

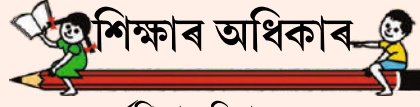


শিক্ষাৰ অধিকাৰ  
সৰ্বশিক্ষা অভিযান, অসম  
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



# Annual Report 2021-22

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



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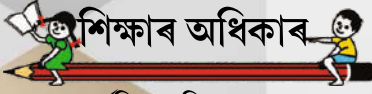


পঢ়ি অলৌ, পঢ়ি অলৌ  
READING MAKES US SMARTER

# Annual Report 2021-22

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# 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**

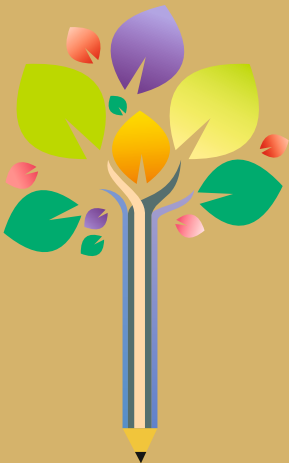
Education is fundamental for achieving full human potential. It is also crucial for developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent on the global stage in terms of economic growth, social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

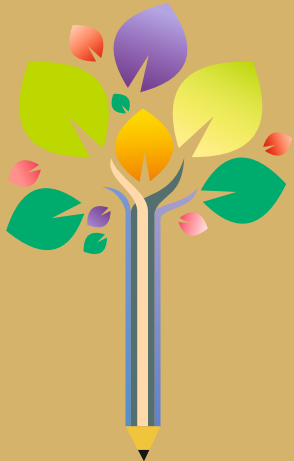
My best wishes to Samagra Shiksha, Assam in its endeavour of publishing its Annual Report for the financial year 2021-22. I hope the report carries the reflection of its achievement.

(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.

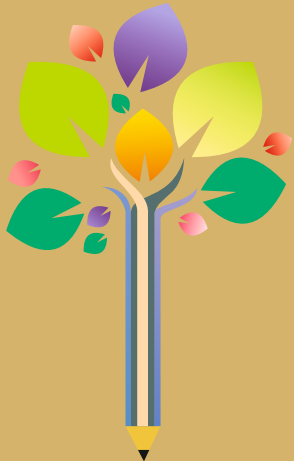
Samagra Shiksha, Assam has been working relentlessly to provide quality and holistic education to the students. The organization has also undertaken arduous work to improve and strengthen the educational management system. The report discloses all the achievements and aspects that has been implemented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

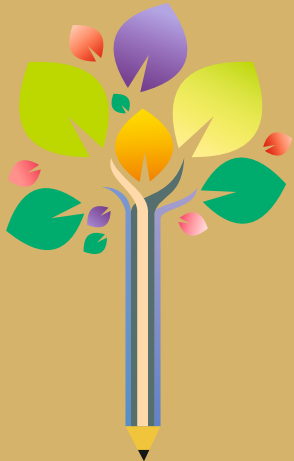
December 3, 2022

**(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

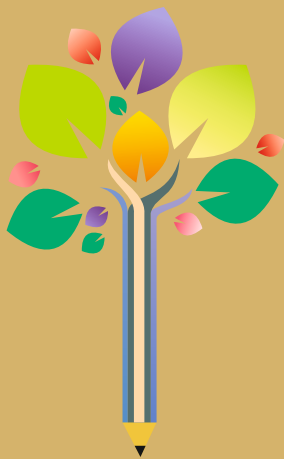
I am very glad to know that like previous years, this year too Samagra Shiksha, Assam is publishing its Annual Report for the financial year 2021-22 for onward submission to the Ministry of Education, Department of School Education & Literacy, Government of India. The Mission has implemented a number 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.

**(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.

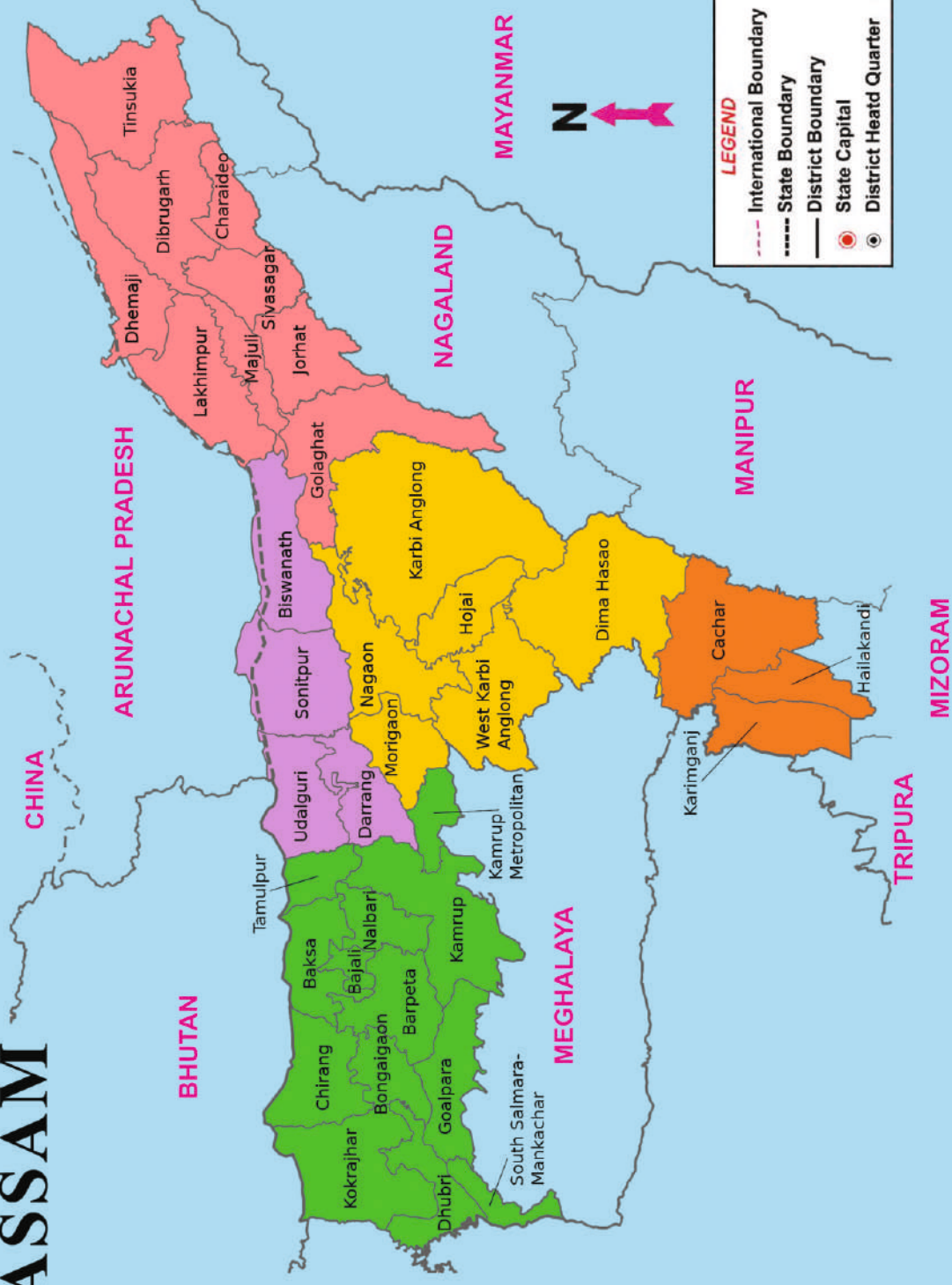
This Annual Report attempts to reflect the various activities and achievements in the last year which gives an overview of the status of school education in Assam. In the current year also, it is pledged to work on mission mode with enthusiasm and endeavour to ensure that the provisions of Samagra Shiksha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

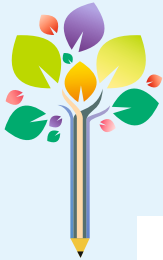




## District-wise Educational Block (Assam)

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 KALAIGAON 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 TENGAHAT
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



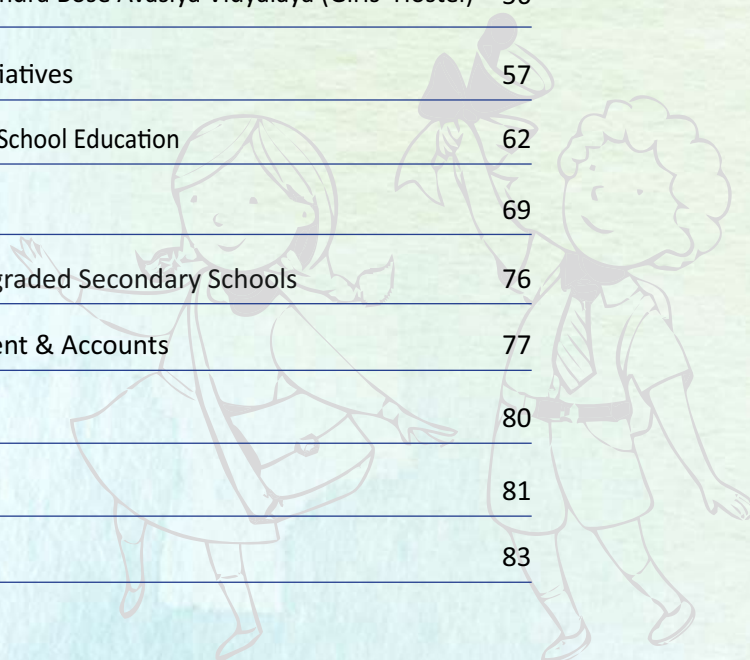
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সকলোৱে পঢ়ো সকলোৱে আগবাঢ়ো

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”.

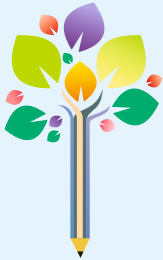
The scheme envisages the 'school' as a continuum from Pre-school, Primary, Upper Primary, Secondary to Senior Secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from Pre-school to Senior Secondary stage in accordance with the Sustainable Development Goal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

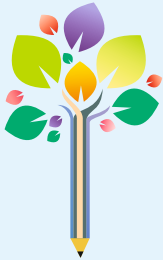




## Status of implementation of "The Right of Children to Free and Compulsory Education Act (RTE), 2009

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.



সৰ্বশিক্ষা অভিযান, অসম  
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.



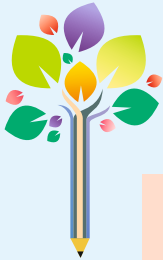


## Management Structure

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.





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- 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

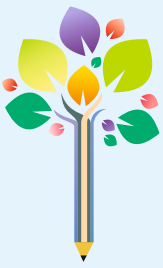
### Elementary Level

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.



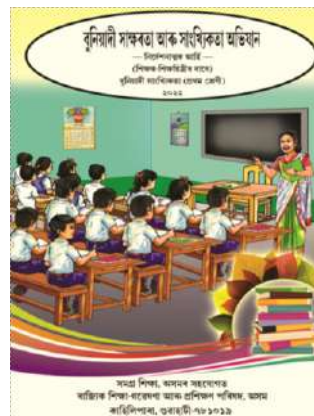
Hon'ble Chief Minister, Assam launching the NIPUN AXOM MISSION

- 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

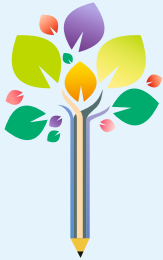
- xii. Baseline assessment (sample based) by SCERT, Assam.
- xiii. Preliminary work on language mapping and orientation of DACG members and district authority in association with Language and Learning Foundation (LLF).
- xiv. Formation of State Resource Groups for language mapping.
- xv. Alignment of 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.





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- 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

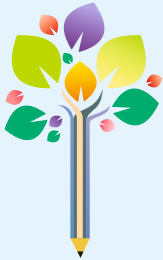
#### e) Upper Primary Science and Mathematics Kit Box:

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:

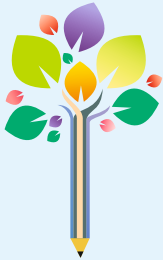
- **Training of Teachers:** A 4-day online teachers' orientation cum training programme has been conducted for 41,429 Government/ Provincialized Elementary schools Head teachers on various domain areas viz. Child

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.



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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.

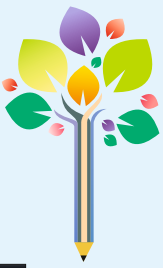
### [10] Other Initiatives

- 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.

Online teacher training platform

Online teacher training platform

### [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:

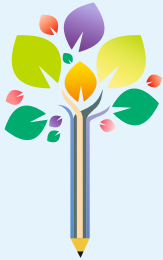
- Providing Activity Books to Slow Learners.
- Conducting Face to Face Remedial Training.
- Providing Question Banks to Class X Students.
- Providing Teachers Learning Material [TLM] and Conducting Teachers Training.

#### [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.
- **Fire Extinguisher:** ISI marked 1 kg – ABC type Fire Extinguishers has been provided to 4,364 Government/ Provincialized Secondary 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 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:

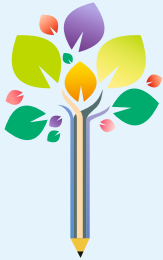
- The aptitude test was conducted in online mode for students of Secondary stage and provided an online report based on the assessment through the screening test to them.
- Aptitude assessment have seven parameters as per NCERT guideline "Tamanna" as follows:
  - Language Aptitude (LA)      ➤ Abstract 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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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.



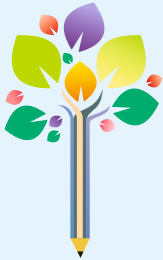
Students performing cultural activity during community festival

### [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.



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### [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

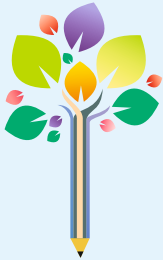
### Secondary Level

#### [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

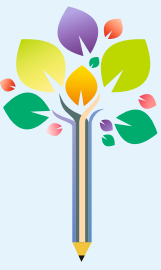
## Elementary Level

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

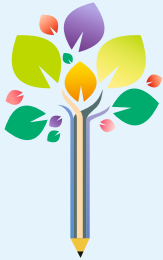
- Resource Centers are located in each block for providing therapeutic intervention as physiotherapy, speech therapy, orientation & mobility, occupational therapy, sign language training, physical, academic, motivation/awareness/counseling for parents and co-scholastic services to mild/moderate and severe 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.
- 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.
- Online training was conducted for identification and management of children with learning difficulties for teachers in collaboration with NIPCCD.
- Online training was conducted on UDID for all Inclusive Education (IE) functionaries in collaboration with Social Welfare department.
- Total 92 girls CWSN were enrolled in KGBVs.
- Total 433 visually impaired children were provided Braille Books.
- Total 8,657 CWSN have been received disability certificate.
- Total 70 TLM kits have been received by CWSN from other sources.
- Total 290 Resource Persons are in place for CWSN at Block Resource Centre.
- Total 179 Additional Resource Person (ARP) and 234 Assistant Additional Resource Person (AARP) are engaged at block and Gaon Panchayat levels.

**Activities conducted during lockdown:**

- 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

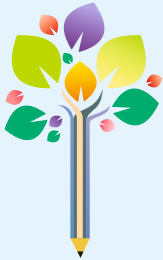
The Integrated Scheme on School Education, Samagra Shiksha facilitates the educational opportunities for Children with Special Needs (CWSN) or Divyangjan in general education from pre nursery to class XII studying in Government, Government or Aided and Local Body schools. The Inclusive Education component 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



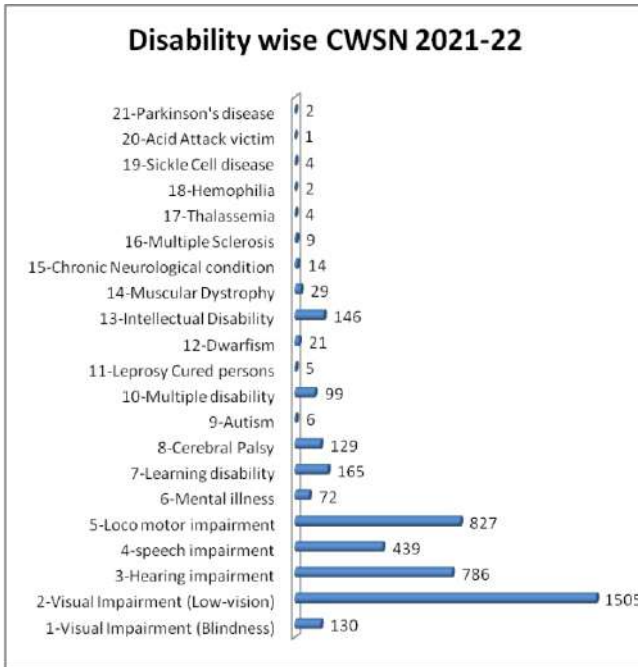
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Sl No.	District Name	Total no. of CWSN Identified
24	Majuli	59
25	Morigaon	131
26	Nagaon	146
27	Nalbari	155
28	Sibsagar	84
29	Sonitpur	92
30	South Salmara-Mankachar	63
31	Tinsukia	122
32	Udalguri	154
33	West Karbi Anglong	54
	<b>Total</b>	<b>4395</b>

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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:

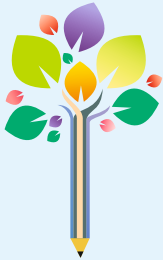
- a) International Day of Sign Languages on 23rd September, 2021.
- b) International Day of Persons with Disabilities on 3rd December, 2021.

- 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.

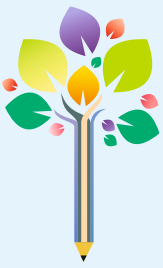


Students & teachers are practicing Sign Language

- 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.

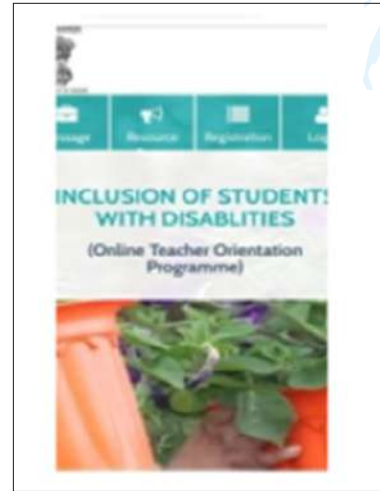
#### C. Online Self- learning Platform for Teacher on Inclusive Education:

- 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

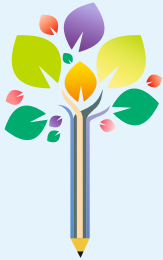
#### D. Inclusive Games & Sports:

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)





- 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 provide 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.

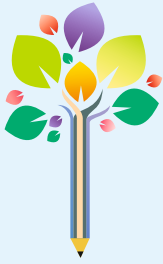


Joyful learning

##### [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.





খকাৰা শিক্কা কেলেণ্ডাৰ শৰাই শিক্কা, অসম						
শৰাই	১ম শৰাই	২য় শৰাই	৩য় শৰাই	৪য় শৰাই	৫য় শৰাই	৬য় শৰাই
শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।	শৰাইখনত পঢ়াৰ পৰিকল্পনা কৰিবলৈ আয়োজন কৰিব।
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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.