiversity parks.

This programme helped the students in the following ways:

- Exposure of the children to the rich bio-diversity, natural resources.
- Awareness of ecological heritage and resource pool.
- Awareness on the local knowledge, topography, climatic condition etc.
- Awareness about the implication of human activities on the environment and help to work towards the conservation of the environment and local natural resources.



Field visit by students as a part of Eco Club

#### b) Fund for Safety & Security at School Level:

PAB, 2021-22 has approved Rs.829.70 lakh for 41,485 Govt./Provincialised elementary schools for safety and security at school level. In order to utilise the fund, the following activities were conducted:

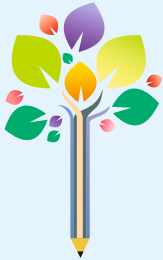
- **Training of Teachers:** A 4-day online teachers' orientation cum training programme has been conducted for 41,429 Government/ Provincialized Elementary schools Head teachers on various domain areas viz. Child

Rights & Child Protection, Human Trafficking, Basic First Aid, Health and Hygiene, COVID-19 related safety measures, Prevention of Children from Sexual Offences (POCSO Act), Food and Nutrition, Prevention of Sexual Harassment of Women at Work Place (POSH Act), Disaster Preparedness & Responses by domain specific experts.

- **Referral Book:** Teachers' centric referral manual book on safety and security at school level is a specially developed and designed book and provided to school teachers of 41,429 Government/ Provincialized Elementary schools (one of each). The book will act as a referral manual for school teachers on School Safety and Security.
- **Assessment Test Booklet:** An Assessment Test book has been designed for the teachers of 41,429 Government/ Provincialized Elementary schools (one of each) and provided to evaluate and assess safety measures within school premises. The book will act as a referral manual for school teachers on School Safety and Security.
- **Fire Extinguisher:** ISI marked 1 kg – ABC type Fire Extinguishers has been provided to 41,429 Government/ Provincialized Elementary schools (one of each). The outcome of supplying fire extinguisher to all the schools was to secure the schools from fire hazards specially the mid-day meal kitchen.
- **School Safety Pledge:** A School Safety Pledge poster (originally developed by MoE, GoI) has been provided to 41,429 Government/ Provincialized Elementary schools (one of each) in 5 languages viz. Assamese, English, Bodo, Bengali and Hindi. The students along with the teachers will recite the Safety Pledge every day after the school assembly.

#### [9] In-service Training Programme:

**NISHTHA-3.0 (FLN)**, a holistic training programme was conducted for the teachers teaching from classes I to V. Courses were centered on learning outcomes, learner centred pedagogy, competency based learning etc.



सर्वशिक्षा अभियान, असम  
सकल्लोरे पढो सकल्लोरे आगवाटो

Courses cover all recommended areas of NEP 2020 and aim at holistic development of teachers and school heads. The course comprises of 12 modules of the training which were translated by SCERT into other regional languages.

### Objectives of NISHTHA 3.0:

- Improvement in learning outcomes of the students.
- Creation of an enabling and enriching inclusive classroom environment.
- Teachers become alert and responsive to the social, emotional and psychological needs of students as first level counsellors.
- Teachers were trained to use art as pedagogy leading to increased creativity & innovation among students and develop & strengthen personal-social qualities of students for their holistic development.
- Creation of a healthy and safe school environment.
- Integration of ICT in teaching, learning and assessment.
- Developing stress free school based assessment focused on development of learning competencies.
- Teachers adopt activity based learning and move away from rote learning to competency based learning.
- Teachers and school heads be sensitised on new initiatives in school education.
- Transformation of the heads of schools into providing academic and administrative leadership for the schools for fostering new initiatives.

### [10] Other Initiatives

- a) **SARAL App Based Periodic Assessment Test** was conducted as a pilot assessment using mobile app "SARAL" ( Students Accessible Resources and Learning) and analytical tool-**c Qube** for 3,800 students of class III across 30 districts of Assam on 8<sup>th</sup> April, 2022. **Subject covered:** All subjects (Assamese, English, Mathematics, EVS).

- b) **Academic Calendar:** Children's academic calendar in which the activities are planned for the year and the dates of all the holidays and activities to be performed are given, are provided to the schools. This academic calendar includes the unit wise lesson break up for both LP and UP levels.
- c) **Distribution of Evaluation Practice Book:** For improvement of writing skills, use for evaluation and practice of class and home tasks, evaluation practice books were provided to the learners of classes I to VIII of Government, Provincialised, TG managed, Local body and Recognised schools.
- d) **Rupantar programme:** Samagra Shiksha, Assam in collaboration with Sri Aurobindo Society initiated various activities for teachers under its nation-wide programme "Zero Investment Innovations for Education Initiatives" for improving teachers' effectiveness and students' learning outcomes.
- e) **Twinning of School Programme:** Twinning or partnership programme are set up to twin schools from very different environment aimed at bridging gaps, facilitating dialogue and encouraging the understanding of customs and cultures through education.

The partnership between schools lead to formation of teacher circles between partner schools for exchange of good practices, academic resource sharing and exchange of innovative ideas on teaching-learning which will improve learning outcomes.

- f) **ECHO India Programme:** With a view to conduct capacity building programme on school leadership and foundational learning for selected school teachers and school leaders using ECHO Model, Samagra Shiksha, Assam in collaboration with ECHO India conducted immersion programme for the district Nodal Officers and Hub team members comprising of facilitator, coordinator, subject matter experts and IT support members in online mode



## Secondary Level

### [1] National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA-2.0):

NISHTHA-2.0 is an in-service training program for secondary level teachers on DIKSHA ASSAM PORTAL was started on 10th August, 2021. This training is covering all the secondary school teachers including School Heads (64,857 teachers) followed by an assessment in each training modules. The training modules completed under these training were:

- Curriculum and Inclusive Classrooms.
- ICT in Teaching Learning Assessment.
- Personal and Social Quality for Holistic Development.
- Art Integrated Learning.
- Understanding Secondary Stage Learners.
- Health and Well-being.
- Integrating Gender in Schooling Processes.
- School Leadership Concepts and Applications.
- Vocational Education.
- School Based Assessment.
- Initiatives in School Education.
- Toy Based Pedagogy.

Overall 92.8% of the total teachers took part in the training programme and 86.4% of them able to get digital certificates by scoring above 70% in the assessment for these modules as mentioned above.

**NISHTHA 2.0 SECONDARY LEVEL**  
INTEGRATED TEACHER TRAINING FOR CHANGE  
SAMAGRA SHIKSHA ASSAM  
SCERT, ASSAM

**Course 7 to 12 (Batch-2)**  
For the Teachers of secondary level who have not completed the courses in Batch-1

Course 7 - AS_SEC_Integrating Gender in Schooling Processes - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/31384756490714485768523">https://diksha.gov.in/enq/assam/course/31384756490714485768523</a>
Course 8 - AS_SEC_School Leadership: Concepts and Applications - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/31384757779656814401556">https://diksha.gov.in/enq/assam/course/31384757779656814401556</a>
Course 9 - AS_SEC_Vocational Education - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/31384759090429132014738">https://diksha.gov.in/enq/assam/course/31384759090429132014738</a>
Course 10 - AS_SEC_School Based Assessment - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/3138475925013664857615015">https://diksha.gov.in/enq/assam/course/3138475925013664857615015</a>
Course 11 - AS_SEC_Initiatives in School Education - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/31384759426979136019529">https://diksha.gov.in/enq/assam/course/31384759426979136019529</a>
Course 12 - AS_SEC_Toy Based Pedagogy - Batch2	Course Link: <a href="https://diksha.gov.in/enq/assam/course/3138475968201661121557">https://diksha.gov.in/enq/assam/course/3138475968201661121557</a>

**Course 7 to 12 (Batch-2)**  
Course Start Date: 10<sup>th</sup> January 2021  
Course End Date: 9<sup>th</sup> February 2022  
Enrollment End Date: 4<sup>th</sup> February 2022

Online teacher training platform

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### [2] Learning Enhancement Programme [LEP]:

Learning Enhancement Programme [LEP] was conducted in Secondary schools of Assam wherein it involved 4 major activities as mentioned below:

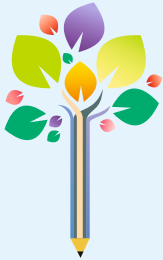
- Providing Activity Books to Slow Learners.
- Conducting Face to Face Remedial Training.
- Providing Question Banks to Class X Students.
- Providing Teachers Learning Material [TLM] and Conducting Teachers Training.

#### [2.1] Activity Books to Slow Learners:

Activity books on five (5) core subjects namely Science, Mathematics, English, Social Science and MIL were developed by SEBA for slow learners in four (4) major mediums of instruction i.e. Assamese, Bodo, Bengali and English. A total of 9,31,973 books have been provided to the students of the Secondary schools before their summer breaks. The students can practice in these books and can be used as take-home material in long vacations like summer break.



Activity books for slow learners



### [2.2] Face to Face Remedial Training:

Face to face training was conducted on hard spots by Subject Experts at the schools on three subjects viz. English, Science and Mathematics in regional languages namely Assamese, Bodo, Bengali and English. The entire course for the face-to-face training was designed focusing on the core chapters and chapters carrying higher weight age in the Board Examination.



*Students attending in remedial class*

### [2.3] Question Banks to Class X Students:

Question banks were specially designed for three (3) subjects viz. Science, Mathematics and English in four (4) regional languages namely Assamese, Bodo, Bengali and English with some relevant contents on hard spots for the students of class X. These question banks comprises of solved questions as well as practice exercise questions on each chapter.



*Question bank for students*

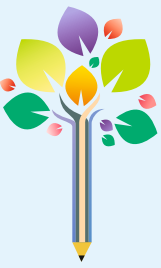
### [2.4] Teachers Learning Materials [TLMs] and Conducting Teachers Training:

Teaching Learning Materials (TLMs) on science has been provided to the schools followed by an orientation to the teachers regarding use of these TLMs. These TLMs were mapped with different chapters of science

textbook for class IX and X levels. These TLMs will help the teachers and the students to understand different topics by relating the concepts with real life activities.

### [3] School Safety & Security:

- **Training of Teachers:** A 4-day online teachers' orientation cum training programme has been conducted for 4,364 Government/ Provincialized Secondary schools Principals on various domain areas viz. Child Rights & Child Protection, Human Trafficking, Basic First Aid, Health and Hygiene, COVID-19 related safety measures, Prevention of Children from Sexual Offences (POCSO Act), Food and Nutrition, Prevention of Sexual Harassment of Women at Work Place (POSH Act), Disaster Preparedness & Responses by domain specific experts.
- **Referral Book:** Teachers' centric referral manual book on safety and security at school level is a specially developed and designed book and provided to school teachers of 4,364 Government/ Provincialized Secondary schools (one of each). The book will act as a referral manual for school teachers on School Safety and Security.
- **Assessment Test Booklet:** An Assessment Test book has been designed for the teachers of 4,364 Government/ Provincialized Secondary schools (one of each) and provided to evaluate and assess safety measures within school premises. The book will act as a referral manual for school teachers on School Safety and Security.
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- **School Safety Pledge:** A School Safety Pledge poster (originally developed by MoE, GoI) has been provided to 4,364 Government/ Provincialized Secondary schools (one copy each) in 5 languages viz. Assamese, English, Bodo, Bengali and Hindi. The students along with the teachers will recite the Safety Pledge every day after the school assembly.



#### [4] Kala Utsav:

Kala Utsav is an initiative of Ministry of Education (MoE) to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage in the country. Kala Utsav is for schools students of secondary and senior secondary level. The programme is categorized in 09 different genres Vocal Music-Classical, Vocal Music-Folk, Instrumental Music-Classical, Instrumental Music-Folk, Dance-Classical, Dance-Folk, Visual Arts-2D, Visual Arts-3D, Indigenous Toys and Games.

More than 3,000 students participated in the district level competitions. After winning the district level competition, 156 students participated in the state level competition which was done through virtual medium. A total of 18 participants represented the state in the nation level competition which was held virtually from 01/01/2022 to 12/01/2022. Doordarshan Kendra, Guwahati was chosen as the centre for performance. Assam received one national prize in Vocal Music Folk (Female) category.



*Students performing cultural activities during Kala Utsav (National level)*

#### [5] Aptitude Test at School Level (Secondary & Senior Secondary):

As recommended in PAB, 2021-22, the programme Aptitude Test at School (Secondary & Senior Secondary) level was conducted in March, 2022 for students of classes IX and XII across the State of Assam. A total of 40,000 students of Govt. /Provincialized Secondary & Sr. Secondary level were covered.

##### Modalities:

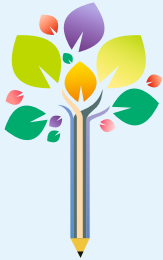
- The aptitude test was conducted in online mode for students of Secondary stage and provided an online report based on the assessment through the screening test to them.
- Aptitude assessment have seven parameters as per NCERT guideline “Tamanna” as follows:
  - Language Aptitude (LA)      ➤ Abstract Reasoning (AR)      ➤ Verbal Reasoning (VR)
  - Mechanical Reasoning (MR)      ➤ Numerical Aptitude (NA)      ➤ Spatial Aptitude (SA)
  - Perceptual Aptitude (PA)
- Online report card has been given to the students. Schools were also given the result of the students who appeared for aptitude test to guide them in future career options.
- After the aptitude test result, students will be provided career counseling on the basis of their interest and academic inclination.
- Study materials were given to 40 selected students from each district in Engineering, Medical, Integrated LLB and BBA Entrance Examinations of National level standard.

##### Outcome:

- Help students identify strength, weakness, area of interest and knowing ones aptitude to make informed career choices.
- Understand and make subject choices in relation to the identified special abilities.
- To provide opportunity for a bright and intellectual student of an economically backward family to prepare for competitive examinations which they will appear after class XII like Engineering, Medical, Law and Business Administration.







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# Community Participation

- Conducted training of SMC members, quarterly SMC's meeting etc.
- Felicitation of best SMC/Mothers' Group.
- Conducted Community Festival, Utsav Vidyarambha, School Health Programme.
- Implementation of Swachh Bharat Swachh Vidyalaya, Swachh Vidyalaya Puraskar 2021-22.
- Opening of zero balance bank accounts of students.
- Conducted social audit.
- Release of school grant, sports grant.

## Elementary Level

A good numbers of activities were planned to conduct through community initiated approach under the financial year 2021-22. Activities were related to minimizing the gap in enrolment, retention, drop out and gender; capacity building of SMC members, proper utilization of different grants, monitoring of school functioning etc. Following activities were conducted during the financial year across the state

### [1] Training of School Management Committee Members:

The community members need to train to equip them with the new trends of SSA activities, especially quality aspect, NEP, 2020.

Training to the SMC members, known as 'Sankalpa Jatra' was conducted across the state during 2021-22 with a view to orient them on SSA's activities and to mobilize their resources for school development activities.

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Annual Report 2021-22



Training of SMC members



State has developed SMC's training module covering areas viz. role & responsibilities of SMC, NEP-2020, Nipun Assam, power & function of SMC, monthly SMC's meeting, Covid-19 and rules and responsibilities for health, nurturing the mental health of children, Diksha, Mentor Teacher arrangement, ECCE, Students bank account and Aadhaar enrolment, proper utilization of school development grants, Social Audit, MDM etc. with the support of SCERT. State level KRP training and district level RP training were organized. 3-day (1+1+1) cluster level (6 members from each SMC) training was conducted in the districts. A total of 2,36,464 (95%) SMC members were trained covering 41,485 schools during the financial year, 2021-22.

### [2] Quarterly SMC Meeting:

Quarterly SMC meetings were conducted as per instruction of MoE, Govt. of India. A detail agenda for every quarter was prepared and provided to the schools. CRCC of the concerned cluster attended the quarterly SMC meeting. In addition of quarterly meeting, schools have also organised monthly meetings.

### [3] Felicitation of Best SMC/Mothers' Group (MG):

Some SMC's performances and activities are very encouraging. As a mark of acknowledgement of their active involvement in the school activities, one best SMC/MG of each cluster was identified as per prescribed indicators and felicitated accordingly. A total of 4,609 best SMCs/MGs were felicitated during the F.Y., 2021-22.



Recognition to the best SMC/MG

### [4] Community Festivals:

To make the students familiar with different culture of various communities, community festival was organized covering 4 - 5 schools of selected ST/SC/TG/Minority dominated cluster. An inter-school camp and education fair were also organized during community festival with the help of SMCs, MGs, Saturday Clubs, teachers, PRI etc. A total of 660 schools covered under the programme.



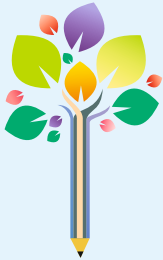
Students performing cultural activity during community festival

### [5] Social Audit:

Like previous years also, Social Audit was conducted in all Govt./Provincialised schools during the F.Y., 2021-22. A 7 members Social Audit team comprises of parents-guardians, local educated youth, representative from local NGO, members from mother group, representative from SMC (Other than President /Member Secretary) and headed by a Retd. Teacher/Senior Citizen of the locality was constituted for each school. Orientation of social audit team Coordinators was conducted at block level. A detailed guideline along with booklet was circulated for conducting Social audit.

### [6] Celebration of Various National & International Days:

Various National & International days were organized during 2021-22. The community members were involved in organizing various days.

**[7] Chess Competition:**

Chess Competition among the teachers was conducted in the state with the help of Assam Chess Club. The objective was to encourage students on chess.

**[8] COVID Initiative:**

State has taken various initiatives through All India Radio for meet up learning gaps during COVID Pandemic.

**[9] Utsav Vidyarambha:**

Utsav Vidyarambha, an enrolment drive programme was organized before starting of the academic session, 2022. This programme was organized in all schools in the month of March, 2022. Various activities were organized involving SMC and Community to increase enrolment and retention of the children. The main objective of Utsav Vidyarambha is to increase the trend of children to turn to school through proper publicity and creating awareness among parents.



*Auspicious beginning of the Journey of learning*

**[10] Vidyanjali 2.0:**

Vidyanjali programme was launched by Hon'ble Prime Minister on 7th September, 2021 with the aim of strengthening schools and improving the quality of school education through individuals, retired professionals, experts, youth, community, CSR and private sector involvement across the country. Assam has already initiated the programme.

**[11] Swachh Bharat Swachh Vidyalaya:**

Assam Swachh Shala is a UNICEF and Samagra Shiksha, Assam partnership program to improve the condition of WASH in Schools in Assam. Total 16 districts were covered across the state. Under the program, the head teachers and SMC members were trained to develop Swachhata Action Plan and utilize at least 10% fund from the school composite grant to improve WASH infrastructure in the schools.

**[12] Swachh Vidyalaya Puraskar 2021-22:**

The Ministry of Education, Govt. of India has launched the Swachh Vidyalaya Puraskar 2021-22 to recognize the excellence in Water, Sanitation and Hygiene in schools. State has participated the programme and schools have uploaded information in the portal of Ministry's Swachh Vidyalaya Puraskar .

**[13] Zero Balance Students' Bank Account:**

State has carried out an initiative to opened Zero Balance students' Bank Account for all students (from classes I to XII) for good saving practices from childhood along with establishing a better platform for transferring all types of scheme benefits directly to the children.

**[14] Release of Composite School Grant :**

During the financial year 2021-22, Composite Grants was released to all eligible Govt. /Provincialised elementary schools as per U-DISE data, 2020-21. A total amount of Rs.11194.45 Lakh against 41,398 schools as composite school grant was released based on the enrolment figure of the schools. The fund was utilized as per Gol instruction including 10% of the Composite



Grant on activities for Swachhta Action Plan. A guideline regarding utilization of School Grant (Manual) was also developed and provided to all Govt./Provincialized schools. Members of SMCs were also empowered on proper utilisation of grants through the SMC training, 2021-22.

### Status of Release of Composite School Grant

(Rs in lakh)

Enrolment 1-30 Unit cost @Rs.0.1 (L)		Enrolment >30-100 Unit cost @Rs.0.25 (L)		Enrolment > 100 and <= 250 Unit cost @Rs.0.50 (L)		Enrolment > 250 and <= 1000 Unit cost @Rs.0.75 (L)		Enrolment > 1000		Total	
Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
12,287	1228.70	19,652	4913.00	8,168	4084.00	1,289	966.75	2	2	41,398	11194.45

### [15] Release of Sports & Physical Education Grant :

Under the Sports and Physical Education component of Samagra Shiksha, sports grant @Rs. 0.05 (L) per LPS against 35,736 schools (total financial involvement Rs.1786.8 (L) and Rs.0.1(L) per UPS against 5,662 schools (total financial involvement Rs.566.2(L) was provided to all Govt./ Provincialised schools of the state to purchase sports equipment as per MoE's guideline.

### Status of Release of Sports & Physical Education Grant

(Rs in lakh)

LP (Sports & Physical Edu.)	Unit cost (In Lakhs)	Fin (In Lakhs)	UP (Sports & Physical Edu.)	Unit cost(In Lakhs)	Fin (In Lakhs)	Total Fin. (In Lakhs)
35,736	0.05	1786.8	5662	0.10	566.2	2353.00

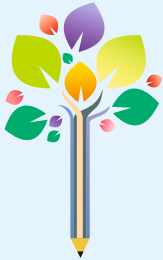
## Secondary Level

### [1] Training of School Management and Development Committee (SMDC) Members:

The training for SMDC members was conducted for 2 days at district level with the help of training module for which, the following activities have been undertaken. The following steps and strategies were adopted for conducting the SMDC members training at district level.



Training of SMDC members



- I The module developed for SMDCs and the issues of SMC training (elementary section) have been used for training of SMDC members. The training module was developed with the help of community experts & District Programme Officers (Community Participation) at state level and camera ready copy of the module has been supplied to the districts for printing & distribution.
- ii. The existing Master Trainers for SMDC training have been involved in the training.
- iii. The DPCs/DMCs have invited 5 members out of 14 members from each of the targeted SMDC covering official members and parent members especially those who have not attended in the earlier SMDC training programme along with the President and Member Secretary.
- iv. The training for SMDC members was conducted for 2 days at district level with the help of the training module. The following steps and strategies were adopted for conducting the SMDC members training at district level.

### [2] Community Mobilisation:

The following activities of Community mobilization at Secondary level were implemented in year 2021-22 in view of the pandemic situation of Covid -19.

To create awareness among the students, parents and SMDC members about the Covid-19 pandemic as well as providing essential knowledge for prevention of transmission of Covid -19 including arrangement of safety & security measures in the school environment, the following community mobilization activities were implemented in Secondary & HS schools.

1. Arrangement of sharing on the various topics & issues of Covid-19 and vaccination etc with SMDC members, students, parents and teachers periodically in school campus with the help of Resource Persons and Experts etc.
2. Installation of information board on Covid-19 for awareness of community, parents, students especially the points of SOP notified by the Government pertaining to schooling system.
3. Preparation of Covid response behavior plan in all schools involving of the SMDC members, teachers, parents, students, local organizations /institutions etc. and installation of the hoarding depicting the plan at the proper place of the schools.

An amount of Rs. 1000/- per school was released to the SMDC's Accounts by way of Bank transfer for implementation of the aforesaid activities in schools.

### [3] Release of Annual Grant (up to highest class X or XII) during 2021-22:

Annual Grant under AWP & B, 2021-22 was released to the respective SMDCs of all eligible Govt./Provincialised Secondary and Sr. Secondary schools as per U-DISE, 2020-21. A total of Rs.2,579.80 lakh was released to the concerned SMDCs based on enrolment figure of the schools. The schools were instructed to utilize the grant for annual maintenance and repairing of existing school building, toilets, electricity and other facilities. The schools were also instructed to spend at least 10% of the annual grant on activities related to Swachhta Action Plan.



### Status of Utilisation of Annual Grant during 2021-22

SI No	Activity	Target		Achievement	
		Phy.	Fin. (L)	Phy.	Fin. (L)
a.	School Grant -(Enrol >=1 - 30 )	103	10.30	88	8.80
b.	School Grant -(Enrol >30 - 100 )	614	153.50	609	152.25
c.	School Grant - (Enrol > 100 and <= 250 )	1447	723.50	1442	721.00
d.	School Grant - (Enrol > 250 and <= 1000 )	2056	1,542.00	2061	1,545.75
e.	School Grant - (Enrol > 1000)	155	155.00	152	152.00
<b>Total</b>		<b>4375</b>	<b>2,584.30</b>	<b>4352</b>	<b>2,579.80</b>

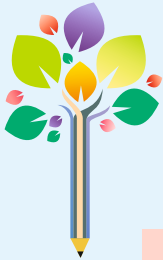
#### [4] Release of Sports & Physical Education Grant (up to highest class X or XII) during 2021-22:

Sports & Physical Education Grant was released to the respective SMDCs of all eligible Govt./Provincialized Secondary and Sr. Secondary schools as per U-DISE, 2020-21. A total of Rs.1088.00 lakh was released to the concerned SMDCs. A detailed instruction/ guideline was communicated to the districts and SMDCs for proper utilisation of fund as per instruction of Ministry of Education, Govt. of India.

### Status of Utilisation of Sports & Physical Education Grant during 2021-22

SI No	Activity	Target		Achievement	
		Phy.	Fin. (L)	Phy.	Fin. (L)
a.	Sports & Physical Education Grant (Secondary)	3478	869.50	3462	865.50
b.	Sports & Physical Education Grant (Sr. Secondary)	897	224.25	890	222.50
<b>Total</b>		<b>4375</b>	<b>1,093.75</b>	<b>4352</b>	<b>1,088.00</b>





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- 58,392 CWSN were covered at elementary level.
- 53,102 CWSN enrolled in schools at elementary level and 5,290 CWSN were covered through Home Base Education.
- 4,395 CWSN were identified and 4,395 CWSN enrolled in schools at secondary level.
- Assessment camp was conducted for providing aids & appliances to orthopedically impaired, hearing impaired and other children (elementary level).
- 2,806 CWSN under Home Based Support were provided escort allowance and 14,332 CWSN were provided transport allowance (elementary level).
- 827 CWSN were provided transport allowances and 411 CWSN were provided escort allowances (secondary level).
- 21,169 girls CWSN (elementary level) and 2159 girls CWSN (secondary level) were provided stipend
- Braille books were provided to 433 visually impaired children (elementary level).
- Training of parents on disability, therapeutic intervention, disability certificate (elementary level).
- Introduction of screening tool – SANDHAN and computer literacy course for CWSN (secondary level).
- 19,876 Individualized Education Programme (IEP) have been developed (elementary level).
- 1632 no of schools having CWSN were provided with assistive devices, equipment and TLMs (secondary level).
- Online self-learning platform for teacher on inclusive education (secondary level).
- PAERONA award to CWSN and role model teachers (secondary level).

# Inclusive Education

## Elementary Level

The National Education Policy 2020 emphasizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes.

The Right of Children to free and compulsory Education (RTE) Act 2009 provides for children's right to an education of equitable quality based on principles of equity and non-discrimination. It mandates inclusion of children with special needs (CWSN). The amendment of RTE Act (in June 2012) has included the children with multiple disabilities and severe disability with the right to opt for Home Based Education (HBE).

Goal - 4 of SDGs aims to ensure inclusive, equitable, and quality education for girls and boys at all levels (as well as vocational and technical training institutions) so that they experience efficient outcomes and occupations to sustain life. It also calls for elimination of disparities in gender, disability, and unequal access for those in vulnerable situations so that they too, can support themselves later in life. It stresses the importance of ensuring literacy and numeracy amongst both young and old populations.

The Integrated Scheme on School Education envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. The Scheme covers all children with Special needs with one or more disabilities as mentioned in the scheduled of disabilities of Right of Persons with Disabilities (RPwD) Act, 2016 studying in Government,



Government Aided and local body School. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

### Objectives of the scheme:-

- Identification of children with disabilities at the school level and assessment of her/his educational needs,
- Provision of aids and appliances, assistive devices, to the children with special needs as per requirement,
- Removal of architectural barriers in schools so that students with disability have access to classrooms, laboratories, libraries and toilets in the school,
- Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance & counselling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.
- Sensitization & training of General school teachers to teach and involve children with special needs in the general classroom. For existing special educators, capacity building programmes will be undertaken.
- CWSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services and counselling.

### Status of CWSN and its coverage during 2021-22:

No. of CWSN covered	No. of CWSN enrolled in schools	No. of CWSN covered through Home Base Education (HBE)
58,392	53,102	5,290

### Achievements during 2021-22:

- Conducted 145 assessment camps in 33 districts for providing aids & appliances to orthopedically impaired, hearing impaired and other children.
- For retention in schools, provision has been made to provide support to CWSN in the form of escort & transport allowance. Total 2,806 CWSN under Home Based Support were provided escort allowance @ 3000/- and 14,332 CWSN were provided transport allowance.

- Under Environment Building Programme, World Disabled Day & World Braille Day were celebrated in 145 blocks .Total 8,763 parents of CWSN and 12,652 SMC members were trained on inclusive education.
- To encourage participation in the school system, total 21,169 girls CWSN @Rs.2000/- were provided as stipend.



Support to CWSN in Day Care Centre

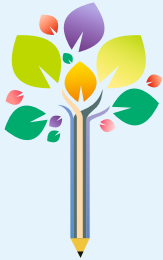
- Resource Centers are located in each block for providing therapeutic intervention as physiotherapy, speech therapy, orientation & mobility, occupational therapy, sign language training, physical, academic, motivation/awareness/counseling for parents and co-scholastic services to mild/moderate and severe children with special needs. Assistive devices, equipments and TLMs etc. have been procured for 145 blocks.
- Provided therapeutic intervention to 7,250 CWSN in Resource Room.



Therapeutic intervention to CWSN in Resource Room

- Total 8,364 CWSN have attended in Resource Room.





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*Drawing competition and rally during World Disabled Day*

- Total 19,876 Individualized Education Programme (IEP) have been developed.
- Total 8,657 CWSN have been received disability certificate.
- In-service training is important for Special Educators to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve Special Educators professionalism. Total 603 IE functionaries were trained on Inclusive Education RPWD Act 2016 and AFA Tool in collaboration with Shishu Sarothi, Vaani, CBM India Trust, NIEPVD, Pratham.
- Total 70 TLM kits have been received by CWSN from other sources.
- Online training was conducted for identification and management of children with learning difficulties for teachers in collaboration with NIPCCD.
- Total 290 Resource Persons are in place for CWSN at Block Resource Centre.
- Online training was conducted on UDID for all Inclusive Education (IE) functionaries in collaboration with Social Welfare department.
- Total 179 Additional Resource Person (ARP) and 234 Assistant Additional Resource Person (AARP) are engaged at block and Gaon Panchayat levels.
- Total 92 girls CWSN were enrolled in KGBVs.
- Activities conducted during lockdown:**
- Total 433 visually impaired children were provided Braille Books.
- Total 46,735 CWSN were provided online support during lockdown.
- Total 29,715 parents and guardian of CWSN were provided counseling on Covid-19.
- Developed audio lessons and video on physiotherapy.



*Distribution of aids and appliances to CWSN*



## Secondary Level

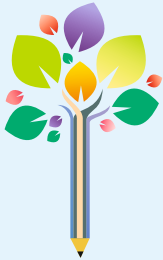
The Integrated Scheme on School Education, Samagra Shiksha facilitates the educational opportunities for Children with Special Needs (CWSN) or Divyangjan in general education from pre nursery to class XII studying in Government, Government or Aided and Local Body schools. The Inclusive Education component under Samagra Shiksha, Assam recognises all schedules of the Rights of Persons with Disabilities Act, 2016.

### Status of Children with Special Needs (CWSN):

No. of CWSN identified	No. of CWSN enrolled	School having CWSN
4,395	4,395	1,632

### District wise CWSN 2021-22 :

Sl No.	District	Total CWSN Identified
1	Baksa	96
2	Barpeta	539
3	Biswanath	89
4	Bongaigaon	100
5	Cachar	212
6	Charaideo	47
7	Chirang	36
8	Darrang	168
9	Dhemaji	196
10	Dhubri	275
11	Dibrugarh	106
12	Dima hasao	58
13	Goalpara	114
14	Golaghat	101
15	Hailakandi	34
16	Hojai	103
17	Jorhat	174
18	Kamrup-Metro	196
19	Kamrup-Rural	196
20	Karbi Anglong	164
21	Karimganj	102
22	Kokrajhar	149
23	Lakhimpur	80



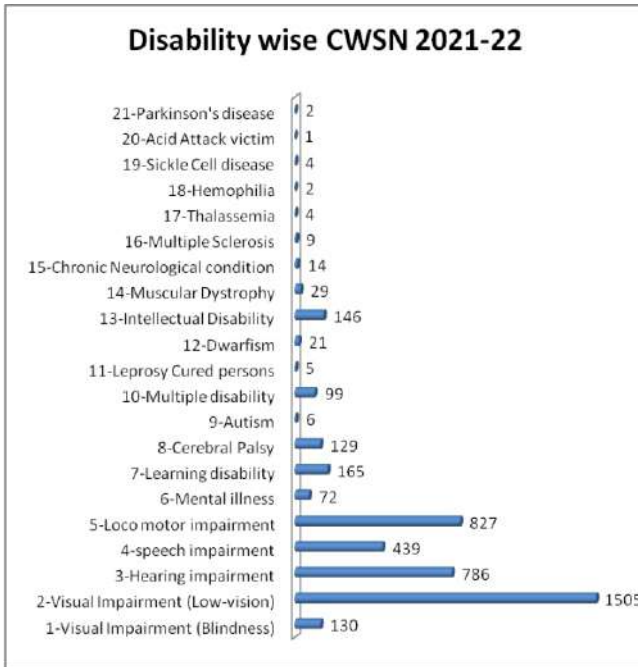
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Sl No.	District Name	Total no. of CWSN Identified
24	Majuli	59
25	Morigaon	131
26	Nagaon	146
27	Nalbari	155
28	Sibsagar	84
29	Sonitpur	92
30	South Salmara-Mankachar	63
31	Tinsukia	122
32	Udalguri	154
33	West Karbi Anglong	54
	<b>Total</b>	<b>4395</b>

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#### Disability and Class-wise CWSN during 2021-22:

#	Type of disabilities	Class IX & X	Class XI & XII	Total
1	Visual Impairment (Blindness)	113	17	130
2	Visual impairment (Low-vision)	1373	132	1505
3	Hearing impairment	745	41	786
4	Speech impairment	429	10	439
5	Loco motor impairment	765	62	827
6	Mental illness	71	1	72
7	Learning disability	161	4	165
8	Cerebral palsy	118	11	129
9	Autism	6	0	6
10	Multiple disability	94	5	99
11	Leprosy cured persons	4	1	5
12	Dwarfism	21	0	21
13	Intellectual disability	143	3	146
14	Muscular dystrophy	29	0	29
15	Chronic neurological condition	12	2	14
16	Multiple sclerosis	6	3	9
17	Thalassemia	4	0	4
18	Haemophilia	2	0	2
19	Sickle cell disease	4	0	4
20	Acid attack victim	1	0	1
21	Parkinson's disease	1	1	2
	<b>Total</b>	<b>4,102</b>	<b>293</b>	<b>4,395</b>



The various steps have been initiated during 2021-22 to provide accessible and quality education to all Children with Special Needs (CWSN) or Divyangjan in general education system. The initiatives are as follows:

- 2,159 girls CWSN were provided stipend.
- Total 827 CWSN were provided transport allowances and 411 CWSN were provided escort allowances.
- Total 1,632 schools having CWSN were provided with assistive devices, equipment and TLMs.
- Assessment and identification camps in convergence with ALIMCO Outreach Center, Guwahati camps were conducted in all districts. Total 880 CWSN were identified under provision of providing aids & appliances.
- In-service Training: A total of 196 Special Educators & BRP's and 990 Educational Administrators, Principals etc. were provided training in the month of September and November 2021 in convergence with National Institutes, Composite Regional Centers and NGO's.

- Need analysis of teachers on training has been conducted among the teachers on training along with the baseline need analysis of CWSN, parents, peer and community members using interactive voice response.
- Identification of Out of School CWSN & gap analysis has been conducted in the areas where schools are having zero enrollment of CWSN at secondary level. All 145 blocks have been covered.
- Introduction of Screening Tool (SANDHAN): All nodal teachers of IE have been oriented with application software of SANDHAN, introduced from academic year 2022-23.
- Under Environment Building Programme, the following activities were conducted:

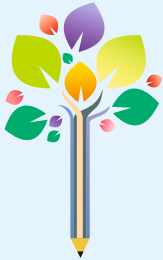
- a) International Day of Sign Languages on 23rd September, 2021.
- b) International Day of Persons with Disabilities on 3rd December, 2021.

- PRERONA award was announced in two categories:
  - **Category A** - A role model CWSN - The highest marks secured CWSN in matriculation examination or best performing students of district from any field of Govt. & provincialized schools.



PRERONA Award 2021

- **Category B** - A role model teacher - The best service provider general teacher from the



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Govt. & provincialized schools at secondary & higher secondary level.

### BEST PRACTICES:

#### A. Introduction of Computer Literacy Course for Children with Special Needs:

The National Skill Development Corporation (NSDC) has approved a short term computer literacy course for Children with Special Needs and it has been register under Skill India Portal. The course contents consist of concepts on basics use of IT, entrepreneurship and other soft skills. A total of 710 mild to moderate level of CWSN (including Out of School CWSN) are being trained. The Training Partners of IT trades under the scheme of NSQF (Vocational Education) have technically guided for this programme.

Program Name	Computer Literacy Course for CWSN
Duration	5 to 7 days
Target Group	Mid to Moderated degree of OoCWSN/CWSN
Pre-requisites to Training	9 <sup>th</sup> Standard
Training Outcomes	After completing this programme, participants will be able to: Understand Computer and its usages. Manage their work to meet requirement. Basic concept of use of IT and entrepreneurship. Understand basic soft skill for work place.



Computer literacy training for CWSN

#### B. International Day of Sign Languages 2021:

- An audio visual was developed on basic greeting signs of Indian Sign Language. It was telecasted in Gyan Briksha channel, shown during online classes and shared in all social media.
- A day long hands on training cum orientation on Indian Sign Language was organized at State Mission Office of Samagra Shiksha, Assam.
- The Indian Sign Language Research and Training Center (ISLRTC), New Delhi has conducted an online awareness on 1st October, 2021 for all IE functionaries and teachers.

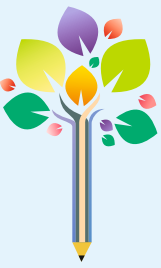


Students & teachers are practicing Sign Language

- E-content based on learning outcome of subjects - Science and Maths of classes IX & X is being developed and available at of Gyan Briksha and BISWA VIDYA Assam youtube channel.

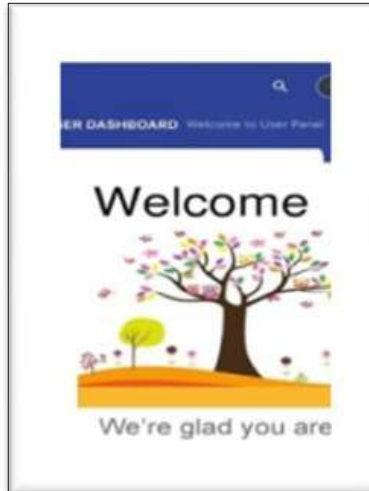
#### C. Online Self- learning Platform for Teacher on Inclusive Education:

- An online learning platform is being developed in convergence with National Institute for Empowerment of Person with Visual Disabilities, Dehradun.
- This platform allows self-learning on disability issues at teachers own pace.
- It consist of 16 modules (video tutorials) covering the concept on visual disabilities,



hearing disabilities, developmental disabilities and intellectual disabilities.

- A total of 4,364 teachers (one teacher from each secondary govt. and provincialised schools) have been trained.



Online self learning platform

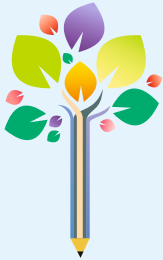
#### D. Inclusive Games & Sports:

To ensure equal participation and facilitate the participation of CWSN in games and sports activities conducted in school, a friendly inclusive sports competition was conducted in all districts along with district level awareness cum orientation programme on Special Olympics and Para Olympics for CWSN and their parents/guardian. All the districts have organized the inclusive games & sports activities from 29th November to 4th December, 2021.



Games & sports (challenging the challenges)





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সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

- 20,773 schools have pre-primary (ka-shreni) classes out of 39,648 Govt./Provincialised schools.
- 8,740 schools have ka-shreni (pre-primary) and Anganwadi centers in the same premises.
- 12,033 schools have standalone ka-shreni i.e. schools without Anganwadi centres.
- 2,39,574 learners are studying in ka-shreni.
- Child friendly furniture (tables & chairs) were distributed to 894 schools.
- BaLA facilities have been made available in 894 schools.
- Teaching learning materials were provided to the all learners of ka-shreni.
- Play materials were provided to 20,773 schools having ka-shreni.
- Home learning calendar was distributed to all learners of ka-shreni in five Languages viz. Assamese, Bodo, Bengali, English and Hindi.
- 12,033 teachers were trained on ECCE.
- Teacher handbooks were provided to 20,773 schools having ka-shreni.
- Activity books for teacher were provided to 20,773 schools having ka-shreni.
- Painting / drawing of pre-primary classrooms of 19,879 schools.

## Pre-Primary Education

The NEP 2020 and its subsequent NIPUN Bharat guidelines emphasize the importance of the early years and have suggested the set-up of a one year pre-school class as a preparatory for learning school readiness skills in order to ensure a smooth transition of children to formal school in class-I. Assam has already this one year pre-school in a majority of its primary schools. It is imperative that these pre-primary sections be effectively strengthened and equipped to ensure that children can reach the desired development goals laid out through activity based learning, play based approach using a variety of materials for development of skills and concepts at each stage of pre-school as highlighted in the NIPUN Bharat learning continuum.

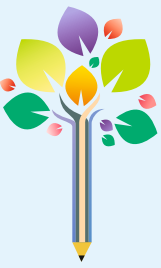
There are primarily three learning goals highlighted in the NIPUN Bharat guidelines as well as the NCERT pre-school curriculum which correspond to the various domains of development.

**Goal 1:** Children maintain good health and well-being corresponds to physical development (gross and fine motor skills) creative and aesthetic development as well as social and emotional development.

**Goal 2:** Children are effective communicators corresponds to the language domain and brings in elements of early literacy development through oral, early reading and early writing, not a formal teaching of letter, word, sentence or grammar which will happen in class-I. This is a preparation towards it.

**Goal 3:** Children become involved learners and connect to their immediate environment corresponds to cognitive development and early numeracy. The teaching of cognitive skills and concepts, number sense and simple scientific concepts also comes in here such as floating sinking etc.

The proposed intervention is aimed towards the Early Childhood Education (ECE) which plays critical role in human development as majority of brain development



complete during pre-primary education. Thus this intervention intends to improve the school readiness of children, following instructions, concept of space & quantity, phonemic awareness, expressive language and cognitive development which are critical components of quality education and forerunner to achieving foundational literacy. Moreover, the classroom space thus, needs to be organized in such a way that all the domains of development, encompassed in the three learning goals can be effectively addressed.

This proposed intervention will cover 33 Districts of Assam covering 19811 schools by creating Technical Support Group (TSG) of 3 people in all the 33 districts and each TSG will provide need based support to create conducive learning environment for preschool in all the 33 districts.

#### Status of Pre-Primary Education:

- In Assam, total 20,773 schools have pre-primary (ka-shreni) classes out of 39,648 Govt./Provincialised schools.
- Total 8,740 schools have ka-shreni (pre-primary) and Anganwadi centers in the same premises.
- Total 12,033 schools have standalone ka-shreni i.e. schools without Anganwadi centres.
- Total 2,39,574 learners are studying in ka-shreni.

#### Activities conducted during 2021-22:

##### [1] Infrastructure & BaLA Facilities:

As per the suggestion of NEP2020, it is imperative that all the pre-primary sections be effectively strengthened and equipped to ensure that children can



Classroom of Ka-shreni

reach the desired development goals laid out through activity based learning, play based approach using a variety of materials for development of skills and concepts at each stage of preschool as highlighted in the NIPUN Bharat learning continuum. In view of the above, Child Friendly Furniture (Tables & Chairs) were distributed to 894 schools and BaLA facilities have been made available in 894 schools in the year 2021-22.

##### [2] Teaching Learning & Play Materials:

To ensure provision of developmentally appropriate pre-primary schooling an adequate and contextualized TLM is essential for teachers and students. This includes TLM for children & TLM kits for school, In view of the above, teaching learning materials were provided to the all learners of ka-shreni and play materials were provide to 20,773 schools having ka-shreni.

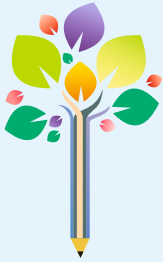


Joyful learning

##### [3] Home Learning Package:

A Home Learning Calendar was designed for the 5–6-year-old children of Ka-shreni in convergence with Vikramshila and SCERT, Assam. The 12 week home learning calendar comprises of developmentally appropriate activities for children to help them continue with learning while at home. The activities suggested were simple enough for parents and caregivers to conduct at home using materials that are readily available. Moreover, an attempt is made to connect children and families with the environment, local histories and cultures and strengthen the bond between them. The activities are around the five domains of ECE with a focus on progression, reiteration and school readiness. Home learning calendar was distributed to all learners of ka-shreni in five Languages viz. Assamese, Bodo, Bengali, English and Hindi.





খকৰা শিক্কা কেলেণ্ডাৰ শহীৰ শিলা, অসম						
শ্ৰেণী	১ম শিফট	২য় শিফট	৩য় শিফট	৪য় শিফট	৫য় শিফট	৬য় শিফট
শ্ৰেণী-১	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।
শ্ৰেণী-২	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।	শিশুসকলক পঢ়িবলৈ উৎসাহিত কৰা হওক।
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Home learning calender

[4] Teachers' Training :

Pre-school years are very crucial for the holistic development of children between the ages of 3-6 years and for laying the foundations for life-long learning. A child at this stage particularly needs a teacher who is qualified and well trained, with a passion for teaching young children, enjoys interacting and playing with them, encourages questions and promotes sharing. The preschool teacher is therefore required to plan developmentally appropriate high quality pre-school education programmes by designing and providing a suitable classroom environment, child friendly materials, age appropriate play activities and guide children's learning through meaningful interactions. A Pre-Primary teacher training course incorporating latest training curriculum is required to not only teach a child but also to encourage, guide and inspire a child to love learning.

In view of the above, a total of 12,033 teachers were trained on ECCE in the year 2021-22.



Training for Ka-shreni Teachers



- Teacher handbooks were provided to 20,773 schools having ka-shreni.
- Activity books for teacher were provided to 20,773 schools having ka-shreni.
- Painting/drawing of pre-primary classroom in 19,879 schools.



Drawing and picture story books

[5] Activities conducted during 2021-22 in convergence with SCERT, Assam:

- Development of workbook for the learners of ka-shreni.
- Development of "Hand book for teachers" and "Theme based activity book for teachers" of pre-primary in nine (9) mediums of instruction for ka-shreni.
- Development of Vidya Pravesh - a three (3) month school readiness module for the children of class-I.
- Development of "Teacher instruction and worksheet" - a three (3) month readiness package for grade-I students.
- Training programme was conducted on ECCE on face to face mode covering 12,033 teachers.



- 1,29,534 (80,739 of elementary level and 48,795 of secondary level) Out of School Children (OoSC) were identified through survey.
- 55,314 out of total 1,13,115 children from special training centres were mainstreamed into formal schools.
- Support was provided to 8,598 OoSC through 92 Residential Special training Centres (RSTC) and to 92,014 OoSC through 2,427 Non Residential Special training Centres (NRSTC).
- Support to migrant learners through residential and non-residential mode.
- Academic materials like Sikhon Puthi, evaluation workbook etc. were provided.
- Regular health check-up, pre vocational training programme etc. were conducted.



Snapshots of OoSC Survey

## Special Training

Special Training for Out of School Children (OoSCs) is provisioned in the RTE Act, 2009 that enables each and every child to complete elementary cycle. After imparting the special training to the OoSCs he/she is mainstreamed to the age appropriate class in his/her neighbourhood school. Out of school children includes both never enrolled and dropout. Special Training is imparted through Non-Residential and Residential modes.

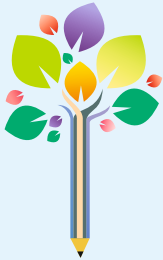
### Activities implemented in financial year 2021-22:

#### [1] Identification of Out of School Children (OoSC):

Survey for identification of Out of School Children (both dropout and never enrolled children) was carried out across the state. Survey was conducted by grass root level functionaries of Education Department, Asha Karmis of Health Department, Anganwadi workers of Social Welfare Department, PRI members, Teachers of formal schools, CRCCs, responsible citizens of local areas, educationists and NGOs.

Total 1,29,534 [Elementary-80,739 OoSCs and Secondary-48,795 OoSCs] have been identified from the survey. The following activities were conducted for carrying out the survey:

- District level planning meeting with DC, ADC [Education], DEEO, IS, DMC, all BEEOs/BMCs and DPOs and formation of committee for OoSC and assigning block in-charges for the same.
- Printing of survey formats.
- Block level orientation for enumerators/surveyors, PRI members, CRCCs, DQMs, BRPs, Head teachers, NGOs, ASHA Karmis and Anganwadi workers etc.
- Distribution of Data Capture Formats [DCFs] to the enumerators.
- Random verification by officials during the survey.



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- Online data entry of Out of School Children on PRABANDH portal at block level and 10% sample checking of DCFs. Data of OoSC in the age group of 6 to 18+ years of age was captured.
- Database has been uploaded on PRABANDH Portal of Ministry of Education.
- Coverage plan for the identified OoSC under Special Training, KGBV, RBS, and Open Schooling in the financial year 2022-23 was also made.

## [2] Coverage & Mainstreaming of Special Training Learners [2021-2022]:

The interventions under Special Training ultimately aim at mainstreaming the OoSCs after attaining desired level of learning outcomes.

**Status of coverage and mainstreaming of OoSC in 2021-22 is as follows:**

Intervention	Approved Target			Coverage				Children mainstreamed		
	Physical			Physical				Fresh	Cont.	Total
	Fresh	Cont.	Total	Fresh	Cont.	Total	%			
Direct Enrollment	7911	0	7911	7783	0	7783	98.4	7783	0	7783
CWSN	5281	0	5281	5281	0	5281	100	5281	0	5281
KGBV	1859	0	1859	1859	0	1859	100	1859	0	1859
Residential Schools	51	0	51	51	0	51	100	51	0	51
<b>Sub Total (A)</b>	<b>15102</b>	<b>0</b>	<b>15102</b>	<b>14974</b>	<b>0</b>	<b>14974</b>	<b>99.15</b>	<b>14974</b>	<b>0</b>	<b>14974</b>
<b>RST</b>										
3 Months	0	0	0	0	0	0	0	0	0	0
6 Months	0	8598	8598	0	6127	6127	71.3	0	3371	3371
9 Months	4402	0	4402	3997	0	3997	90.8	40	0	40
12 Months	0	0	0	0	0	0	0	0	0	0
<b>RST Total</b>	<b>4402</b>	<b>8598</b>	<b>13000</b>	<b>3997</b>	<b>6127</b>	<b>10124</b>	<b>77.9</b>	<b>40</b>	<b>3371</b>	<b>3411</b>
<b>NRST</b>										
3 Months	0	0	0	0	0	0	0	0	0	0
6 Months	0	0	0	0	0	0	0	0	0	0
9 Months	50799	47730	98529	41751	46266	88017	89.3	1484	35445	36929
12 Months	0	0	0	0	0	0	0	0	0	0
<b>NRST Total</b>	<b>50799</b>	<b>47730</b>	<b>98529</b>	<b>41751</b>	<b>46266</b>	<b>88017</b>	<b>89.3</b>	<b>1484</b>	<b>35445</b>	<b>36929</b>
<b>Sub Total (A+B)</b>	<b>70303</b>	<b>56328</b>	<b>126631</b>	<b>60722</b>	<b>52393</b>	<b>113115</b>	<b>89.3</b>	<b>16498</b>	<b>38816</b>	<b>55314</b>
Migrant [Residential]	450	0	450	450	0	450	100	450	0	450
Migrant [Non-Residential]	15752	0	15752	15002	0	15002	95.2	15002	0	15002
Others	0	0	0	0	0	0	0	0	0	0
<b>Sub Total (C)</b>	<b>16202</b>	<b>0</b>	<b>16202</b>	<b>15452</b>	<b>0</b>	<b>15452</b>		<b>15452</b>	<b>0</b>	<b>15452</b>
<b>Grand Total (A+B+C)</b>	<b>86505</b>	<b>56328</b>	<b>142833</b>	<b>76174</b>	<b>52393</b>	<b>128567</b>	<b>90.0</b>	<b>31950</b>	<b>38816</b>	<b>70766</b>



Mainstreaming of OoSC

### [3] Implementation of Residential Special Training Centres (RSTC):

Total 8,598 continued learners were enrolled in the existing 92 RSTCs for six (06) months prior to mainstreaming them in the formal schools.

The learners were provided with free food and lodging, stationery materials, academic materials, uniforms, school bags, TLMs. Besides, other programmes like health and hygiene programme, prevocational training programme etc. were conducted.

Educational Volunteers, Caretakers and other staffs provided support to the learners of RSTCs-academic and overall.

In the financial year 2021-22, against 4,402 OoSC, PAB allocation was as per norms of NRSTCs. Hence, they were covered under Non-Residential Special Training intervention.

### [4] Non-Residential Special Training Centres (NRSTC):

Under this intervention, 8 to 14 years of out of school children were covered. This intervention ran mostly in the premises of Govt. schools. There were 2,427 NRST Centres covering 92,014 learners [fresh + continued]. Against each centre, Education Volunteer/Additional Education Volunteers were engaged.

Academic learning materials- Sikhana Puthi, school bags, uniforms, mirror against each centre, MDM etc. were provided to the children. After achieving the competencies, learners were mainstreamed to the neighbourhood formal schools.

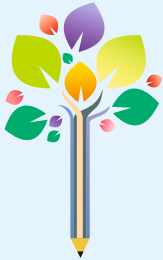
### [5] Intervention for Seasonal Migratory Learners [Non Residential]:

This was an intervention for school going children whose parents migrated to far flung areas from one district to another district to earn their livelihood with their children. This intervention was implemented to prevent the learners from dropping out from schools. Parents migrate seasonally especially in the month of October/November of every year.

Total 352 out of 369 centres were operationalised and covered 15,002 out of 15,752 learners for four (04) months after Covid period. These Centres were opened

### DISTRICT WISE COVERAGE STATUS OF SEASONAL HOSTELS (NON- RESIDENTIAL INTERVENTION) 2021-2022

Sl. No.	District	Target Learners	Total Covered	Target Centres	Nos. of Centres opened	Number & Type of Worksite areas		
						Brick kilns	Stone Quarry	Any other Worksite areas [Pls. Specify]
1	Baksa	630	635	12	12	12	0	0
2	Barpeta	1166	1166	30	30	30	0	0
3	Bishwanath	1126	1061	23	23	23	0	0
4	Bongaigaon	391	402	10	10	10	0	0
5	Charaideo	67	89	2	2	2	0	0



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### DISTRICT WISE COVERAGE STATUS OF SEASONAL HOSTELS (NON- RESIDENTIAL INTERVENTION) 2021-2022

Sl. No.	District	Target Learners	Total Covered	Target Centres	Nos. of Centres opened	Number & Type of Worksite areas		
						Brick kilns	Stone Quarry	Any other Worksite areas [Pls. Specify]
6	Darrang	783	783	11	11	11	0	0
7	Dhubri	825	637	13	13	13	0	0
8	Golaghat	309	309	10	10	10	0	0
9	Hojai	445	429	15	15	15	0	0
10	Jorhat	190	190	7	7	7	0	0
11	Kamrup-(M)	699	406	14	13	12	1	0
12	Kamrup-(R)	705	701	18	18	18	0	0
13	K.Anglong	87	64	3	3	3	0	0
14	Kokrajhar	250	250	9	5	5	0	0
15	Lakhimpur	117	117	4	4	1	3	0
16	Majuli	321	247	11	11	11	0	0
17	Morigaon	1089	1089	15	15	15	0	0
18	Nagaon	4100	4225	85	85	85	0	0
19	Nalbari	414	417	12	12	12	0	0
20	Sivasagar	233	321	8	8	8	0	0
21	Sonitpur	834	838	24	24	24	0	0
22	S.S.Mankachar	350	0	11	0	0	0	0
23	Tinsukia	380	380	12	12	12	0	0
24	Udalguri	210	246	9	9	9	0	0
25	W.K.Anglong	31	0	1	0	0	0	0
<b>Total</b>		<b>15752</b>	<b>15002</b>	<b>369</b>	<b>352</b>	<b>348</b>	<b>4</b>	<b>0</b>

in the vicinity of the worksite areas of brick kilns -348 and 4 stone quarries. Against each centre, one Educational Volunteer had been engaged.

Prior to closing of worksites by the owners, closing ceremonies were organized at every centre with the support of Education Volunteers, District Quality Managers (DQMs) and District Programmer Officer (Special Training). Once the worksites were closed down, these learners were issued migration card from District Mission Coordinator (DMC) for follow up.

#### [6] Intervention for Seasonal Migratory Learners [Residential]:

The objective of opening seasonal hostels was to accommodate those school going children whose parents migrate to different districts to work in the worksite areas such as brick kilns and stone quarries to The objective of opening seasonal hostels was to accommodate those school going children whose parents migrate to different districts to work in the worksite areas such as brick kilns and stone quarries to earn for family. Children attended their classes from these hostels until their parents returned. It was a precautionary measure to prevent them from dropping out from Elementary Education. In the hostel, free food and lodging was provided to all children.



#	District	Total target approved	Total learners covered	Total Centres Operationalise d	Total nos. of Caretaker	Other staff
1	Kokrajhar	250	250	3	3	6
2	Morigaon	200	200	2	2	4
<b>Total</b>		<b>450</b>	<b>450</b>	<b>5</b>	<b>5</b>	<b>10</b>

#### [7] Opening of new NRSTC centres:

Total 124 out of 130 new NRSTCs were operationalised to cover the fresh out of school children. New NRSTC Centres were opened in the month of June, 2022.

#### [8] Review Workshop on Academic Materials of OoSC, Issues of PRABANDH Portal and OoSC NEP etc.

A one day face-to-face workshop on the above mentioned areas were held in December, 2021. The participants were District Programme Officers [ST] and selected MIS Programmers. Formats on OoSC survey and Reporting Format were developed. The Academic materials for special training component were reviewed by the Resource Persons deputed from SCERT, Assam.

#### [9] Pre-vocational training Programme:

The Pre-vocational training Programme was conducted for the age group of 10 to 14 years in RSTCs on suggestive areas like computer typing, cycle repairing, pottery making, handicraft, mobile repairing, toy making, shoe repairing, making of envelopes, cutting and knitting, embroidery, gardening, packaging of goods, cooking & kitchen skills etc.



Pre-vocational training for OoSC

#### [10] Teaching Learning Materials [TLMs]:

TLMs such as Wooden pencil, Eraser, Crayon, Sharpener, Wooden Scale, Plastic Pencil box, Drawing book and Exercise books were provided to the learners of Special Training. The materials were procured at district level.



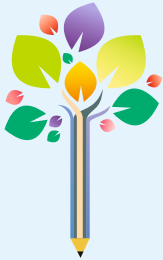
Distribution of TLMs

#### [11] Observation of Special Days at Centre level:

To commemorate Special days and to celebrate festival programmes were conducted at centre level. These programmes were organized with the help of Education Volunteers, supervised and supported by District Quality Managers (DQMs) and District Programme Officer (DPO)-Special Training. The Special days were observed and programmes were conducted at centre level. These programmes were organized with the help of Education Volunteers, supervised and supported by District Quality Managers (DQMs) and District Programme Officer (DPO)-Special Training. The programme like Independence Day, National Education Day/Children Day, Teachers Day, Republic Day, State festivals like Bihu etc. were celebrated in Special Training Centres viz. RSTCs, NRSTCs.

#### [12] Health Check-up programmes at Centre level with NHM:

During the financial year 2021-22, the health check-up programmes were conducted for learners of Special



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Training. The health check up programmes were conducted in convergence with the National Health Mission (NHM) and Public Health Centre (PHC). After enrolment, all RSTC learners had to undergo health check-up and followed by periodical health check. The Para-medical personnel were invited to the Special Training Centres for health check-up of learners.

### [13] Academic Materials:

Self learning materials like Sikhya Puthi, Individualised Education Plan, Evaluation workbooks were provided to the learners of Special Training Centres.



*Distribution of academic materials*

### SECONDARY LEVEL:

Initiative was taken for providing support to the identified OoSC through NIOS. Communication was made to Regional Centre, Guwahati, NIOS with suggestive list of schools for accreditation as study centres for enrolment /registration of 8,987 OoSCs identified in 2021-2022. However, approval of study centres by NIOS and subsequent enrolment/ registration did not materialise.





# Gender & Equity

## Type- II & III:

- 7,688 girl children (classes VI to X) were provided support through 81 KGBV (14 type-II KGBV and 67 type-III KGBV).
- 861 (92.5%) out of 931 passed in HSLC examination; (1st division-175, 2nd division-431, 3rd division-255).
- 34 children secured letter marks in different subjects; 16 children secured star marks.
- Essential materials, stipend, educational materials were provided.
- Specific skill training, self defense/martial art training, training on life skill education conducted.

## Type- IV:

- 2,252 girl students (classes IX & XII) were covered in 41 KGBV type-IV (Girls Hostel).
- 328 children appeared in HSLC examination out of which 207 students were successful (1st division-21, 2nd division-106, 3rd division-80).
- 168 children appeared in HS examination out of which 154 students were successful (1st division-53, 2nd division-74, 3rd division-27).

## Equity:

- 8,837 Govt./Provincialised schools of UP level were covered under Rani Laxmibai Atma Raksha Prashikshan – Self Defence Training.
- Sanitary Pad Vending Machine & Incinerator Machine were installed in 3,371 Govt./Provincialised Upper Primary level schools and 2,322 Govt. /Provincialized Secondary level schools .
- Sensitization programme on prevention of early child marriage, training on MHM and reproductive health were conducted.
- Life skill/leadership training, career guidance programme for girls etc. were conducted.

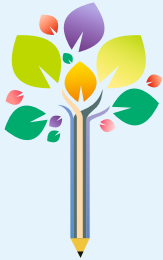
## Kasturba Gandhi Balika Vidyalaya (KGBV) Type-II & Type-III

KGBV scheme was started in Assam in the year 2007-08. A total of 81 KGBVs operationalized in phased manner. Initially KGBVs were set up for Upper Primary level (Class VI-VIII). The classes upgraded up to class XII in 67 KGBVs as per approval of Govt. of India. At present, 81 KGBVs having total seat capacity is 11,100 children. Out of the total seat capacity, total 7688 children were covered in these KGBVs. Classes XI & XII have not introduced yet in 67 KGBVs as the admission for the current session already over before upgradation of KGBVs. Class XI will be started from the next academic session.



Yoga for healthy life





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### Type wise KGBV and its enrolment:

Total Districts Covered	Number of KGBV [Type-II]	Enrolment in KGBV [Type- II]	Number of KGBV [Type-III]	Enrolment in KGBV [Type-III]	Total KGBV	Total Enrolment
28	14	978	67	6710	81	7688

### Social category wise coverage of children:

Category	Schedule Caste (SC)	Schedule Tribe (ST)	Other Backward Class (OBC)	Minority (Muslim)	General (BPL)	Total
No. of Children	697	2,443	1,314	2,530	704	7,688
% of Coverage	(9.07 %)	(31.78 %)	(17.09 %)	(32.91 %)	(9.16 %)	

### Type of Girls' enrolled:

Drop Out children	Never Enrolled	Total
7,624	64	7688

### Special type of Girls' enrolled:

Single parent child	Orphan child	Children With Special Need	Over Age	Total	% age of coverage out of total
324	65	83	17	489	6.36 %

### Class wise Enrollment (KGBV Type-II & Type-III):

Class VI	Class VII	Class VIII	Class IX	Class X	Total
1,594	2,030	1,869	1,252	943	7,688

**Performance of KGBV [Type-III] children in HSLC Examination in the year 2021:** A total of 861 girls passes out H.S.L.C. (Class X level) examination. The performance of children in the examination is as follows:

Total nos. of children appeared	Total nos. of children passed	Secured 1 <sup>st</sup> Division	Secured 2 <sup>nd</sup> Division	Secured 3 <sup>rd</sup> Division	Nos. of children secured letter marks in different subject (80% or above in individual subject)	Nos. of children secured Star marks (75% or above in aggregate)
931	861 (92.5 %)	175	431	255	34	16



### Activities conducted during the year 2021-22:

- During the academic session 2021-22, the KGBVs were closed from April to September, 2021 due to COVID-19 pandemic. During the closure period of KGBVs, virtual classes were conducted by the teacher wherever possible. During the closure period of KGBVs, learning materials along with necessary instructions given to the children at their home with the help of teachers and staff, CRCCs of the locality during providing Mid-Day Meal through home delivery. The KGBVs were reopened in the month of September, 2021 for classes IX & X and in the month of October, 2021 for other classes were reopened. During the closure period of KGBVs, teaching learning materials, stipend and food security allowances under PM- POSHAN have been provided to all children.
- As soon as children come back to KGBV in the month of September & October, 2021, the teachers and staff have undertaken strategy to fill up the learning gaps of children due to non- functioning of KGBVs during COVID-19 pandemic.
- Necessary materials like bedding materials, dress materials, learning materials and other arrangement like health check-up, cleanliness and regular sanitization, vaccination etc. arranged in all KGBVs.

All the scheduled activities were conducted in KGBVs during the open period. Following activities were conducted for overall development of the children in KGBVs.

#### 1. Supply of essential materials, stipend, educational materials, stationary, TLM:

Necessary materials like dress, sweater, uniform, inner garments, bed sheet, pillow cover, chappal, toiletries, sanitary pads, sports material, musical instruments, weight machine, textbooks, reference books, evaluation work books, note books and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener etc. were provided to all the children of KGBVs. Monthly stipend was released to the bank account of each children.

#### 2. Monitoring of KGBVs:

Monitoring of all the KGBVs have been done at the State, District and Block levels apart from regular

monitoring at KGBV level. Review meetings were held to discuss various issues and steps taken for smooth functioning of KGBVs. To provide additional academic support to the learner's, institutions like DIET, nearby school also involved.

#### 3. Management of KGBV:

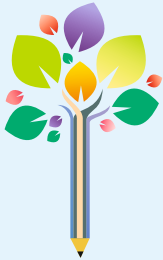
All possible measures were undertaken to ensure efficient management of all the KGBVs especially in terms of Health & Hygiene, Safety & Security of girls. Convergence with nearest police station, National Health Mission have been ensured. Monthly health check-up, maintenance of visitor's register with fixed timings for visiting KGBV, access to health services, cleanliness and hygiene maintenance, sensitization of girls by teachers and other stakeholders were undertaken. All measures and arrangement undertaken for protection against COVID-19 pandemic as per the guidelines and instructions issued by the Health Deptt., Govt. of Assam.

#### 4. Specific Skill Training:

Skill development activities like weaving, computer education, food processing, craft activities, embroidery, stitching & tailoring were conducted in KGBVs. Trained instructors were engaged to impart training to the children on specific skill. Vocational training was given to the children in KGBVs on various activities which helps to identify and recognize the talents of girl in specific activities. Initiatives undertaken to extend support for focus their talents which helps the children to learn new skill, empower them and make them self-reliant.



Girls engrossed in skill training



### 5. Self-Defense Training:

Self-defence training was conducted in all KGBVs. KGBV girls were given training on martial art forms with the help of trained instructors. Certificates also awarded by recognized Martial Art Training Institutes to the children after completion of the training course.



*Self defence is the best defence*

### 6. Life Skill Education:

Training on life skill education has been given to all the Warden and Teachers and subsequently, they have conducted sessions for the children in KGBVs. Life skill education classes was introduced in 67 KGBVs and all the ten core life skills were taught to the children to face all the challenges of life and cope up with any critical situation with positive thinking. The manual on Life Skill Education was made available in all the KGBVs.



*Training of life skill education*

### 7. Sports and Recreational Activities:

Sports items like carom board, volley ball set, football, chess, skipping rope, ludo etc. were made available for all KGBVs. Co-curricular activities for the overall development of the children conducted in each KGBV with the help of teachers, instructors and resource persons from community. Children learnt various co-curricular activities like dance and drama, playing musical instruments, folk stories, folk songs, recitation etc.

### 8. Adolescent Stage & Adolescent Health & Hygiene (Special focus on MHM):

All the teachers were provided training on adolescent health & hygiene. Warden and full time teachers were oriented on Menstrual Hygiene Management (MHM) and adolescent health and healthy diet as part of life skill education training. They have learnt about adolescent stage, menstruation and health & hygiene practices to be observed by the adolescent girls in KGBVs.

### 9. Convergence Strategy:

Convergence with departments like Food and civil supply, Health Department, DRDA, Horticulture, Agriculture, Bank, Civil Administration, Police Department as well as reputed NGOs have been done to access services and benefits for girls in KGBVs.

### 10. Maintaining of Health Records and General Health Status of the Girls:

- Regular health check-up conducted for all children and health profile maintained.
- Essential medical support provided like iron tablets with folic acid, skin ointment, vitamin tablets etc. as per requirement as suggested by expert during health check-up.
- In case of medical emergency, initiatives undertaken for providing proper treatment.
- Integration of adolescent nutrition education, health promotion, menstrual health & hygiene by experts have been done to prevent disease and promote health.



### 11. Parent Teacher Meet (PTM):

Parent Teacher meetings have been organised to share academic and co-curricular progress and health status of the children with parents/guardians and to discuss issues like Child Right, Girls Education, Health & Nutrition, Gender issues etc.

### 12. Observance of National/International Day:

Important days like Independence Day, World Environment Day, Gandhi Jayanti, Teachers Day, Global Hand Wash Day, National Education Day, National Girl Child Day, Children's Day etc. have been celebrated in all KGBVs. During closure period of KGBVs on account of COVID-19 pandemic, online arrangement has been made to celebrate these days.

### 13. Wall Magazine in KGBV:

Children of KGBVs has been developed wall magazine for publishing their areas of creativity like poetry, art, story writing, article etc. The wall magazine has been regularly updated by the children during open day of KGBVs.

### 14. Kitchen Garden in KGBVs:

In all the KGBVs students and staff have been developed kitchen garden and cultivated plants like vegetables, fruits, nuts and herbs. Along with the plantation of seasonal, they were maintained plants/shrubs having vegetables & fruits throughout the year in all seasons. The scientific name as well as local name of each plant/shrub are also displayed.

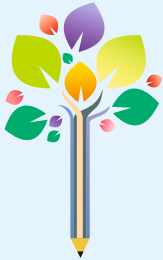
## Kasturba Gandhi Balika Vidyalaya (KGBV) – IV (Girls Hostel)

For the promotion of girls' education and to eliminate gender disparity, efforts were made in providing food and lodging facilities to girl students belonging to ST, SC, OBC, Minority categories and girl students of the families from Below Poverty Level. To establish an environment, to reduce the dropouts and promote the enrolment of Girl students belonging to SC/ST/ OBC/Minority Communities and BPL category and to make secondary education with good quality accessible and affordable, residential facilities to girls in the age group of 14-18 years studying in class IX–XII, the scheme namely Kasturba Gandhi Balika Vidyalaya, type-IV (earlier Girls Hostel) was implemented.

KGBV type-IV was made functional with the enrolment of 2252 girl students in total from class IX and XII in 2021-22.

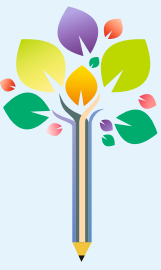
### District-wise number of KGBV Type-IV Operationalized during 2021-22:

#	Name of school where hostel is located	District Name	Block Name	Enrolment 2021-22
1	Khatarbari High School	Baksa	Nagariguli	100
2	Tamulpur Girls High School	Baksa	Tamulpur	100
3	Nehru Girls High School	Barpeta	Barpeta	70
4	Sarthebari Girls High School	Barpeta	Chenga	15
5	Barnagar Girls High School	Barpeta	Rupsi-pt	75
6	Abhayeswari HS & MP School	Bongaigaon	Tapatari	18
7	Bapuji High School	Biswanath	Baghmara	45
8	Janata Highter Secondary School	Biswanath	Behali	35
9	Pabhoi High School	Biswanath	Sakomatha	40



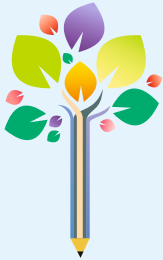
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#	Name of school where hostel is located	District Name	Block Name	Enrolment 2021-22
10	Dhula High School	Darrang	Pub Mangaldoi	72
11	Kharupetia Girls HS School	Darrang	Dalgaon Sialmari	55
12	Maibang HS School	Dima Hasao	Maibang	53
13	Silapathar Residential HS School	Dhemaji	Sissiborgaon	60
14	Jonai HS School	Dhemaji	Murkong Selek	70
15	Alomganj Geramari Amalgamated HS School	Dhubri	Debitola	30
16	Raniganj HS School	Dhubri	Bilasipara	70
17	Dikom High School	Dibrugarh	Panitola	58
18	Lakhipur H.S. School	Goalpara	Lakhipur	70
19	Bakaitari High School	Goalpara	Matia	50
20	Baguan HS School	Goalpara	Kharmuza	70
21	Nagarbera Girls High School	Kamrup Rural	Chamaria	15
22	Adarsha Vidyalaya, Lowairpoa	Karimganj	Lowairpoa	60
23	Dokmoka HS School	Karbianglong	Samelangso	80
24	Bahani Adarsha High School	Karbianglong	Langsomepi	50
25	Grahampur HS School	Kokrajhar	Hatidhura	80
26	Gosaigaon Girls High School	Kokrajhar	Gosaigaon	52
27	Titaguri High School	Kokrajhar	Kokrajhar	55
28	Moirabari High School	Morigaon	Moirabari pt	42
29	Gerua High School	Morigaon	Laharighat	40
30	Salona Bapuji High School	Nagaon	Pachim Kaliabor	32
31	Dhing Girls High School	Nagaon	Batadrava	56
32	Dagaon AK High School	Nagaon	Juria	22
33	Lailuri High School	Nagaon	Laokhowa	46
34	Chandi Medhi Balika High School	Nalbari	Barkhetri	70
35	Barchala HS School	Sonitpur	Borsola	91
36	Missamari HS School	Sonitpur	Dhekiajuli	55
37	Rangapara HS School	Sonitpur	Rangapara	50
38	Barhapjan High School	Tinsukia	Hapjan	50
39	Bhoksong High School	West Karbi Anglong	Amri	50
40	Jenkha High School	West Karbi Anglong	Rongkhang	50
41	Hamren Girls High School	West Karbi Anglong	Chinthong	50
	<b>Total</b>			<b>2252</b>



### H.S.L.C results of KGBV Type-IV during 2022

#	Name of the GH	District	Total students appeared	Passed	1st div.	2nd div.	3rd div.
1	Nehru Girls High School	Barpeta	12	8	3	4	1
2	Bapuji High School	Biswanath	25	5	0	2	3
3	Dhula High School	Darrang	21	14	0	4	10
4	Kharupetia Girls HS School	Darrang	5	1	0	0	1
5	Alomganj Geramari Amalgamated HS School	Dhubri	6	1	0	1	0
6	Raniganj High School	Dhubri	6	6	1	4	1
7	Dikom High School	Dibrugarh	10	2	0	0	2
8	Lakhipur HS School	Goalpara	3	0	0	0	0
9	Bakaitari High School	Goalpara	14	1	0	1	0
10	Baguan HS School	Goalpara	25	20	1	6	13
11	Gossaigaon HS School	Kokrajhar	18	9	1	7	1
12	Titaguri HS School	Kokrajhar	9	8	2	5	1
13	Grahampur HS School	Kokrajhar	2	1	0	1	0
14	Moirabari High School	Morigaon	9	7	0	5	2
15	Gerua High School	Morigaon	9	7	1	2	4
16	Dagaon AK High School	Nagaon	11	4	0	4	0
17	Barchala HS School	Sonitpur	4	1	0	1	0
18	Missamari HS School	Sonitpur	31	22	1	12	9
19	Rangapara HS School	Sonitpur	13	3	0	1	2
20	Barhapjan High School	Tinsukia	42	34	5	19	10
21	Bhoksong High School	West Karbi Anglong	22	22	2	11	9
22	Hamren HS School	West Karbi Anglong	31	31	4	16	11
<b>Total</b>			<b>328</b>	<b>207</b>	<b>21</b>	<b>106</b>	<b>80</b>



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### H.S.S.L.C. results of KGBV-IV for the year 2022

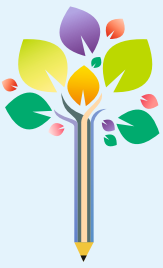
#	Name of the GH	District	Total students appeared	Passed	1st div.	2nd div.	3rd div.
1	Nehru Girls High School	Barpeta	1	1	1	0	0
2	Barnagar Girls High School	Barpeta	3	2	0	1	1
3	Kharupetia Girls HS School	Darrang	11	10	1	6	3
4	Jonai HS School	Dhemaji	48	48	22	22	4
5	Silapathar Residential HS School	Dhemaji	8	8	1	6	1
6	Alomganj Geramari Amalgamated HS School	Dhubri	1	1	1	0	0
7	Raniganj High School	Dhubri	10	10	0	6	4
8	Baguan HS School	Goalpara	2	2	1	1	0
9	Lakhipur HS School	Goalpara	37	31	12	14	5
10	Gossaigaon HS School	Kokrajhar	12	10	2	6	2
11	Adarsha Vidyalaya, Lowairpoa	Karimganj	3	3	0	0	3
12	Nagarbera Girls HS School	Kamrup	5	5	1	4	0
13	Dhing Girls High School	Nagaon	12	10	6	4	0
14	Barchala HS School	Sonitpur	9	9	5	4	0
15	Bhoksong High School	West Karbi Anglong	6	4	0	0	4
<b>Total</b>			<b>168</b>	<b>154</b>	<b>53</b>	<b>74</b>	<b>27</b>

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Annual Report 2021-22



Weaving dreams



## EQUITY

### Achievements during 2021-22 :

**a. Rani Laxmibai Atma Raksha Prashikshan – Self Defence Training:** The programme Rani Laxmibai Atma Raksha Prashikshan – Self Defence Training was conducted for girls studying in classes VI to VIII in Govt./Provincialized schools in 33 districts of Assam. As recommended in the PAB, 2021-22, the programme was conducted for one (1) month during February, 2022. A total of 8,837 Govt./Provincialized schools at Upper Primary level (classes VI to VIII) were covered.



*Self defence is the best defence*

#### Modalities:

- Certified Trainers from recognized institutions were engaged in convergence with District Sports Authority for providing self defence training.
- A detailed guideline was prepared for smooth implementation of the programme.
- Programme was conducted in small groups maintaining all COVID-19 protocols.
- Convergence with different Govt. departments like Health/PHE/RBSK/School Health programme was done for effective implementation of the programme.
- District level committee was formed comprising officials from Education Department, Health Department, District Sports Officer to strictly monitor the programme.

- A one-day orientation was conducted between Instructors, District Sports Officer, Physical Instructor from concerned DIET, Health Department/Doctor.

#### Outcome:

- Girls learned how to fight back and stand up for themselves during challenging situation using basic self defence techniques.
- The programme helped to build self-confidence, courage of the girls.
- Helped motivate girls to attend school regularly and reduce drop out.
- Girls learned self defence technique in various Martial-Arts Styles like Karate, Kung-fu, Tae Kwon Do, Judo, Muay Thai etc.

**b. Sanitary Pad Vending Machine & Incinerator Machine:** Sanitary Pad Vending Machine & Incinerator Machine were installed in 3,371 Govt./Provincialised Upper Primary level schools (classes VI to VIII) and 2,322 Govt./Provincialized secondary level schools (classes IX to XII) covering 33 districts.

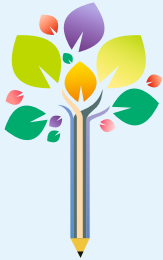
#### Modalities:

- Following due procurement procedures and guidelines, Sanitary Pad Vending Machine & Incinerator Machine were installed in PAB approved schools.



*Vending machine in school*





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- Bi-monthly online /offline review with DEEOs/DMCs, DPOs, teachers was conducted to know the usage and functional status.
- Monitoring of enrolment and attendance of girls in schools.
- Feedback from students, teachers and parents.



*Incinerator in school*

#### Outcome:

- Every single unit of Sanitary Napkin Vending Machine will directly benefit adolescent girls who have attained puberty in every Secondary School. It will ensure good menstrual hygiene, health, education and dignity of girls.
- Improvement in enrolment and attendance of girls and there will be less drop-out.

**c. Special Focus on Schedule Caste (SC) & Schedule Tribe (ST):** The programme “Special Focus on SC & ST” was conducted in 33 districts to eliminate the problems of educational indicators like high dropout, poor enrolment and gender inequality focusing on Socio Economically Disadvantaged Groups (SEDGs) with special focus on SC & ST. Total 89 SC and ST dominated blocks were covered in 33 districts.

#### Modalities:

SC/ST oriented activities were implemented in convergence with Government departments/

NGOs/Socio-cultural Organisations/Groups in the month of February and March, 2022 with the following strategies:

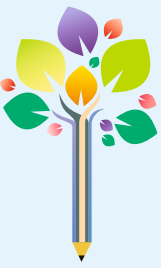
- ‘Awareness generation’ – through changing the mind-set and attitudes of the people towards special needs of SEDGs. NEP, 2020 creates a category 'SEDG' which includes SC, ST, OBC, minorities, female and transgender, disabilities, geographical identities, socio-economic conditions, children in vulnerable situations, victims of trafficking, orphans including child beggars in urban areas and the urban poor.
- ‘Sensitization of the target groups’ - students, parents/guardians belonging to SC & STs - to make them conscious of their own rights, privileges and governmental support including incentives & scholarships available for them.’
- Sensitizing teachers' - so that they can work with right perspective to meet the special needs of SC & STs.
- Parent awareness drive, enrolment drives, focus group discussions, rallies, street plays and competitions etc. were conducted in the focused blocks involving students in blocks/schools.



*Sensitization programme for SC/ST communities*

#### Outcome:

- The key educational indicators like poor enrolment, drop-out, gender in-equality, issues affecting SC/ST and Tea Garden children were analyzed and programmes implemented for improving it.



- The target students, parents and community were sensitized on the importance of education and various Government schemes and programmes available for SC/ST & Tea Tribe students.
- Parent awareness drives, enrolment drives for disadvantaged groups, street play, road shows, rally, awareness activities, competitions, parents' consultations in the blocks/pocket areas on drop out, importance of secondary education, schemes available.

**d. Early Child Marriage:** Every child has the right to complete school and to be protected from violence. Child marriage violates children's rights and places them at high risk of violence, exploitation and abuse. It negatively influences children's rights to education, health and protection. These consequences impact not just the girl or a boy directly, but also their family and community. The programme was carried out in targeted blocks/Villages/Wards/GPs/Schools in 33 districts.



*Awareness campaign against child marriage*

**Modalities:**

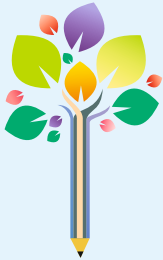
- District level, block Level and school level sensitization programmes for children, teachers/ SMC members/ Mothers

Groups/IE Resource Persons in collaboration with District Administration, SCPCR, Police Station, Social Welfare department, UNICEF etc. for implementation of the programme. Use of IEC materials/posters for awareness programmes.

- Formation of District/ Block/Village/ Ward/GP level committees for monitoring and keeping record of child marriage incidences.
- Observing “Prevention of Early Child Marriage Day” once in every quarter with active participation of adolescent girls and boys through innovative programmes for spreading the message.
- In case there is no record / incidence of child marriage in a Village/GP, it should be declared as Child Marriage Free Village/GP.
- Supports to children who are victims of child marriage through inter department convergence and schemes available.
- Display of helplines: 1098- Childline, 181- Women helpline etc. along with IEC materials in convergence with various departments in prominent places /schools. Folklore for adolescent empowerment and social change programme which is a part of school curriculum is also used to disseminate messages on prevention of child marriage.
- Monitoring of the activities at district, block and cluster level.

**Outcome:**

- Reduction in child marriage cases.
- Improvement in enrolment and attendance of girls and there will be less drop-out.
- Holistic development of adolescents will be ensured especially health of the adolescent girls by preventing early pregnancies and mortality rate due to early marriage.
- District, Block, Cluster and GP level



committees formed to strictly monitor incidences of child marriages.

- Awareness and mobilization of community, parents, children about the ill effects of early child marriage.

#### e. Adolescent Programme for Girls Students:

##### i. Health & Hygiene - Physical and Mental Health:

**MHM and Reproductive Health:** Good menstrual hygiene is essential for the health, education and dignity of girls and women. Providing girls with the knowledge and skills on maintaining menstrual hygiene improves school attendance and academic performance among girls who may not attend school on those days or even drop out of school altogether. It also increases sense of self-esteem and provides confidence to deal with it as a normal event in one's life. The following programme conducted in all secondary schools (classes IX to XII).



*Training on MHM & reproductive health*

##### Modalities:

- Training of Master Trainers (MT) at State Level on MHM and Reproductive Health. Online training provided to DPOs (AS) and DPO i/c Secondary as MT.
- Training of one Nodal Teacher (NT) from each Secondary and Senior Secondary School by Master Trainers (MT) and Expert Resource Persons (RPs) from NHM/Health

department on the subject preferably Medical Practitioner at district level.

- The selected Nodal Teachers were the one selected as Health and Wellness Ambassadors under the School Health Programme (SHP) in districts where the SHP has started.
- Capacity building of adolescent girls and boys in Secondary and Senior Secondary Schools, composite schools covering students of classes VI to XII by Nodal Teachers, Master Trainers and Expert Resource Persons from NHM/Health department on the subject preferably Medical Practitioner in every secondary and senior secondary school.
- Capacity building of BEEOs/DPOs/CRCCs/ teachers/ SMC members/ Mothers Groups/IE Resource Persons in every district, block and cluster.
- Inclusion of MHM as a cabinet in Student Cabinet (Bal Sansad) headed by Girl Ambassadors selected in school to monitor the sanitation and hygiene practices within the schools and discuss/address MHH issues of students.
- Creation of Adolescent/MHM Friendly Corner in each school with a sanitary napkins/vending machine, incinerator and IEC materials.
- Creation of 11 MHM Model Schools in 11 districts of Assam.
- Collaboration with NHM/Health department, PHE, RBSK, School Health programme and Unicef for technical support during the training.
- Inclusion of MHM as a component in the reporting format for each CRCC in their monthly meeting. To check the progress or improvement in the availability of sanitary napkins in schools and its functional disposal mechanism.



- Organising quarterly Menstrual Health and Hygiene (MHH) camp in every school with the help of Health department to provide support to the adolescents in MHH issues and MHM awareness.
- Celebration of World Menstrual Hygiene Day each year on 28th May with students, teachers, SMC members, Mothers Groups and community members.
- To ensure the availability of sanitary pads (safe compostable absorbents) to every adolescent school going girl.
- To ensure functional toilets and disposal systems in every school for menstrual waste. Mapping gap in girls' toilets in districts.

#### Outcome:

- Appropriate information on a range of issues related to adolescence, menstruation, physiological and psychological changes experienced and on how to develop a positive attitude towards menstruation.
- Supportive environment and attitude towards adoption of appropriate habits related to MHM, to release the girls especially from the sense of shame and embarrassment they feel due to menstruation and breaking the taboos.
- Improvement in girl's enrolment, attendance and reducing drop out from school system.

**ii. Life Skill/Leadership Training:** Life skill education is very important for overall development of adolescents. Imparting life skill and leadership training to adolescents will enable them to cope with difficulties in day to day life by learning to make informed decisions, solving problems, thinking creatively and critically, building healthy relationship through effective communication. In this regard, the following activities were conducted:

#### Modalities:

- 3 days workshop at school level was conducted for adolescent girls and boys by Nodal Teachers.
- Module for life skill training, activity calendar and booklet provided for every Secondary school (classes IX to XII).
- Inclusion of life skill /leadership training in school Programme/curriculum.
- Every Saturday schools will conduct the programme with adolescents by adding innovative activities as part of adolescent empowerment initiative.
- Active participation ensured from Master Trainers (3 from each 33 districts) trained on life skill and tool development for 3 days on offline mode and 2 Nodal Teachers from each secondary school (classes IX to XII) trained for 5 days on online mode by MTs for imparting like skill and leadership training to the students at Secondary level (classes IX to XII).

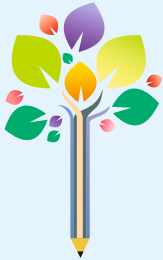
#### Outcome:

- The programme helped to address issues of adolescents, overall development of adolescents and to help them face the challenges of life.
- Improvement in enrolment and attendance of adolescent girls and boys and also reducing drop out from school system.

**iii. Webinar on “Emotional Well -Being of Children and Psychosocial Support during Covid-19 and Beyond”** was conducted at State level on 11.01.2022 for all children from classes I to XII.

#### iv. Drugs Free India:

- Letters and guideline to all the districts/schools across 33 districts of Assam for implementation of the Joint Action Plan on “Prevention of Drugs and Substance Abuse among Children and Illicit



Trafficking” and the actionable points Guidelines for Tobacco Free School/Educational Institutes released by MoHFW, Government of India.

- Formulation of “Prahari” -Children's Clubs on awareness on bad effect of drugs and substance abuse in human life.
- Declaration of Tobacco Free Zone in schools and near-by surroundings.
- All Govt. /Provincialized schools at elementary & secondary level schools (classes I to XII) were covered.

**f. Career Guidance Programme for Girls:** The programme was conducted to create the awareness and give proper and timely guidance to girls' as well as boys studying in Govt. /Provincialized schools at Secondary level (classes IX to XII) regarding various career options so that they can make right decision on which career to choose. Total 4,330 Govt. /Provincialized Secondary schools (classes IX to XII) were covered.

#### Modalities:

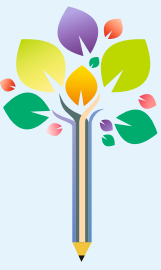
- Training of 1,056 teachers at secondary level by Mindler (32 selected teachers from each districts) on career guidance with special focus on skills and ethics and emerging world of careers in Science, Arts, Commerce and Vocational Education.
- One day career guidance workshop was organized at school level as per district specific plan involving all the students of secondary and senior secondary schools, parents/guardians and teachers with the help of expert Resource Persons in collaboration with Govt. Universities, Govt. Colleges/ Institutes involved along with trained Nodal Teachers on career guidance.
- Career Guidance Cell has been set up in every Secondary school (classes IX to XII) with the following components:



- Notification of one Nodal Teacher as Career Counsellor in every Secondary school.
- Career Chart displayed at prominent place in Career Guidance Cell.
- Modules, latest books, materials, information on career, competitive examinations kept in the cell.
- Orientation and use of Career Guidance Portal : [www.assamcareerportal.in](http://www.assamcareerportal.in).
- Webinar on career guidance for students of classes IX to XII, parents, stakeholders, officials at district and state on 04.08.2021.
- Collaboration with Higher Education Department to provide career guidance and support through expert Resource Persons from Universities and Colleges to the students at Secondary level (classes IX to XII).
- Celebrate every Friday as Career Day involving students with counseling, group discussions, activities/role play etc. by Nodal Teachers.

#### Outcome

- Career guidance programme helped students to understand the career options that they have and how to pursue them. Career guidance helped them understand their own strengths and weaknesses and which career they would be suited for.
- This year the career guidance programme has been included as part of school curriculum /programme and every Secondary school have set up their own Career Guidance Cell with one notified Nodal Teacher trained as Career Guidance Counsellor.
- The programme helped in improvement in enrolment and attendance of students in schools and reducing drop out from school system.



## Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV)

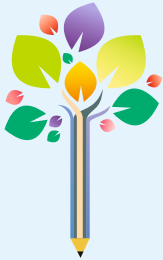
Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV) - residential schools for boys' are operationalized for covering of children of specific categories like homeless, street children, children in difficult circumstances and specially children without adult protection. Children in very small hamlets with small population and with difficult situation due to geographical barrier also addressed by opening of NSCBAV.

In Assam, three (3) NSCBAV for Boys' are functioning in 3 districts of Assam viz. Cachar, Kamrup

(Metro) and Majuli. Out of these three, NSCBAV in Cachar and Kamrup (Metro) districts are exclusively for urban deprived children particularly homeless, street children and children without adult protection. One (1) NSCBAV operationalized in Majuli district for children of small hamlet who cannot attend school regularly because of the location of these char area are temporary in nature and easily submerged by rivers flow. These 3 (three) NSCBAVs for boys' are functioning with 100 children in each.



Children of NSCBAV



শিক্ষাৰ অধিকাৰ  
সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

### Social Category wise children in 3 Residential School for Boys':

Scheduled Caste (SC)	Schedule Tribe (ST)	Minority	General (BPL)	Total
62	160	38	40	300

### Disadvantage category wise children in 3 Residential School for Boys':

Homeless	Children Without Adult Protection	Orphans/ Single parent	Rag pickers	Street children	Child baggers	Other (BPL)	Total
7	48	21	13	7	4	129	300

### Class wise children:

District	Class: VI	Class: VII	Class: VIII	Class: IX	Class: X	Total Enrolment
Cachar	12	17	32	18	21	100
Kamrup	10	54	16	14	6	100
Majuli	10	20	28	28	14	100
<b>Total</b>	<b>32</b>	<b>91</b>	<b>76</b>	<b>60</b>	<b>41</b>	<b>300</b>

During the academic session 2021-22, the NSCBAs were closed from April to September, 2021 on account of COVID-19 pandemic. During the closure period of NSCBAs, learning materials along with necessary instructions given to the children at their home with the help of teachers and staff, CRCCs of the locality during providing Mid-Day Meal through home delivery. The NSCBAs were reopened in the month of September, 2021 for classes IX & X and in the month of October, 2021 for other classes. During the closure period, teaching learning materials, stipend and also food security allowances under PM- POSHAN have been provided to all children.

The regular and scheduled activities were conducted in NSCBAs during the open period. All possible measures have been taken for minimizing the learning gap of children due to closure of NSCBAs on account of COVID-19 pandemic.

Some of the major activates are as follows-

#### 1. Supply of essential materials, stipend, educational materials, stationary, TLM:

All necessary materials like dress, sweater, uniform, inner garments, bed sheet, pillow cover, chappal, toiletries, sanitary pads, sports

material, musical instruments, textbooks, reference books, evaluation work books, note book and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener etc. were given to all the children of NSCBAs. Monthly stipend was released to the bank account of each children.

#### 2. Specific Skill training:

Skill development activities like computer education, food processing, craft activities, tailoring etc. were conducted in NSCBAs. Trained instructors were engaged to impart training to the children on specific skill.



Training on special skill



Initiatives have been undertaken to extend support for focus their talents which helps the children to learn new skill, empower them and make them self-reliant.

**3. Sports and Recreational activities:**

Sports items like carom board, volley ball set, football, Chess, skipping rope, ludo etc. were made available for all children. Co-curricular activities were conducted with the help of teachers, instructors and resource persons from community for overall development of the children.



*Sports and recreational activities*

**4. Maintaining of Health Records and General Health Status of the Children:**

- Monthly health check-up has been conducted by Doctor of the local PHC, NHM regularly.
- In case of medical emergency requiring hospitalization, initiatives taken to admit the children in hospital and provided treatment.
- Health profile of all the learners maintained.



*Health check-up programme*

**5. Observance of National/International Day:**

Important days like- Independence Day, World Environment Day, Gandhi Jayanti, Teachers Day, Global Hand Wash Day, National Education Day, National Girl Child Day, Children's Day etc. have been celebrated in NSCBAs. During closure of the NSCBAs due to COVID-19 pandemic, online arrangement has been made to celebrate these days.

**6. Convergence Strategy:**

Convergence with departments like Food and Civil Supply, Health Department, Horticulture, Agriculture, Bank, Civil Administration, Police Department as well as reputed NGOs have been done to access services and benefits for children.



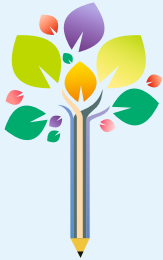
*Observance of World Aids Day*



*Classroom of NSCBAV*







# Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV) Girls' Hostel

Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV) at elementary level was set up at Majuli for facilitating the girls' children who attend school from habitations of riverine areas crossing river streams facing difficulties. In the rainy season and during flood, children from the small hamlet are facing problem to attend the class regularly because of location of these char area are temporary in nature and easily submerged by rivers flow.

The hostel is for specific category of children of upper primary level belonging predominantly to the SC, ST, OBC and Minorities in difficult areas. Children residing in the NSCBAV-Hostel are studying in nearby Government school. The coverage of children in the hostel is 100.

## Social Category wise Children:

Scheduled Caste (SC)	Schedule Tribe (ST)	Other Backward Class (OBC)	Total
3	95	2	100

## Class wise Children:

Class: VI	Class: VII	Class: VIII	Total
27	28	45	100

## Activities Conducted during 2021-22:

As the school was closed from April to September, 2021 on account of COVID-19 pandemic and the children of NSCBAV-Hostel were at home, learning materials along with necessary instructions given to children at their home with the help of teachers and staff, CRCCs of the locality during providing Mid-Day Meal through home delivery. The hostel has been reopened in the month of October, 2021 and it was ensured that all the children should attend hostel after reopening. During the closure period, teaching learning materials, stipend and also food security allowances under PM- POSHAN were provided to all children.

- Martial Art (self-defence) training conducted for the children.
- Computer education provided to all children.
- Specific skill (Vocational) training like- sewing, weaving, craft activities, knitting, screen printing, embroidery, doll making etc. arranged in the hostel.
- Co-curricular activities like song, dance, poetry, drama, games, drawing, painting, kitchen gardening etc. organised.
- Health & hygiene education including Menstrual Hygiene Education to all the learners provided.
- Educational materials, stationary, teaching learning materials provided to all children.
- Health check- up of all children done regularly and health profile maintained.
- Stipend provided to all children in their respective bank account.





## ICT and Digital Initiatives

- 1,319 schools (elementary level) were covered under ICT (type-I) and 1,115 schools (elementary level) were covered under Smart Classroom (type-II).
- ICT classes were continued in 664 Secondary and Sr. Secondary schools.
- "Integrated Virtual Classrooms with Broadcasting Software" has been set up in 237 Secondary and Sr. Secondary schools under ICT.
- Tele classrooms were continued in 250 secondary and 100 Sr. secondary schools.
- One studio has been set up at State Mission Office, Samagra Shiksha, Assam. Guwahati for Tele education (Assamese medium).
- Tinkering Lab has been implemented in 51 secondary & Sr. secondary schools, e-office has been implemented in SMO, Samagra Shiksha, Assam.
- On line teachers transfer portal, Artificial Intelligence based Attendance Monitoring of Teachers & Students and Integration of Student Database Management Information System (SDMIS) and Teacher Database Management Information System (TDMIS), Artificial Intelligence (AI) based Digital Inspection System and School Assessment, Digital Platform for Monitoring of Mid-day Meal Scheme in School across the State, online FTB distribution system were developed.

### ICT and Digital Initiatives (Elementary)

#### ICT (Type-I):

#	Year of Sanction	No. of Schools	Implementation Year
1	2018-19	57	2019-20
2	2019-20	200	2021-22
3	2020-21	391	2021-22
4	2021-22	1319	Implementation is on progress

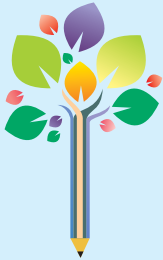
#### Smart Class Room (Type-II):

#	Year of Sanction	No. of Schools	Implementation Year
1	2021-22	1115	Implementation is on progress

#### [1] Implementation of Digital Initiatives during 2021-22:

**A. On-line Teacher Transfer & Posting:** Government of Assam has introduced 'The Assam Elementary & Secondary School Teachers' (Regulations of Posting and Transfer), Act, 2020' on 15th May, 2020 for maintaining PTR of schools as per RTE Act for elementary schools and subject specific PTR in secondary schools. The act allows three types of transfer- mutual transfer (within the district and between the districts), inter districts and within districts for single teacher. There is mainly two committees responsible for approving the transfer. For the within district transfer, District Level Committee (DLC) is responsible and for inter-district transfer, State Level Committee (SLC) is responsible for approving the transfer applications.

All the process starting from teacher registration till generation of transfer order will be on-line mode



only and there will be no interfere of manual procedure. The system is hosted at <https://hrmsassam.in> and a total of 2.488 lakhs teachers of elementary and secondary levels have been registered in the system.

The submission of on-line mutual transfer application has started from 16.02.2022 to 31.03.2022. As per schedule, the transfer of teachers will be during summer vacation.

### **B. Artificial Intelligence based Attendance Monitoring of Teachers & Students and Integration of Student Database Management Information System (SDMIS) and Teacher Database Management Information System (TDMIS):**

The Covid-19 pandemic has severely affected the educational institutions and due to the closure of schools, it was difficult to provide classroom activity to the students. It was also difficult to keep track of the academic progress of the students and their presence in the school. The attendance of teachers and students is very challenging at all administrative levels. Government of Assam has taken a bold step for tracking the daily attendance of teachers and students using Artificial Intelligence (AI) following Covid protocol. An integrated system of Student Database Management Information System (SDMIS) and Teacher Database Management Information System (TDMIS) with artificial intelligence based facial recognition technology. The daily facial liveliness attendance is checked with AI based algorithm. It is very convenient for the teachers and students to mark daily attendance by clicking a photograph. The system is very helpful to avoid duplicity and helpful for proper and smooth implementation of the activity of Government.

#### **The major advantages of the system are-**

- The major part of the system is Mobile App to capture AI based facial recognition system for tracking daily attendance of teachers and students called 'RIIMS' (Real Time Identification and Information Management System). There Mobile App needs to install the app in their mobile to record the daily attendance by clicking the facial expression.

- The system consists of central database of SDMIS and TDMIS is updated on monthly basis.
- In addition to the basic information of students, mapping of e-learning, learning outcome and migration is integrated with SDMIS database.
- The TDMIS contains detail service profile of every teacher.
- There are various up-to-date reports are generated to use for activities like distribution of FTB, uniform, distribution of grants etc.
- The system is hosted at State Data Centre at <https://sdmis-ssa.assam.gov.in>

### **C. Artificial Intelligence (AI) based Digital Inspection System and School Assessment:**

The present school inspection following by DPOs and block officials is purely manual. There is no system to examine that all the schools are inspected by the educational administrators/ stakeholders. There is a tendency that people often inspects the nearby schools and are repeatedly inspected despite some remote area schools are always left out.

Moreover, there is no systematic way of submitting school inspection report and no follow-up actions have been taken as issues during inspection never shared to any level. Therefore, it was felt that there should have real-time robust digital inspection system using modern technology, so that schools are properly inspected and timely follow-up actions can be taken.

To maintain the standard of the schools, Ministry of Education, Govt. of India introduced a School Assessment system – 'Shaala Siddhi'. The system contains self-assessment as well as external evaluation based on inspection by various educational stakeholders.

Following are the item wise evaluations as part of inspection-

- ✓ School profile.
- ✓ Learners profile & learners outcomes-
  - Demographic profile.
  - Class wise annual attendance rate.



- Learning outcomes (annual/ consolidated reports).
- Performance in key subjects (annual).
- ✓ Teachers profile-
  - Number of teachers in each category.
  - Teachers attendance.
- ✓ School evaluation composite matrix consists of seven domains-
  - Domain I (enabling resources of school).
  - Domain II (teaching – learning and assessment).
  - Domain III (learners progress attainment and development)
  - Domain IV (managing teacher performance and professional development).
  - Domain V (school leadership and management).
  - Domain VI (inclusion, health and safety).
  - Domain VII (productive, community and participation).

The system consists of a mobile app and web application with dashboard. The major working component of the system are-

- AI based system generated scheduling of schools to be inspected.
- Self-assessment by schools through Mobile App.
- External assessment by inspecting official.
- Real-time dashboard on daily inspection of schools.
- Dashboard of assessment and ranking of schools.

The system is hosted at <https://inspection-ssa.assam.gov.in> in the State data Centre.

#### **D. Comprehensive Platform for Tracking and Inspection of Civil Works of the Schools:**

There are various construction activities undertaken by SSA and RMSA since 2010-11 and over the years, Assam has remarkably completed most of the construction at elementary and secondary schools. It is very important to keep track of all those activities. Moreover, timely completion of the

activities are depends upon proper follow-up and maintenance. The present system of collecting progress report is very cumbersome and preparing reports for monitoring is difficult. To address the problem and for proper documentation and tracking the on-going works, a comprehensive digital platform has been developed.

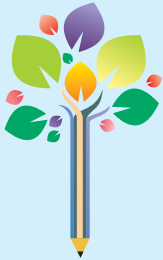
The systems tracks all the activities sanctioned under SSA and RMSA since 2010-11 onwards. The list of school wise activities against execution agency at field level like, SMC/SMD, PWD, Construction Committee, NGO etc. are uploaded through a portal. There is a Mobile App for Junior Engineer and school to update the progress of the sanctioned construction activities. A dashboard shows the progress of the civil works that includes atleast four photographs. The progress of any civil work activities are monitored from 0-100% with an interval of 10%. The critical part of the system is the non-started activity or delayed with reason.

The system is hosted at <https://civilworks-ssa.assam.gov.in> in the State Data Centre.

#### **E. Digital Platform for Tracking of the Students who got admitted as part of Out of School Children's Training Programs as part of Right to Education Act (RTE):**

As per the provision of RTE Act, 2009 and State RTE Rules, 2011, all the out of school children have to provide special training by mapping to the nearby neighborhood school in age appropriate class. It is very important that all the out of school children have to be mainstreamed and their academic progress and continuity of education need to be monitored on regular basis. Since, all such children are most vulnerable and prone to be dropped out at any time, they need continuous support. Since 2010, there are large number of out of school children were mainstreamed and many of them have been successfully completed their school education.

A digital platform has been developed to keep track of all those mainstreamed children about their present academic status. Further, it is the duty of the department that they should be ensured of getting all the facility to complete their education.



In this connection, a Mobile App and dashboard is developed for continuous tracking of all the mainstreamed children.

The system is hosted at <https://oosc-ssa.assam.gov.in> in the State Data Centre.

#### **F. Digital Platform for Monitoring of Mid-day Meal Scheme in School across the State:**

One of the flagship programme of Govt. of India is the Mid-day Meal for students of elementary school from Class I to Class-VIII. The successful implementation of the scheme depends upon proper and smooth monitoring system at all level. The programme implemented for the benefit of the school students and to maintain hygienic condition at school to keep the students healthy. In the rural areas, it is difficult to report all these aspects of MDM including quality is a major challenge. Government of Assam is committed to provide quality food to the students of elementary schools and a digital platform is developed. The system consists of the following module-

- Availability of food grain at school and stock position.
- Disbursement of cooking cost to the schools.
- Cooking food in hygienic condition.
- Checking the attendance of students as per AI based daily attendance (RIIMS) who availed Mid-day-Meal.
- Quality of cooked MDM and maintenance of food menu.
- Management of Cook-cum-Helper.
- Status of kitchen garden.



ICT lab. (Elementary school)

The system is hosted at <https://mdm-ssa.assam.gov.in> in the State Data Centre.

**[2] UDISE Plus 2021-22:** The UDISE Plus 2021-22 data collection has been started as per the National calendar. A preliminary discussion with Component In-charges was held on 19th February, 2022. The state level KRP training was held in the 4th week of February, 2022. The district and block level training on UDISE Plus were completed by 15th March, 2022. The cluster level training of head teachers' and school level data entry were completed by 31st March, 2022. Government of Assam has given emphasized on complete validation and authentication of UDISE Plus 2021-22 at various levels as mentioned below:

- Cluster level – 100% schools.
- Block level- 50% of Schools.
- District level – 25% schools.

#### **[3] On-line FTB Distribution System:**

Free Text Book (FTB) distribution to the students is a very important programme and one of the RTE entitlements. Students studying in Govt. & Govt. aided schools have the right to get FTB and it should be ensured that every student have received Free Text Book on the very first day of the Academic Year, 2022-23. Therefore, to ensure proper, timely and smooth distribution of the FTB, an on-line system at [www.assamftb.co.in](http://www.assamftb.co.in) along with school to school physical verification of the receipt of FTB was developed. The process includes-

- Distribution of FTB through on-line challan based on SDNIS enrolment.
- Physical verification of receipt of FTB by students through CRCC.
- Uploading of physical verification report for reporting excess/ shortage of FTB and adjustment.
- On-line monitoring of shortage/ excess FTB.

Altogether, 3,22,58,564 FTBs in nine (09) mediums and nineteen (19) languages have been prepared. The on-line challan generation and distribution to schools was started from 3rd week of March, 2022.



## Secondary Level

### 1. ICT and Digital Initiatives:

- ICT classes have been continuing in 664 Secondary and Sr. Secondary schools.
- "Integrated Virtual Classrooms with Broadcasting Software" has been set up in 237 Secondary and Sr. Secondary schools under ICT.
- Samagra Shiksha, Assam is going to be established 'Analytics Powered E-Classrooms' in 540 Government/Provincialized Secondary and Sr. Secondary schools across Assam under ICT.



ICT lab. (Secondary school)

### 2. Tele Education:

Samagra Shiksha, Assam has adopted advanced remote virtual education infrastructure across the state as follows:

- Tele-classrooms have been continuing in 250 and 100 Secondary & Sr. Secondary schools from 2018-19 and 2019-20 respectively.
- Tele education is being set up in another 350 Secondary and Sr. Secondary schools under state fund.
- One studio has been set up at State Mission Office, Samagra Shiksha, Assam. Guwahati for tele education (Assamese medium).
- One studio is being set up at Kokhraj for tele education (Bodo medium).
- Tele education studio has been used during Covid-19 pandemic to expand digital sessions over Doordarshan, Cable TV, Social Media and apps.



Digital learning through tele education

### 3. Tinkering Lab:

Tinkering Lab (TL) is a work space where young minds can give shape to their ideas through hands on do-it-yourself mode and learn / develop innovation skills.

Samagra Shiksha, Assam has been implemented Tinkering Lab in 51 Secondary and Sr. Secondary Schools across Assam within the approved budget of PAB, Govt. India under AWP&B, 2021-22.

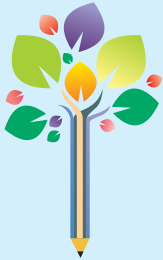


Tinkering lab

### 4. e-Office:

The Office of the Mission Director, Samagra Shiksha, Assam has been initiated for implementing e-office. At present, 4,582 files and around 21 lakhs documents have been scanned/digitized for implementing e-office. All officers/officials of State Mission Office (SMO) of Samagra Shiksha, Assam have created government email id and all staffs have been trained on implementation of e-office. Total 69 officials of SMO have created digital signature certificate.





সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

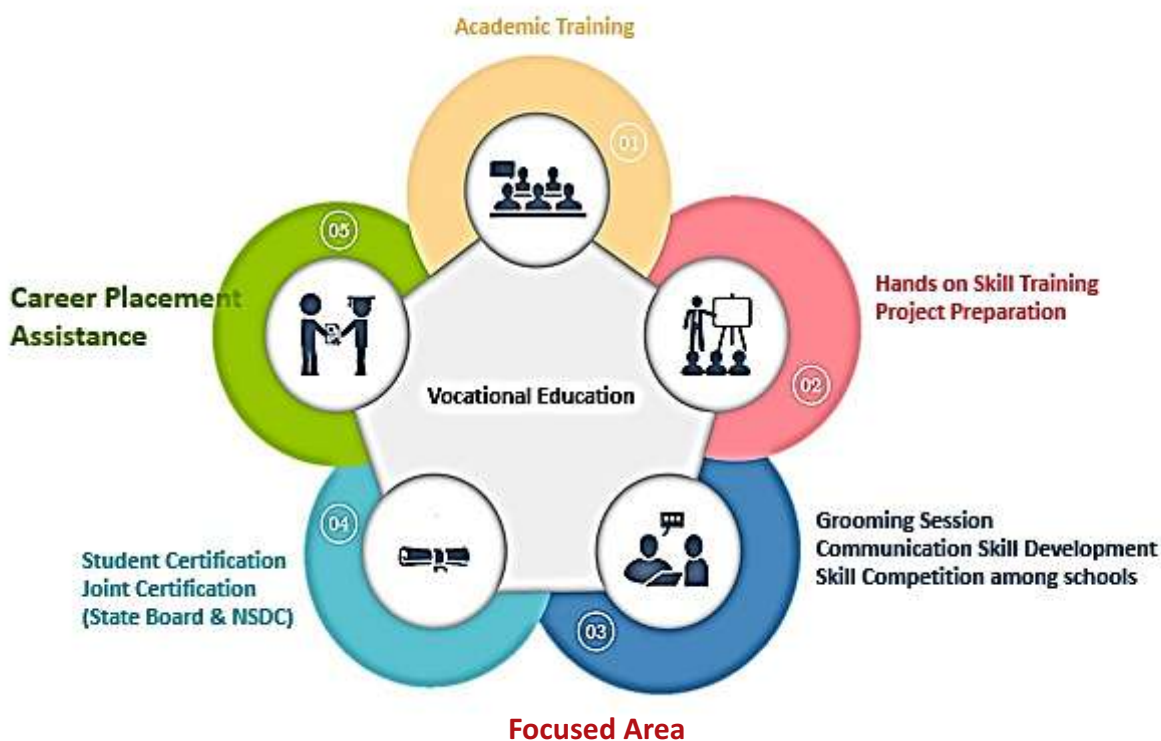
# Vocationalisation of School Education

The aim of introducing vocational education in schools aligned with NSQF (National Skill Qualification Framework) is to prepare the student as productive citizen and improve their vocational efficiency maintaining the global competitiveness under diversified courses. The main objectives are to cater the gap between demand and supply of skilled manpower aligned with academic institution and industry and reduce the dropout rate in schools in Assam.

The Vocationalisation of School Education has been aligned with the National Skill Qualification Framework (NSQF), notified by the Ministry of Finance on 27th December, 2013. It has been developed in a way that it

links the various elements of vocational education in schools with those of the general education, businesses and industry so that the vocational pass outs can exit with employment-related skills.

In Assam, the NSQF scheme is being implemented in 708 schools at the Secondary & Higher Secondary levels since 2015-16. As a part of adoption of this framework, Assam has implemented the National Skill Qualification Framework (NSQF) from the financial year 2015-16 with 57 Schools with two Trades viz. IT/ITeS (IT Service Desk Assistant) and Retail Trade (Sales Associate).

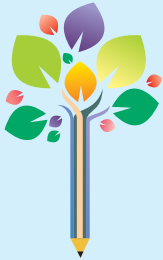




**Year and sector-wise number of schools approved by PAB for implementation of Vocational Education in Assam under Vocationalisation of School Education (NSQF) since 2015-16:**

#	Implementing year	No. of school	Sector approved by PAB	Implementing Agency
1	2016 (1 <sup>st</sup> January, 2016)	57	1. IT/ITeS. 2. Retail.	Vocational Training Management Partner.
2	2017 (1 <sup>st</sup> January, 2017)	95	1. IT/ITeS. 2. Retail. 3. Agriculture/Horticulture. 4. Private Security. 5. Healthcare.	Vocational Training Management Partner.
3	2018 (1 <sup>st</sup> January, 2018)	100	1. IT/ITeS. 2. Agriculture. 3. Private Security. 4. Healthcare. 5. Tourism & Hospitality.	Vocational Training Management Partner.
4	2019 (1 <sup>st</sup> January, 2019)	18	1. IT/ITeS. 2. Agriculture. 3. Retail. 4. Tourism & Hospitality.	Vocational Training Management Partner.
5	2020 (1 <sup>st</sup> January, 2020)	71	1. IT/ITeS. 2. Retail. 3. Agriculture. 4. Private Security. 5. Beauty & Wellness.	Vocational Training Management Partner.
6	2020-21 (1 <sup>st</sup> April, 2021)	155	1. IT/ITeS. 2. Agriculture. 3. Electronics & Hardware. 4. Automotive. 5. Healthcare. 6. Tourism & Hospitality. 7. Beauty & Wellness.	Vocational Training Management Partner.
7	2021-22 (1 <sup>st</sup> April, 2022)	213	1. IT/ITeS. 2. Agriculture. 3. Electronics & Hardware. 4. Automotive. 5. Healthcare. 6. Tourism & Hospitality. 7. Beauty & Wellness.	Vocational Training Management Partner.





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### District wise schools covered under NSQF since 2015-16:

#	Name of District	Schools Covered	#	Name of District	Schools Covered
1	BAKSA	23	18	KAMRUMETRO	26
2	BARPETA	32	19	KAMRUP	31
3	BISWANATH	27	20	KARBI ANGLONG	12
4	BONGAIGAON	19	21	KARIMGANJ	28
5	CACHAR	34	22	KOKRAJHAR	23
6	CHARAIDEO	19	23	LAKHIMPUR	24
7	CHIRANG	15	24	MAJULI	4
8	DARRANG	22	25	MORIGAON	20
9	DHEMAJI	17	26	NAGAON	33
10	DHUBRI	31	27	NALBARI	26
11	DIBRUGARH	26	28	SIVASAGAR	22
12	DIMA HASAO	3	29	SONITPUR	27
13	GOALPARA	21	30	SOUTH SALMARA MANKACHAR	14
14	GOLAGHAT	24	31	TINSUKIA	27
15	HAILAKANDI	16	32	UDALGURI	18
16	HOJAI	18	33	WEST KARBI ANGLONG	4
17	JORHAT	22	<b>Total</b>		<b>708</b>

### Sector wise schools covered under NSQF since 2015-16:

#	Trade/Sector Name	No. of Trade/Sector Covered in School
1	Private Security	78
2	Tourism & Hospitality	122
3	Healthcare	*142
4	IT-ITeS	302
5	Agriculture	186
6	Retail	172
7	Beauty & Wellness	69
8	Electronics & Hardware	136
9	Automotive	122
<b>Total</b>		<b>1329</b>

\*As per communication received from MoE, Gol regarding the discontinue of Healthcare trade, implementation of Healthcare trade at newly approved 87 schools was stopped.



## Progress during the financial year 2021-22:

### a. Assessment and Certification:

As per the National Skills Qualification Framework (NSQF), skills gained by the students enrolled under different vocational sectors are to be assessed by

their trade specific Sector Skill Councils. Students of 10th & 12th level will be assessed after Board Examination. The assessment will be done by the concerned SSCs under the guidance of NSDC/respective SSCs.

### Following are the details of the assessment schedule:

#	Academic Year of Assessment	Name of the trade	Enrolment in class X	Enrolment in class XII	Total	Proposed month for assessment
1	2020-21	Agriculture	101	0	101	Assessment successfully completed on November, 2021
2		Agriculture & Horticulture	1265	364	1629	
3		Healthcare	2056	1145	3201	
4		IT/ITeS	3299	1665	4964	
5		Private security	1208	656	1864	
6		Retail	2678	2160	4838	
7		Tourism & Hospitality	754	0	754	
		<b>Total</b>	<b>11,361</b>	<b>5,990</b>	<b>17,351</b>	

### b. New Job Role:

As per revised guideline of Ministry of HRD, Government of India regarding new job role & course, State has initiated the revised model of NSQF compliant two (2) year course implementation where the course will be taken up in classes IX-X with exit at class X and another course will be taken up in classes XI-XII with exit at class XII. At the end of four years, students will be provided certificates of two job roles.

### c. PMS Data Update:

Enrollment of the students under the Vocational Education has been updated through PMS as per the quarterly report submitted.

### d. Agreement with NSDC/SSC & Training Partners:

Following are the details of SSC and Vocational Training Partners under which State is implementing the NSQF scheme.

### e. Lab Setup & Study Materials:

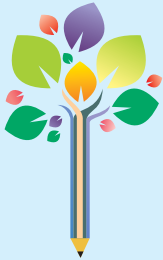
Supply of lab items, books/study materials etc. have

been provided to all 708 approved schools for different sector(s). All the items have been provided as per the guidelines of Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal and within the limitation of fund approved in the budget, lab has been set up accordingly. Study materials have been provided as per PSSCIVE, Bhopal. Copyright agreement has been signed with NCERT, New Delhi for printing of books.

### f. Industry Visit/Field Visit:

Industry visit is a useful tool and integral part of Vocational teaching and learning process. School trips, excursions and field trips expose students to a "real working environment" which leaves a lasting impression on the children. The vocational students from different sector(s) had visited various organizations and institutes of their related sectors within the district.

During industry visit, student engages deeply with materials and concepts. This method better prepares students for problems he/she could



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### Agreement with NSDC/SSC & Training Partners:

Trade/Sector	Selected VTPs	Related Sector Skill Councils
Healthcare	Assam Downtown Charity Trust	Healthcare Sector Skill Council (HSSC), New Delhi.
	Skill Tree Consulting Pvt. Ltd.	
	Centum Work Skills India	
	Educative	
	Valeur Fabtex Private Limited	
IT/ITeS	Centum Work Skills India	The National Association of Software and Services Companies (NASSCOM), New Delhi.
	LAQSH Job Skills	
	SIBIN Group	
	Assam Downtown Charity Trust	
	Educative	
	Valeur Fabtex Private Limited	
Agriculture	Empower Pragati Vocational & Staffing Ltd.	Agriculture Skill Council of India (ASCI), New Delhi.
	LabourNet Services Pvt. Ltd.	
	Educative	
	Assam Downtown Charity Trust	
Retail	Educative	Retailers Association Skill Council of India (RASCI), Mumbai.
	Assam Downtown Charity Trust	
Private Security	Indus Edutrain	Security Sector Skill Development Council (SSSDC), New Delhi.
	Olive Heritage	
	Educative	
Tourism & Hospitality	Assam Downtown Charity Trust	Tourism and Hospitality Skill Council (THSC), New Delhi.
	Educative	
	SIBIN Group	
	Centum Work Skills	
Beauty & Wellness	Educative	Beauty & Wellness Sector Skill Council, New Delhi.
	Downtown Charity Trust	
Electronics & Hardware	Valeur Fabtex Private Limited	Electronics & Hardware Sector Skill Council
	Educative	
	SIBIN Group	
Automotive	Valeur Fabtex Private Limited	Automotive Sector Skill Council
	Downtown Charity Trust	



encounter while on the job. In this scenario, student would have an opportunity to touch and use the materials. When student engage in hands-on learning, become familiar with the way materials look, feel and function. This skill can prove essential when working a skilled trade since the materials student use have enormous impact on the end product.

Studies on the efficacy of various teaching types indicate that industry visit offers a higher level of student retention than most other environments.

**g. Guest Lecture:**

Provision of guest lecturers for vocational students is under the norms of NSQF. Industrialists as well as entrepreneurs in the form of guest lecture can deal with the opportunities available in the industry sector, recent developments, challenges and learning/ skill requirements for the students. Such a guest lecture can also be an opportunity for the school to link with an industry/institution of higher education. Identification of guest lecturers from the reputed industry/business houses is important as these organizations are the potential employers of the pass outs.

Conducting guest lecturers' session for the vocational students by the experts of the respective sector/trade acts as supplementary/provision of new ideas about the world of work in addition to their regular classes, because it offers a new outlook and variety in the way it is taught. It also provides firsthand knowledge required for working in the workplace that is often omitted from a regular class.

**h. Training of Vocational Teachers:**

Appropriate quality assurance, verification and validation procedures would need to be established for assuring the quality of the Vocational Teachers/Trainers. A Vocational Teacher/Trainer should possess (i) Content knowledge, (ii) Pedagogical knowledge and (iii) Pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

A five (5) days long in-service teachers' training for 990 Vocational Teachers (VTs) for 495 schools was organized under Vocational Education Programme as per National Skill Qualification Framework (NSQF) under different sector(s).

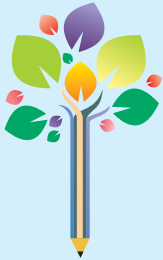
Competent Resource Persons from respective sector(s) and SCERT, Assam were hired for providing training to the Vocational Teachers (VTs).

During the training programme, Resource Persons presented their deliberations and valuable guidance related to National Skill Qualification Framework (NSQF) and the competency based vocational curricula for better implementation of the programme and transaction of skills and knowledge related to vocational Education.

The State prepares a panel of vocational teachers/trainers with the help NSDC/SSC for each of the sectors. While appointing these trainers, they may be oriented on educational pedagogy in order to enable them to understand the needs of the school system and equip them for classroom transactions.



Director, MoE, Govt. of India and Sr. Consultant, TSG, Vocational Education interacting with the students of Ulubari H.S. School (Retail trade)



### **i. Interactive Session & Personality Development:**

An initiative has been taken of video conferencing with Head of the School/Principal, students and parents to understand the problem during the implementation of vocational education. The feedback from students, suggestions from school heads etc. have been taken and also monitor the performance of students and make them confident for any type of interview in future. It will boost-up their confidence and interest amongst them.

With the help of technology, an ICT training programme has been conducted for the vocational students, where the students were given training on personality development with gestures like hand movements, sitting posture while interacting with people.

### **j. Campus Placement Drive cum Job Fair:**

Samagra Shiksha, Assam is implementing National Skills Qualification Framework in association with Vocational Training Partners. M/s Educative, Guwahati and M/s Down Town Charity Trust were conducted a campus placement drive for placing

candidates being trained after level 4 in NSQF aligned trades. Reputed companies from Assam as well as National level companies were participated in the campus placement initiative. Students were also trained in employability skills like personal interview, grooming, etc.

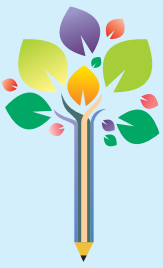
### **k. Innovative Initiatives under NSQF Scheme:**

- Along with the normal course curriculum of vocational education, students were involved in establishment of reading corner in respective classroom, formation of English Vocabulary Club, sensitization of environment with involvement in Eco-Club of the school etc.
- Students under Retail trade established the concept of “Honest Shop” in their respective school where received better community support and response since starting.
- Under Agriculture trade, students prepared kitchen garden, started greenhouse cultivation, vermi compost etc. in their respective school campus.



*Aspirants of vocational education participated in campus placement drive cum job fair (moving towards self-reliance)*





# Civil Works

## Elementary Level

The civil works component create to conducive physical environment for learning in school as per provision of RTE Act-2009. To motivate the children and to enroll and attend in school regularly, the building environment of school should be attractive and comfortable. Provisions are also made for barrier free environment to access for CWSN. A massive programme was undertaken for providing toilet in toiletless schools and successfully completed. Though, full effort was given for providing toilet & drinking water in each school, but due to some ground problems like erosion of land and washed away by flood, some gap again reflected in UDISE, 2020-21.

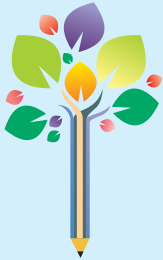
Again, the classroom is designed with natural light, ventilation, display, storage to ensure equity & quality. All the districts have taken into account in convergence of different activities like play ground development, Additional Class Room (ACR), electrification, toilet block

and water facility with MSDP, PHE Deptt., P&RD, PSUs, Corporate etc. and other facilities with other scheme.

During the financial year 2021-22, Project Approval Board (PAB), Ministry of Education, Govt. of India had approved 02 nos. of up-gradation of Primary School to Upper Primary School [Classes VI-VIII] amounting to Rs.39.71 lakh, 763 Boys' Toilet amounting to Rs.1846.46 lakh, 404 Girls' Toilet amounting to Rs.1005.96 lakh, 307 Major Repairing of School amounting to Rs.1058.39 lakh as fresh work under AWP&B, 2021-22. The expenditure of spill over civil work activities was Rs.574.74 lakh against approved spill over amount of Rs.3445.73 lakh. Overall 16.68% fund has been utilized against approved budget of Rs.3445.73 lakh under civil work component. Again, the expenditure of fresh civil work activities was Rs.2092.14 lakh against approved amount of Rs.3950.52 lakh. Overall 52.96% fund has been utilized against approved budget of Rs. 3950.52 lakh under civil work component.



Additional classroom



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In addition, PAB had approved Rs.3259.05 lakh for construction of KGBV augmentation facility for Class IX & X and KGBV Building in spill over work under AWP & B, 2021-22. The expenditure amounting to Rs.497.16 lakh was made up-to 31st March, 2022 from approved spill over amount of Rs.3259.05 lakh. Overall 15.25% fund has been utilized against approved budget of Rs.3259.05 lakh under civil work of KGBV component.

**Physical and financial progress during 2021-22 as approved under AWP&B, 2021-22 up to 31st March, 2022  
[Spill & Fresh works]**

A. Civil Works under Strengthening of School:												
#	Name of Activity	Sanctioned during 2021-22 (Rs. In lakh)					Expenditure during 2021-22 (Rs. In lakh)					Remarks
		Spill Over		Fresh		Total	Spill Over		Fresh		Total	
		Phy.	Fin	Phy.	Fin	Fin	Phy.	Fin	Phy.	Fin	Fin	
1	Composite School for Elementary	45	133.49	0	0.00	133.49	1	5.61	0	0.00	5.61	Sanctioned fund has been released to the beneficiary's accounts during March, 2022, work in progress.
2	Up-gradation of PS to UPS [VI-VIII]	12	7.94	2	39.71	47.65	0	0.00	2	27.80	27.80	
3	Addl. Class Room (up to class VIII)	941	728.94	0	0.00	728.94	261	347.04	0	0.00	347.04	
4	Boys' Toilet	1241	295.34	763	1846.46	2141.80	0	0.00	0	0.00	0.00	
5	Drinking Water Facility	1874	448.01	0	0.00	448.01	0	0.00	0	0.00	0.00	
6	Girls' Toilet (upto class VIII)	478	236.72	404	1005.96	1242.68	0	0.00	404	1005.96	1005.96	
7	Boundary Wall	69	109.63	0	0.00	109.63	0	0.00	0	0.00	0.00	
8	Major Repairs (upto Class VIII)	207	4.03	307	1058.39	1062.42	0	0.00	307	1058.39	1058.39	
9	Furniture (upto Class VIII)	12738	806.70	0	0.00	806.70	0	0.00	0	0.00	0.00	Procurement of materials is on process.
10	Ramps and Handrails	6669	44.49	0	0.00	44.49	0	0.00	0	0.00	0.00	
11	Repair of Dysfunctional Girls Toilet	50	0.00	0	0.00	0.00	0	0.00	0	0.00	0.00	
12	Strengthening of Residential school-NR	3	316.34	0	0.00	316.34	0	93.47	0	0.00	93.47	2 nos. completed and 1 in progress.
13	Construction of Residential Hostel	1	314.10	0	0.00	314.10	0	128.62	0	0.00	128.62	Work is on process.
<b>Total Civil Works (Elementary)</b>		<b>24328</b>	<b>3445.73</b>	<b>1476</b>	<b>3950.52</b>	<b>7396.25</b>	<b>262</b>	<b>574.74</b>	<b>713</b>	<b>2092.14</b>	<b>2666.89</b>	



B. Civil Works under KGBV:												
14	Boring/ Hand pump	0	2.00	0	0.00	2.00	0	0.00	0	0.00	0.00	
15	Boundary Wall	0	0.21	0	0.00	0.21	0	0.00	0	0.00	0.00	
16	Construction of KGBV building sanctioned earlier	19	1317.04	0	0.00	1317.04	9	466.78	0	0.00	466.78	
17	Electricity/Water Charges	0	0.60	0	0.00	0.60	0	0.00	0	0.00	0.00	
18	KGBV-Type-II (NR) (Previous Year) (Classes VI -X) Construction of building	10	1939.20	0	0.00	1939.20	0	30.38	0	0.00	30.38	Work order issued to 8 nos. sites & 5 in progress. For other 2 nos., tender is on process.
<b>Total</b>		<b>29</b>	<b>3259.05</b>	<b>0.00</b>	<b>0.00</b>	<b>3259.05</b>	<b>9.00</b>	<b>497.16</b>	<b>0.00</b>	<b>0.00</b>	<b>497.16</b>	



Boys toilet

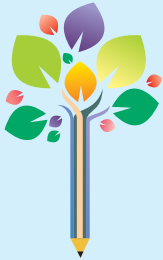


Girls toilet



Drinking water facility





## Secondary Level

- A. The Project Approval Board, Ministry of Education, Government of India has approved various civil work interventions under AWP&B, 2021-22 as follows:

Strengthening of existing schools (Class IX & X):					
#	Activity	Total unit	No. of school	Unit cost	Total approved cost (in lakh)
1	Boys toilet	16	16	3.18	50.88
2	Girls toilet	16	16	3.18	50.88
3	Toilet for CWSN	62	62	3.18	197.16
4	Drinking water facility	66	66	3.61	238.26
5	Major repairing	76	76	9.59 (Average)	728.84
6	Ramp with rail (Removal of architectural barrier)	794	794	0.336	266.78
Strengthening of existing schools (Class XI & XII)					
#	Activity	Total unit	No. of school	Unit cost	Total approved cost (in lakh)
1	Boys toilet	192	192	3.18	610.56
2	Girls toilet	185	185	3.18	588.30
3	Drinking water facility	19	19	3.61	68.59
4	Ramp with rail (Removal of architectural barrier)	161	161	0.336	54.09

- B. Progress overview of the spilled over Civil Works interventions approved till 2018-19:

In terms of Manual on Financial Management & Procurement of Samagra Shiksha, the civil works valued upto Rs.30.00 lakh were executed by the concerned SMDCs of the schools, but beyond Rs.30.00 lakh, the works were executed either through PWD (Bldg.) or through contract at state level. Since inception, a total of 2,297 schools were sanctioned under various activities like ACR, Science Laboratory, Art/Craft Room, Computer Room, Library, Toilet Block, Drinking Water Facility, CWSN Toilet, Removal of Architectural Barrier, Lab Equipments for Science Laboratory.

Special attention has been given for completion of spilled over activities for the financial year 2010-11 to 2018-19 specially in sites where construction was not started due to reasons of land constraints, dispute,

allegations etc. For implementing the activities, efforts have been taken for timely completion & maintenance of quality. Most of the works were executed through Assam PWD (Bldg.). For the work executed through SMDC, special attention has been taken to execute works as per specification & drawing for quality control and as per detailed guidelines issued to various officials involved in supervision, monitoring and maintenance of records on construction activities. At state level, the progress of the construction of civil works has been reviewed periodically by the Mission Director through review meetings & video conferences. The SMDC members & the skilled labourer were given training before starting the works. The District Project Engineer (DPE)/ Junior Engineer (JE) were responsible for proper supervision of all civil works activities in respective districts. The school level works executed by SMDC were guided by the District Project Engineers / Junior



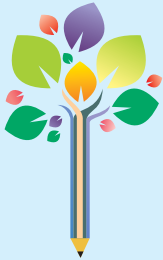
Engineer and they closely monitored the activities. The District Programme Co-ordinator (DPC) reviewed the progress with the DPE/ JE once in every month.

The DPE/ JE were instructed to ensure the quality in procurement of materials as well as in execution of works. Frequencies of visits of DPE/ JE to working sites were increased to ensure quality. The activities were regularly monitored by engineers at state level by

visiting sites of construction. In cases where an intervention of district authorities was required, the issues were discussed at district head quarters during the monthly review meeting chaired by the Deputy Commissioner. This resulted close coordination in resolving issues of construction at ground level. Regular meetings were held with Chief Engineer, PWD (Bldg) for discussion & speedy implementation.

**(I) Since inception of Samagra Shiksha (erstwhile RMSA) in the state of Assam, the following works have been approved upto 2021-22 and progress against thereof as follows:**

#	Name of activity	Target	Completed	In progress	Not started
	<b>Strengthening (IX-X)</b>				
a	Additional Classroom	2464	2352	112	-
b	Integrated Science laboratory	2191	1959	232	-
c	Lab equipment	2191	1984	207	-
d	Art/craft & culture room	263	172	91	-
e	Computer room	1803	1607	196	-
f	Library	1057	971	86	-
g	Drinking water facility	275	209	54	12
h	Toilet	753	753	0	-
i	Boys toilet	16	0	14	2
j	Girls toilet	16	0	14	2
k	CWSN toilet	1229	1167	61	1
l	Ramp & rail	3323	2529	777	17
m	Repairing of dysfunctional girls toilet	106	106	0	-
	<b>Strengthening (XI-XII)</b>				
a	Additional Classroom	63	6	57	-
b	Art/craft & culture room	20	0	20	-
c	Library	32	0	32	-
d	Drinking water facility	23	4	16	3
e	Boys toilet	198	6	183	9
f	Girls toilet	194	9	175	10
g	Ramp & rail	161	0	146	15



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### (ii) New School Building (up-gradation from Upper Primary to Secondary):

A total of 12 schools were approved for upgradation from upper primary to secondary at a unit cost of Rs.69.42 lakh per school. The works were executed by the Chief Engineer, PWD (Bldg) and total 10 schools have been completed and classes are running in these newly constructed buildings.



*Upgradation of UP to secondary school (Binapani H.S., Bongaigaon)*

### (iii) New School Building (up-gradation from Secondary to Higher Secondary):

A total of 9 schools were approved for upgradation from secondary to higher secondary at a unit cost of Rs.244.42 lakh per school. The works are being executed through contracts at state level. Out of 9 schools, 2 have been completed and 7 are under progress. These buildings are targeted for completion by March, 2023.



*Up-gradation of secondary to higher secondary school (Tinthenia Industrial High School, Dibrugarh)*

### (iv) Residential Quarter for Teachers:

Govt. of India has approved for construction of 27 teacher's residential quarter in the state of Assam. Out of total 27, 15 have been completed and 12 are in various level of completion. A teacher quarter can accommodate 2 (two) bachelors or a small family

with facilities like kitchen, bathroom with running water facility and balcony. The works have been executed through contractors at state level.



*Teacher quarter in Matia Adarsha Vidyalaya, Goalpara*

### (v) KGBV-IV (Erstwhile 100 Bedded Girls Hostel):

Since inception of Samagra Shiksha, a total of 78 girl's hostels have been approved in different phases. The work of execution was entrusted to the Chief Engineer, PWD (Bldg). The construction works of 62 hostels have been completed. Remaining 16 are in various stages of progress. These buildings are targeted for completion by March 2023.

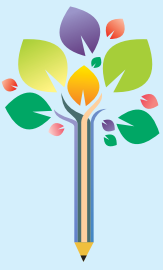
Govt. of Assam have sanctioned @ Rs.20.00 lakh for construction of brick boundary wall with heavy duty iron gate and chowkidar quarter including minimum earth filling in low lying areas of 72 hostel campus. The additional works funded by the state have greatly enhanced the safety and security of inmates of the girl's hostels.



*Kasturba Gandhi Balika Vidyalaya, Nagaon, Laokhowa*

### C. Target & Achievement of Civil Works Activities during 2021-22:

The civil works approved in the year 2021-22 i.e. boys toilet, girl's toilet, drinking water facility, ramp



& major repairing have been entrusted to the respective SMDCs of the approved schools. First installment has already released to these SMDCs for completion within the stipulated time. All works are in progress.

**D. Model Plan & Estimate:**

Suitable model plan and estimate with specifications as specified under Samagra Shiksha have been prepared and are being implemented. The model estimates are prepared based on the Delhi Schedule of Rates of CPWD for the year 2021. Earlier the construction was seismic resistant Assam Type with sloping roof. However, at present, all the proposals are seismic resistant RCC framed structure, with provision of vertical as well as horizontal expansion with raised plinth height. The scope of vertical expansion has been kept as there is scarcity of land in most of the schools, particularly in urban area and plinth raised as most of the schools in the state are affected by seasonal flood.

**E. School Mapping:**

Details of infrastructure with allied information in the district have been collected and developments of school mapping have been completed.

**F. Asset Register:**

The asset register is maintained for updating the assets created out of Samagra Shiksha fund with relevant information.

**G. Environment Assessment:**

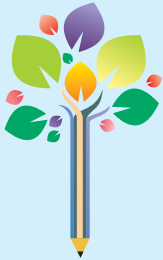
The process of environment assessment with detail information have been continued.

**H. Impact:**

New construction in schools has created an impact in most of the rural areas including backward areas. The layout, architecture & compactness of school building wherever constructed have been appreciated by the parents, teachers & local population. No serious complaints on quality of construction were reported/ pointed out during the period of the report. With the community participation in terms of construction, the sense of ownership & responsibility amongst the SMDC members has been developed and generated awareness to abide by the guidelines, rules and procedures and quality maintenance relating to civil construction and financial management. In addition, capacity building for construction of cost-effective structures has also been developed amongst the local people who will in turn help to construct their own houses economically. With the growing number of attractive buildings in schools, the enrolment has seen upward trend. As per peoples' assessment, the school buildings constructed under Samagra Shiksha are the only shining assets in most of the villages.

All works under Samagra Shiksha, Assam are being carried out in accordance with principle, rules and procedures prescribed in the Financial Management and Procurement Manual for Samagra Shiksha - 2012 (applicable from September, 2018).





শিক্ষাৰ অধিকাৰ  
সৰ্বশিক্ষা অভিযান, অসম  
সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

# Functioning of Upgraded Secondary Schools (from UP to Secondary)

The Project Approval Board (PAB), Ministry of Education, Govt. of India approved up-gradation of 12 Nos. of Provincialised Upper Primary Schools in total (up-gradation from UP school to Secondary school) in un-served habitations under erstwhile RMSA, Assam out of which, 4 schools had approved under AWP&B 2015-16 and 8 schools had approved under AWP&B 2016-17. These 12 Up-graded schools are functioning as Secondary schools with due approval of Department of School Education, Govt. of Assam.

**The status of school wise & medium wise enrolment in the functional up-graded schools in 2021-22 are as below-**

Sl	Name of district	Name of New school	Medium	Enrollment		
				Class- IX	Class- X	Total
1	Cachar	Happy Valley High School	Bengali	103	67	170
2	Cachar	Maharani Chandraprabha Tribal High School	Bengali	25	15	40
3	Cachar	Kalarhawar Tribal High School,	Bengali	46	0	46
4	Cachar	Jorkhal Tribal High School	Bengali	20	0	20
5	Udalguri	Padmapukhuri High School	Assamese	31	18	49
6	Udalguri	Subhash Boro Memorial HS	Assamese	41	55	96
7	Udalguri	Jorpukhuri High School	Assamese	82	84	166
			Boro	29	23	52
8	Dibrugarh	Luhali High School	Assamese	55	55	110
9	Tinsukia	Rukmini High School	Assamese	64	30	94
10	Karimganj	KaziNazrul Islam High School	Bengali	120	0	120
11	Karimganj	Ghulcherra High School	Bengali	118	0	118
12	Sivsagar	Milonpur Janajati High School	Assamese	28	0	28
		<b>Total</b>		<b>762</b>	<b>347</b>	<b>1109</b>





# Project Management

The vitality of the role of Project Management in Samagra Shiksha is seen in all activities undertaken in a financial year. The functionality of this component, of course is represented by various activities. The functions pertaining to salary of officials in state, district and block levels under General Head of the Budget are managed through Project Management. Moreover, the TA/DA of the officials, office contingency and other management cost including the expenses incurred against official supervision & monitoring, hire charges of vehicles, seminars, workshops, review meeting, documentation, media & Publicity and other office related activities are executed under Project management. The salary to direct individual bank accounts of Asstt. teachers under SSA are made centrally (electronic transfer). The direct fund transfer to SMC's & SMDs bank account for school grant, fund for civil works etc. were major tasks conducted under Project Management during the financial year 2021-22. The Plan of Action (PoA) for financial year 2021-22 was based on the AWP&B 2021-22. The Procurement Plan for the F.Y. 2021-22 has been prepared & up loaded in the official web-site of Samagra Shiksha, Assam and National web on time. These processes help in completing the scheduled activities on time. Another achievement was made regarding confirmation of SMC's bank account by developing a site named 'Monitoring for SMC's Bank Account' which has been made accessible to 145 blocks of the state.

## 1. In-house meeting at State Mission Office:

Conducting of in-house review meetings for sharing of the activities approved by MoE, Govt. of India and related activity with the State Government is a prime and regular task during the F.Y. 2021-22. Video conferencing/online meetings with district and block level officials to review the activities were done at a regular interval.

## 2. Video conference on preparation and submission of AWP&B:

Orientation for preparation, finalization and online

submission of AWP&B for the F.Y. 2021-22 through PMS Portal was conducted through Video conferencing with the key officials of district and sub-district levels.

## 3. Supervision & monitoring / district visits:

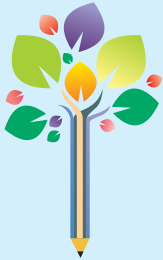
The supervision & monitoring of activities under Samagra Shiksha is one of the major task to check the right implementation of the activities in cluster, block and district levels.

## 4. Implementation of PRABANDH:

The proposals of the state under AWP&B 2021-22 were made available through PRABANDH as per requirement of Ministry of Education, Govt. of India. After approval of the budget for the F.Y. 2021-22 through PRABANDH, district wise budget allocations has been uploaded through district level login. Monthly progress of physical and financial reports has been updated every month within stipulated time. The information available in PRABANDH portal is being used by Ministry to sanction and release of fund and other approval from time to time.

## 5. Implementation of Shagun portal:

Shagun, an online monitoring web portal, was launched by Ministry of Education, Govt. of India to monitor physical and financial progress of the activities and achievements at various levels. In the year 2020-21, the Performance Grading Index (PGI) was monitored through Shagun Portal, where ranking of the state has been made on the basis of 90 indicators. Based on performance of these indicators, state wise ranking at all India level has been made. During 2021-22, emphasis was given to improve the PGI Index. Photographs, videos and documentations of various best practices were uploaded in Shagun portal throughout the year in repository section. These documents were also evaluated during the meeting of the Project Approval Board.



#### 6. Review cum training for district and block level functionaries:

To supervise and monitor the fund flow along with the activities of finance and accounts at different levels, periodical review meetings with Block Accountants were conducted at district level to review, suggest and expedite the monthly/quarterly progress of financial activities of the block offices, SMCs/SMDCs, RSTCs, KGBVs etc. The status of collection of utilization certificates in respect of different grants released to the concerned SMCs/SMDCs was taken into consideration for smooth implementation of the activities.

#### 7. Training of President & Member Secretary of SMCs on maintenance of books of accounts:

As a part of capacity building programme, Samagra Shiksha, Assam has conducted cluster level accounts training to all Presidents, Member Secretaries and one members of every SMCs (including TG managed schools) as Samagra Shiksha, Assam has been releasing funds directly in connection to school grants as well as various civil works grants to the SMCs. This training programme helps in keeping records of accounts.

#### 8. Monthly review meeting with block level Accountants:

For strengthening the monitoring support on finance and accounts activities under Samagra Shiksha at different levels, there was provision for conducting monthly review meeting with Block

Accountants at district level where Finance & Accounts Officers reviewed the monthly progress of the finance and accounts activities of the block and sub-block levels and take stock about the up-date of books of account of the SMCs etc.

Further, monthly review meetings with Finance & Accounts Officers were also conducted at State Mission Office, Samagra Shiksha, Assam where progress of expenditure has been reviewed on regular basis in concurrence with approved Plan of Action and AWP & B 2021-22. Status of mandatory field visit of FAO, JAO and Block Accountants, collection of utilization certificates from SMCs in connection with different types of annual grants, civil works grants, status of compliance of audit observations etc. were reviewed. This acts as an effective monitoring tool for maintaining transparency and thus helps in accelerating the pace of expenditure.

#### 9. Convergent meeting with other departments:

Convergence with other departments is a regular activity of Samagra Shiksha, Assam to increase the support and co-ordination among different organizations/departments towards Samagra Shiksha. To strengthen the support and co-ordination among different organizations, various meetings, workshops etc. were organized with organizations like NHM, UNICEF, Krishna Kanta Handique State Open University, SCERT, Social Welfare department etc.

## Accounts

The Financial Management under Samagra Shiksha is governed by the Manual on Financial Management and Procurement (FMP Manual of Ministry of Education, Govt. of India). The FMP manual guides the State Implementing Society (SIS) in budgeting, financial reporting, accounting, auditing requirements and procurements procedures etc. Samagra Shiksha, Assam also follows different provisions & rules as laid in the Service Rules and Financial Regulation [SR & FR] of SSA Assam, 2003.

Presently, the financial assistance under Samagra

Siksha Programme has been made on 90:10 sharing arrangement between Central Government and State Government in case of North Eastern States. Complete accounts in respect of financial transactions under Samagra Shiksha, Assam (Elementary & Secondary) in the State Mission Office and subordinate offices (i.e. District Mission Offices and Block Mission Offices) are maintained in double entry methods of accounting. To couple up with the computerized accounting system, Samagra Shiksha, Assam has been maintaining parallel accounts in "Tally-Prime" software in State and districts offices.

The State Implementation Society releases fund i.e. Annual School Infrastructure Grant, Uniform Grant, Civil



Works Grant etc. directly to the SMCs/SMDCs bank accounts through bank transfer. Further, Samagra Shiksha, Assam releases monthly salary of all teaching and non-teaching staff under Samagra Shiksha, Assam to their individual bank accounts. These processes have reduced the time in release of fund to the actual beneficiaries' accounts and surplus time thus generated is being effectively utilized in the supervision & monitoring of scheduled programme activities under Samagra Shiksha Assam.

1. **Internal Control and Supervision & Monitoring:** Samagra Shiksha, Assam has prepared district wise Plan of Action (PoA) and Procurement Plan for goods, works and services for the financial year 2021-22 based on approved AWP&B 2021-22. The Plan of Action helps planning and allocating financial resources in realistic manner. The PoA and procurement plan for the F.Y. 2021-22 has duly uploaded in the official web-site of Samagra Shiksha Assam (ssa.assam.gov.in). These processes helps in maintaining transparency in procurement.

As a part of supervision & monitoring on finance and accounts activities under Samagra Shiksha at different levels periodical review meetings with Block Accountants were conducted at district level (both online & offline mode) to review, suggest and expedite the monthly/quarterly financial progress of block offices, SMCs, RSTCs, KGBVs etc. Further, status of collection of utilization certificates in

respect of different grants released to SMCs etc. were reviewed in the meeting.

To ensure proper implementation of Public Finance Monitoring System (PFMS), online training on PFMS and operation of State Nodal Agency (SNA) account & zero balance subsidiary accounts were conducted with district accounts officials during the year 2021-22.

The financial reporting through PMS portal of Samagra Shiksha helps in regular monitoring of expenditure and effective flow of fund to the district and sub-district levels. The State Implementing Societies also undertake intensive monitoring through all Govt. & Provincialised schools have been covered under the social audit.

## 2. **Training on Accounts for President & Member Secretary of SMCs:**

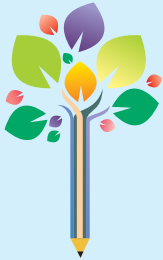
As a part of capacity building programme, during the financial year 2021-22, Samagra Shiksha, Assam has conducted 3 days cluster level training of SMC members i.e. Presidents, Member Secretaries and selected 6 members from each SMC, where one session was kept for accounts matter of SMCs and elaborated the procedure of submission of utilization certificates of different grants released to the SMCs etc. This training programme has direct bearing impacts on the capacity building of teachers and SMC members who are not from accounts background.

### **Statement of Financial Performance (un-audited) of Samagra Shiksha, Assam during the financial year 2021-22 (as on 31.03.2022)**

Level	PAB Allocation for 2021-22	OB as on 01.04.2021	GOI Releases	State Release	Other Receipts	Total Fund Available	Expenditure up to 31.03.22	Closing Balance Up to 31.03.22	% Exp w.r.t. fund available	% Exp Upto w.r.t. outlay
Elementary	1,958.39	349.86	1,338.19	173.61	5.93	1,867.59	1,606.66	260.94	86%	82%
Secondary	499.05	38.53	198.29	18.24	-	255.06	157.92	97.14	62%	32%
Teachers Education	52.42	0.00	25.08	2.79	9.20	37.07	37.07	0	100%	71%
<b>Total</b>	<b>2,509.86</b>	<b>388.39</b>	<b>1,561.56</b>	<b>194.64</b>	<b>15.13</b>	<b>2,159.72</b>	<b>1,801.65</b>	<b>358.08</b>	<b>83%</b>	<b>72%</b>







# Audit

## [1] Statutory Audit for the F.Y. 2020-21:

Total 31 C & AG empanelled CA firms were engaged to conduct the statutory audit of accounts of State Mission Office, 33 District Offices (SSA), 27 District Offices (RMSA), 145 Block Offices, KGBVs, RSTCs etc. including State & District Units of Teachers Education for the financial year 2020-21.

During the period of audit, a total of 255 outstanding observations of district offices as well as State Mission Office of SSA & RMSA of previous years were dropped by the Chartered Accountants. The Annual Audit Report of Samagra Shiksha, Assam (EE, SE & TE) for the financial year 2020-21 was submitted to the Ministry of Education, Govt. of India accordingly.

Fund released to ASTPPC Ltd. and ARPS for printing & supply of Free Text Books (FTBs) in all mediums including Hindi for the academic year 2021 were also covered under the audit as per provision.

## [2] Statutory Audit of SMCs/SMDCs:

Total 4,858 SMCs & SMDCs receiving grants of 1.00 lakh and more were covered under the statutory audit for the F.Y. 2020-21 against targeted 4,950 SMCs & SMDCs.

Maintenance of books of accounts at school level including capacity building of the President & Member

Secretary of SMCs & SMDCs concerned have been improved to a great extent after introduction of audit of SMCs & SMDCs by the Chartered Accountants at School level.

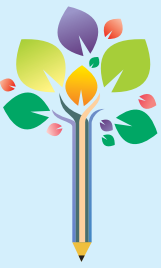
## [3] Internal Audit (on concurrent basis):

The C & AG empanelled Chartered Accountants were engaged for conducting internal audit (on concurrent basis) for the F.Y. year 2021-22 (1st, 2nd & 3rd quarters) including audit of 4th quarter of internal audit for the F.Y. 2020-21 covering the State Mission Office (EE, SE & TE), 33 District Offices (EE & TE), 27 District Offices (SE), 145 Block Offices, KGBVs etc. under Samagra Shiksha including 5% selected SMCs & SMDCs for the F.Y. 2021-22.

Necessary remedial measures have been taken for rectifications of errors, if any pointed out by the Internal Auditors. It helps in finalization of annual accounts of district Offices as well as State Mission Office.

On introducing the Internal audit (on concurrent basis) by the Chartered Accountants, it is felt that the quality, capacity of the accounts personnel involved at state, district and sub-district level offices including schools have been gradually increased in maintenance of accounts as well as financial management.





# Media

## [1] Brand Ambassador of Samagra Shiksha, Assam:

National Education Policy suggests that education should be multi-disciplinary and holistic and hence in line with the same, Samagra Shiksha, Assam has chosen a representative and declared Smt. Lovlina Borgohain, sports personality who own Bronze Medal in Tokyo Olympics 2020 as the Brand Ambassador of Samagra Shiksha. Smt. Lovlina has agreed and promoting Samagra Shiksha, Assam in probono manner.



Smt. Lovlina Borgohain interacting with students

## [2] Launch of Bio-diversity Register:

With an objective to promote awareness on the flora and fauna and rich bio-diversity of the state, Hon'ble Education Minister, Assam Dr. Ranoj Pegu has launched Bio-diversity Register at School level on 7th October 2021 at the State Mission Office of Samagra Shiksha, Assam in the presence of Principal Secretary to the Govt. of Assam, Education Department, Special Commissioner to the Govt. of Assam, Education (Elementary & Secondary) Department and Mission Director, Samagra Shiksha, Assam.



Hon'ble Minister of Education, Assam launching the bio-diversity register

## [3] Promotion of Science Subject through a Talk Show:

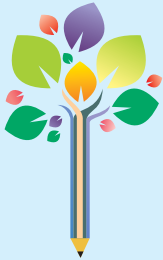
A talk show was organized on National Science Day i.e. 28/02/2022 to popularize Science for the secondary students, where students, teachers, administrators of Education Department participated and the talk show was telecasted by Prag News Channel.



Talk show on National Science Day

## [4] Promotion of Sign Language:

To support and protect the linguistic identity and cultural diversity of all sign language users around the globe, Samagra Shiksha, Assam organized a unique orientation of all its officers to learn the common



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greetings of sign language so that the communication gap amongst the common language users and sign language users can be bridged. The programme was organized by Inclusive Education component of State Mission Office, Samagra Shiksha, Assam. The orientation on sign language was conducted by representatives from Government B.D.S Deaf and Dumb School and Assam Association of Deaf. An audio visual was also developed which was sent to all the districts and also shown in classes through tele classrooms, mobile phones etc. Students, teachers and the district officials also learnt sign language and practiced the basic greeting signs in sign language.



*Students performing sign language*

**[5] Community Mobilization :**

Exhibition was organized to aware the community on the initiatives of Samagra Shiksha, Assam where a large audience gathered and appreciated the efforts.



*Exhibition of Samagra Shiksha, Assam*

**[6] Focus on Enrollment at Elementary level:**

A total of 50 lakh population of Assam were communicated regarding RTE norms and enrollment in schools through voice calls. The messages were sent in Assamese language.

**[7] Nipun Axom Launched (FLN Mission):**

With an objective of developing sustainable reading and writing skills among children, Hon'ble Chief Minister, Assam Dr. Himanta Biswa Sarma have launched the Foundational Literacy and Numeracy Mission on 16/11/2021 at Assam Administrative Staff College, Khanapara, Guwahati. The mission has special focus on achieving Foundational Literacy and Numeracy (FLN) from pre-school to grade III for children aged 3 - 9 years by 2026-27. An anthem is developed to boost the community and make them aware on FLN.



*Hon'ble Chief Minister, Assam launching the Anthem on FLN*





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দূৰৈ চপো, বৰি অলা  
SCERT, ASSAM



- Revision of textbooks on the following subjects was done:
  - ✓ EVS in nine mediums.
  - ✓ Social Science in eight mediums.
  - ✓ Mathematics (classes I to III) in nine mediums.
- Open Educational Resources (OER), self –learning package were developed.
- Holistic Progress Report Card was developed in collaboration with Samagra Shiksha, Assam.
- Manuscripts were developed by modification /adaptation of content of newly developed English textbooks (Classes VI to VIII) and Mathematics textbooks (Classes VI to VIII) for transcription into Braille for the blind children of the state.
- Workbook of 'Ka-sreni' (Pre-primary) on the basis of competencies which are fixed for FLN was revised and modified.
- Teacher hand book for pre-primary class was developed and translated into eight mediums of instruction viz. Bodo, Bengali, Hindi, Garo, Karbi, Manipuri, English and Hmar.
- 3 months' play based school preparation module – Vidya Pravesh was developed.
- For smooth implementation of NIPUN Axom in the state, activities like analysis of the learning outcomes and textbooks of classes I, II & III , identification of the basic learning outcomes of class-I , identification of the pre-requisites for introducing the concepts/skills of classes II & III, development of Instructional manual for the teachers and teaching learning materials like word card, letter card, grid etc., orientation of education functionaries (DEEOs/BEEOs/DPOs/DIET faculties etc.) on FLN in collaboration with Language Learning Foundation, initiation of language mapping exercise etc. were conducted.
- Research Studies :
  - ✓ A study on functioning of CRCs and BRCs and their linkage with DIETs in Assam was conducted.
  - ✓ Comprehensive evaluation of government Teacher Education Institutions in Assam was done.
  - ✓ An analytical study on “Reasons of high drop-out rates in government schools in Assam” is in progress.
  - ✓ An analytical study on “The status of the enrolment in Science stream in higher secondary level in government schools in Assam” is in progress.
  - ✓ A study on “Menstrual hygiene preparedness and puberty related issues and stigmas associated with it among adolescent girls studying government schools in Assam” is in progress.
- Development of online monitoring portal for TEIs (Teacher Education Institute MIS), Teacher Performance Assessment are in progress.

## Teacher Education

SCERT, Assam and its institutions DIETs, CTEs, IASEs and BITE have accomplished component wise activities as per approval of PAB, 2021-22. The DIETs, CTEs, IASEs have conducted its activities as per Annual Work Plan and Budget (AWP&B) based on the institutional requirement.

SCERT, Assam has undertaken different academic programmes from time to time in addition to regular activities for improvement of educational scenario of the state. Development of textbooks and revisiting the existing textbooks incorporating newer concepts with the changing context and also contextualizing with state specific needs are a major task of SCERT, Assam. SCERT, Assam has been venturing into integration of ICT in education through different digital initiatives for improvement of learning outcome of children. Energized textbooks with QR Codes have facilitated the students for improvement of their learning. Some of the major, inter alia, activities undertaken by SCERT, Assam will be worth mentioning as below.

### 1. Material Development:

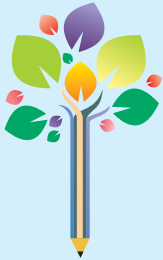
#### 1.1 Revision and adaptation of Environmental Studies (EVS) textbooks for elementary stage (classes III to V) in nine (9) mediums of instruction:

**Objectives:** To revise the EVS textbooks in the light of learning outcomes identified by NCERT and some emerging issues arising in the changing environment (natural, social, political etc.).

**Period/duration:** June, 2021 to October, 2021.

**Target group:** Students of elementary stage (classes III to V).

**Outcomes of the programme:** Revised EVS textbooks for classes III to V in 9 mediums of instruction (viz. Assamese, Bodo, Karbi, English, Hindi, Bengali, Manipuri, Garo and Hmar) are submitted to the ASTPPC Ltd. for printing and distribution.



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## 1.2 Revision and adaptation of Social Science textbooks for elementary stage (classes VI to VIII) in eight (8) mediums of instruction:

**Objectives:** To revised the social science textbooks in the light of NEP 2020 along with latest relevant information.

**Period/duration:** June, 2021 to September, 2021

**Target group:** Students of elementary stage (classes VI to VIII).

**Outcomes of the programme:** Revised Social Science textbooks in 7 mediums (viz. Assamese, Bodo, English, Hindi, Bengali, Manipuri and Garo) and submitted to the ASTPPC Ltd. for printing and distribution.

## 1.3 Revision of Mathematics textbooks for classes I to III in nine (9) mediums of instruction:

**Objectives:** The textbooks for classes I & II were developed in the year 2016 and that of class III was developed in the year 2017. Some of the contents were needed modification and some were required minor changes. Keeping in mind, it was decided to do the revision of the textbooks in all mediums of instruction.



*Text books of Mathematics*

**Period/duration:** July, 2021 to January, 2022.

**Target group:** Students studying in classes I, II & III.

**Outcome of the Programme:** The revision of the textbooks will help students to understand various concepts in Mathematics in a better way. Total 27 textbooks were developed for classes I to III across 9 mediums. To begin with, a pool of teachers was selected across the state. One day online orientation was

conducted on 6th July, 2021 on how to analyze the textbooks and how to give feedback of the textbooks. A questionnaire was also shared in the meeting. The feedback received from the teachers was analyzed by the reviewers and accordingly necessary changes have been made by the team. The changes/corrections were made in Assamese medium first. Then, the same had been adapted to other mediums of instruction viz. English, Bodo, Bengali, Hindi, Manipuri, Karbi, Garo and Hmar. Thus, in total  $3 \times 9 = 27$  textbooks were developed. Moreover, for the improvement of quality printing, the textbooks were developed using Corel Draw software for the first time.

## 1.4 Development of digital OER (Open Educational Resource):

**Objectives:** To help the teachers in preparing teaching learning materials of different subjects for classroom transaction and to help teachers to create a child-friendly environment with appropriate pedagogical process.

**Period/duration:** December, 2021 to February, 2022.

**Target group:** Teachers of elementary stage.

**Outcomes of the programme:** 5 digital teaching learning material (OER) for elementary school teachers.

## 1.5 Development of self-learning activity package for Elementary level students:

The Elementary Education Department had decided to develop and distribute class-wise and medium wise self-learning activity package in linkage with the academic calendar for the students of classes I to VIII on a regular basis until the school reopens in view of Covid-19



*Workshop for development of self learning materials*



pandemic. The Directorate of SCERT Assam was entrusted to develop the self-learning activity package on the lessons incorporated from the months of April, 2021. Each package was developed for 15 days duration in linkage with the textbooks earmarked in the academic calendar. As the academic package had to be developed in all the core subjects and in major mediums within a short period of time, therefore, SCERT in collaboration with some DIETs had developed class-wise, subject-wise activity package in the following subjects:

- Classes I & II: Assamese(L1), English, Mathematics.
- Classes III, IV & V : Assamese(L1), English, Mathematics, EVS.
- Classes VI, VII & VIII: Assamese(L1), English, Hindi(L3), Mathematics, Science & Social Science.

The self-learning materials had the following feature-

- It was learning outcome based.
- It was developed in linkage with the academic calendar.
- Based on the concept given in the activity package, students were given scope for practice.
- Provision of assessment.



*Workshop for development of self learning materials*

After development of the Assamese version of the self-learning package, these materials were adapted/ translated into Bengali, Bodo, Hindi, English & Manipuri. After finalization of these materials, it was submitted to State Mission Office, Samagra Shiksha, Assam for needful implementation.

Altogether, SCERT developed 3 sets of self-learning package for April, May & June, 2021.

An online orientation programme for the stakeholders was also organized by Samagra Shiksha, Assam in collaboration with SCERT Assam for its effective implementation at the grass root level.

#### **Objective of the Programme:**

- Ensuring continuation of education of children of elementary stage who don't have access to any kind of digital device,
- Ensuring grade appropriate learning outcome amongst the learners.

**Duration of the Programme:** April to June, 2021.

**Target group:** SCERT faculty, teacher educators of DIET/ BTC/ NS and teachers of Assam.

**Outcome of the programme:** Ensuring some amount of learning outcome amongst the students who don't have access to any kind of digital device.

#### **1.6 Three day workshop on tool development for the study titled 'Current educational status and curricular issues of SC, ST and Tea tribe children in Assam:**

##### **Objectives of the programme:**

- To acquaint the participants with the proposed research study to be conducted by SCERT, Assam with financial support from Samagra Shiksha, Assam.
- To share the strategies proposed for conducting the study.
- To develop necessary tools for collecting data for achieving the objectives of the study.

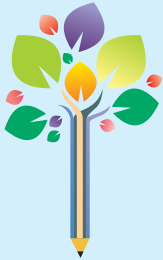
**Time schedule:** 16th to 18th September, 2021, held at conference hall, SCERT, Assam.

##### **Outcome of the programme:**

- Development of draft tools for conducting the study,
- Finalization of the strategies for the study.

#### **1.7 Workshop for adaptation/translation of tools for a study titled "Current educational status and curricular issues of SC, ST and Tea tribe children in Assam:**

**Objectives of the Programme:** Adaptation/ translation of tools into Bengali & Bodo mediums.



**Time schedule:** 14th to 23rd December, 2021, held at SCERT, Assam.

**Target group:** Teacher educators, teachers & officials of State Mission Office, Samagra Shiksha, Assam.

**Outcome of the programme:** Completion of tool development exercise in Bodo & Bengali mediums.

**Task ahead:** The following activities will be carried out:

- Orientation of field investigators.
- Data collection.
- Data analysis.
- Report preparation & submission.

### 1.8 Preparation of Holistic Progress Report Card in collaboration with Samagra Shiksha, Assam:

**Objectives:** Recording and reporting of holistic progress of learners as per NEP 2020.

**Target group:** Students of elementary level.

**Outcome:** Holistic Progress Report Card.

### 1.9 Face to face training programme on Toy Based Pedagogy conducted by Navodaya Leadership Institute, Kamrup:

**Objectives:** To familiarize teachers with toy based pedagogy to be adopted in classroom teaching learning process.

**Duration:** 8th December, 2021.

**Outcome:** Teachers will be able to adopt toy based pedagogy in classroom teaching learning process.

## 2. Development of State Curriculum Framework:

Govt. of Assam has notified SCERT, Assam as nodal agency for development of the State Curriculum Framework (SCF) as per NEP 2020. State Focus Groups (SFG) was constituted and approved by Govt. of Assam. As per NEP 2020, 4 nos. of State Curriculum Frameworks (SCF) will be developed viz. School Education, Early Childhood Care and Education, Teacher Education and Adult Education.

The first workshop for SFG was conducted by SCERT, Assam on 22nd to 25th November, 2021 at IIE, Lalmati, Guwahati. The 2nd sharing meeting with SFG members on development of State Curriculum Frameworks,

Assam in the light of NEP 2020 was conducted on 29th December, 2021. Focus group discussions were conducted from 3rd to 15 February, 2022.



*Workshop for development of State Curriculum Framework*

Orientation of tech coordinators of NE states for the development of State Curriculum Frameworks was conducted by NCERT in collaboration with SCERT, Assam on 20th & 21st December, 2021 at Assam Administrative Staff College, Khanapara, Guwahati.

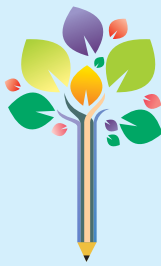
**SCERT, Assam conducted hands on trainings of district level coordinators** for conducting district level consultation, use of tech platform and mobile app for survey on 3rd & 4th January, 2022 at SCERT, Assam.

**SCERT, Assam conducted online training** for 345 surveyors and 23 district technical coordinators on mobile app survey on 20th & 21st January, 2022 and completed 6,421 mobile app survey for SCF/NCF in collaboration with 23 DIETs in 33 districts.

**District level consultations on 4 Curriculum Frameworks** i.e. School Education, Early Childhood Care and Education, Teacher Education and Adult Education were conducted by 23 DIETs for 33 districts with



*Consultation programme at district level*



Teachers, Teacher Educators, parents, students, community members, non-literates, neo-literates, educational administrators and completed 92 district level consultations and reports were uploaded on NCF portal.

**A series of discussions** among the members of individual focus groups and inter focus groups were conducted and suggestions of the steering committee members, renowned academicians and other stakeholders were incorporated in the position papers and completed uploading of the 25 position papers on NCF portal as per guideline of MoE, Govt. of India.



*Discussion for development of State Curriculum Framework*

### 3. Pre-primary Education, Inclusive Education and Special Education:

#### 3.1 Development of manuscripts by modification/adaptation of content of newly developed English textbooks (Classes VI to VIII) and Mathematics textbooks (Classes VI to VIII) for transcription into Braille for the blind children of the state:

Resource persons involved in the programme were SCERT faculties, academic consultants and subject experts, teachers of Guwahati Blind High School, Jorhat Blind Institution, Sreemanta Sankar Mission Blind High School, Barhampur, Nagaon, officers of Samagra Shiksha, Assam and Govt. Braille Press.

Activities were conducted through the 8 nos. of workshops during the month of March to October, 2021 by the financial support of Samagra Shiksha, Assam.

#### 3.2 Revised & modified the workbook of 'Ka-sreni' (Pre-primary) workbook on the basis of competencies which are fixed for FLN:

This workbook is meant for children of age group of 5-6 years which is equivalent to Balavatika (before entry class I). This workbook has been translated into eight (8) other mediums of instruction (viz. Bodo, Bengali, Hindi, Garo, Karbi, Manipuri, English and Hmar). Resource persons involved in the programme were SCERT faculties, teacher educators from DIETs, school teachers, officers of Samagra Shiksha, Assam & Social Welfare and faculties from Anganwadi teachers training centre.



*Workshop for development of workbook for Ka-shreni*

Activities were conducted through 5 nos. of workshops during April to November, 2021 by the financial support of Samagra Shiksha, Assam.

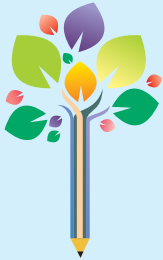
#### 3.3 Development of teacher hand book for pre-primary class:

This Hand book has been translated into eight (8) other mediums of instruction (viz. Bodo, Bengali, Hindi, Garo, Karbi, Manipuri, English and Hmar). Resource persons involved in the programme were SCERT faculties, teacher educators from DIETs, school teachers and officers of Samagra Shiksha, Assam.

Activities were conducted through 5 nos. of workshops during April to November, 2021 by the financial support of Samagra Shiksha, Assam.

#### 3.4 Vidya Pravesh: To ensure that all students are school ready, an interim 3 months play-based 'school





preparation module' for all grade-I students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents as suggested by NEP 2020 has been developed by NCERT, New Delhi and translated/adapted by SCERT, Assam in Assamese and 7 others mediums of instruction (viz. Bodo, Bengali, Hindi, Garo, Karbi, Manipuri and Hmar). Resource persons involved in the programme were SCERT faculties, retired experts, teacher educators from DIETs, school teachers and officers of Samagra Shiksha, Assam. Activities were conducted through 4 nos. of workshops during September to November, 2021.



Workshop for development of teacher handbook for pre-primary

#### 4. NIPUN Bharat Mission in Assam:

NIPUN Bharat Mission or National Initiative for Proficiency in Reading with Understanding and Numeracy is launched by the Education Ministry of India under National Education Policy 2020. This scheme ensures that every child in India gains foundational numeracy and literacy by the end of grade-III. The vision of the mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade-III and not later than grade-V.

The Govt. of Assam has also initiated the mission in Assam as NIPUN Axom Mission and under this mission, the following materials have been developed.

- Teaching learning materials used for pre-primary 1 and 2 under Social Welfare department has been

analyzed and aligned with the learning outcomes defined by NIPUN Bharat Mission guidelines.

- 3 months bridging material package/ readiness package for grade-I, II & III has been developed with an objective to meet the learning gap of the children during Covid-19 pandemic.

#### For development of these bridging materials-

- The learning outcomes and textbooks of classes I, II & III are analyzed.
- The basic learning outcomes of class-I has been identified.
- The pre-requisites for introducing the concepts/skills of classes II & III has been identified.
- Activities are designed on identified basic learning outcomes of previous classes which are pre-requisites for introducing the concepts/ skills/ contents of present grades.
- Instructional manual for the teachers and teaching learning materials like word card, letter card, grid etc. were developed in 8 for the children.
- 4 KRPs from each district have been oriented on FLN and they will further orient the CRCCs at district level and CRCCs will orient the teachers at clusters.
- District and block level education functionaries (DEEOs/BEEOs/DPOs/DIET faculties etc.) were oriented on FLN in collaboration with Language Learning Foundation (LLF).
- A language mapping exercise has been initiated with an objective to understand/ identify the home



Readiness package for students



language of the children at different locality, so that a local need based multilingual formula can be developed and teacher orientation can be done as such.

## 5. Research and Evaluation, SCERT, Assam:

### 5.1 A study on functioning of CRCs and BRCs and their linkage with DIETs in Assam:

#### Objectives:

- To review the present status of CRCs and BRCs in the state of Assam.
- To examine the existing role and functions of CRCs and BRCs in the light of recommendations of NEP 2020.
- To study the problems faced by CRCCs and BRPs in respect of resource support to the teachers at cluster level.
- To analyze the linkage between CRCs and BRCs with DIETs.
- To suggest measures for improving service delivery by BRCs and CRCs and their effective linkage with DIETs.

**Target group:** CRCCs, BRPs, principal and faculty members of DIETs, SMC presidents/ Member Secretary.

**Outcome of the programme:** The report of the study reflects the present status of CRCs and BRCs their role and functions in the light of NEP 2020 and exiting linkage with DIETs. On the basis of analysis, some measures for strengthening the linkage are suggested.

### 5.2 Development of online monitoring portal for TEIs (Teacher Education Institute MIS):

**Objectives:** In today's digital world, delivery of information and services in a consistent, accurate and uniform manner is critical to maintain transparency in governance. Information related to teacher education that available on the web was found to be limited largely to the functions of the institution, important documents and details of officials. Issues related to the content, it's no availability, accuracy and low level of intuitiveness were the major findings. The information that users looked for were generally found lacking. This is a design for development of standardized, quality, informative, user-friendly online portal to generate data-base with

provision for regular updation and grading of TEIs based on certain vital phenomena as well as performance appraisal of individual teacher educator.

**Period/duration:** July to February, 2022.

**Target group:** All TEIs viz. IASEs, DIETs, CTEs, Normal Schools, BTCs, HTTC, HTC, PPTTC.

Outcome of the programme: It will provide a data base of existing status of TEIs in respect of administrative, academic, infrastructural and financial aspects. It will help TEIs to know their comparative position in regard to above four dimensions with other Government TEIs in Assam.

### 5.3 Teacher Performance Assessment (ongoing):

#### Objectives:

- To assess the performance of teachers based on their expected roles and responsibilities.
- To identify the areas of strength and challenges in their teaching learning process through reflective practices.
- To enhance proficiency of teachers in organizing classroom teaching learning activities and other school related activities.
- To provide support and mentoring on teaching learning process.
- To provide continuing growth through multiple experiences.

**Period/duration:** April, 2021 to March, 2022.

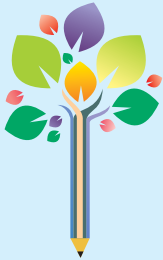
**Target group:** Elementary level school teachers of the state. About 1,17,000 elementary school teachers have been covered by google form.

**Outcome of the programme:** Self-assessment by teachers is fundamental to reflect practice that contributes to the professional growth of teachers. The rubric is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher.

### 5.4 Comprehensive evaluation of government Teacher Education Institutions in Assam:

#### Objectives:

- To know the existing status of government Teacher Education Institutes in Assam in respect of infrastructure and manpower.



- To analyze the present role and function of government TEIs in Assam.
- To examine the eligibility criteria fulfilled by government TEIs of Assam for conducting 4-year integrated courses on teacher education as per existing norms and standards prescribed by NCTE.
- To suggest measures for utilizing government TEIs for implementing recommendations of NEP 2020 with special reference to teacher education in Assam.

**Period/duration:** May, 2021 to January, 2022.

**Target group:** Government TEIs viz. IASEs, DIETs, CTEs, Normal Schools, BTCs, HTTC, HTC, PPTTC.

**Outcome of the programme:** It is a comprehensive analytical report of existing status of government TEIs and their potentially for conducting 4-year ITEP as per NCTE norms and standards.

### 5.5 An analytical study on “Reasons of high drop-out rates in government schools in Assam (ongoing):”

#### Objectives:

- To study the trend of overall enrolment in government schools in Assam over last five years.
- To study the trend of overall drop out cases in government schools in Assam over last five years.
- To study the trend of dropout rates grade-wise and level-wise during last five years.
- To identify and analyze grade specific, level specific main reasons for dropout cases in government schools in Assam.
- To assess the influence of various prime variables associated with the high dropout cases in government schools in Assam.
- To suggest remedial measures.

**Period/duration:** February, 2022 to May, 2022

**Target group:** 11 districts of Assam.

**Outcome of the programme:** This study will help to understand the basic issues related to high dropout at elementary and secondary schools in the state at disaggregated level.

### 5.5 An analytical study on “The status of the enrolment in Science stream in higher secondary level in

### government schools in Assam” (ongoing):

#### Objectives:

1. To study the trend of overall enrolment in science stream in HS level in government schools in Assam over last five years.
2. To understand the class specific, area specific, community specific reasons for decline in science stream enrolment in HS level.
3. To assess the influence of various prime variables associated with the low enrolment in science stream in HS level in government schools in Assam.
4. To suggest remedial measures.

**Period/duration:** February, 2022 to May, 2022.

**Target group:** 11 districts of Assam.

**Outcome of the programme:** It appears that enrolment in science stream is declining gradually. This study will provide us reasons thereof.

### 5.6 A study on enstrual hygiene preparedness and puberty related issues and stigmas associated with it among adolescent girls studying government schools in Assam (ongoing):

#### Objectives:

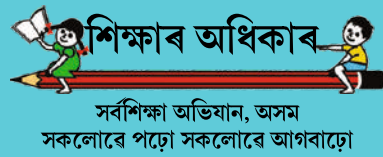
1. To assess the knowledge on puberty related issues and practices of MHM among adolescent girls in the government schools of Assam.
2. To appraise issues and stigmas associated with puberty among adolescent girls in government schools of Assam.
3. To know the schemes and actions taken by the government to create enabling environment for MHM in Assam.
4. To study the set of condition that supports the effectiveness, scaling up, sustainability and replication of MHM interventions.

**Period/duration:** September, 2021 to March, 2022.

**Target group:** 465 schools and 27,900 adolescent girls.

**Outcome of the programme:** This study will help to design a comprehensive approach to make schools menstrual hygiene friendly and prevent school absenteeism and subsequent dropout.





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