



শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়োঁ সকলোৰে আগবাঢ়োঁ



Annual Report 2022-23

Samagra Shiksha, Assam

Kahilipara, Guwahati-781019



শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



Annual Report 2022-23

Samagra Shiksha, Assam
Kahilipara, Guwahati-781019



শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



© Samagra Shiksha, Assam

Kahilipara, Guwahati - 781019
E-mail: ssaassam@rediffmail.com
Website: <https://ssa.assam.gov.in>
Phone: 0361-2383803, 2380481, 2380701
Fax: 0361-2380134

Published by: Samagra Shiksha, Assam

Design & production: Sarma Art Cottage, Guwahati, Assam

Message

ড০ হিমন্ত বিশ্ব শৰ্মা
Dr. Himanta Biswa Sarma



মুখ্যমন্ত্রী, অসম
Chief Minister, Assam

Dispur
17 Kati, 1430 Bhaskarabda
4th November, 2023

I am happy to learn that Samagra Shiksha, Assam is publishing its Annual Report for the financial year 2022-23 to be submitted to the Ministry of Education, Department of School Education & Literacy, Government of India.

Progress of a nation is greatly dependent on the level of penetration of education among its citizenry. In the seven decades of Independence, India has achieved numerous feats owing to the nation's focus on educating its countrymen. In 1947 during the time of Independence, the literacy rate in the country stood at just about 12%. As per 2011 Census, the figure stands at 74.04%. It is now important that the country completes the last mile to literacy in its Amrit Kaal.

Samagra Shiksha, Assam since its launch has been steadfast in its objective to bring about a paradigm shift in the narrative of school education in the State. As a result of its untiring efforts, the Mission has been able to bring about positive changes in the field of education of Assam.

I am confident the report being published becomes a powerful document to inform, influence, educate and sustain the prescribed protocol needed for taking the educational landscape of the State.

I extend my best wishes to everyone associated with Samagra Shiksha, Assam on their endeavor.

(Dr. Himanta Biswa Sarma)







DR. RANOJ PEGU
Minister
Government of Assam



Education, Tribal Affairs (P)
Indigenous and Tribal Faith &
Culture (L & M) Deptt.
Janata Bhawan, Dispur,
Guwahati-781006, Assam

Dispur
Dated- 09/10/2023

I am delighted to announce that, just as in previous years, Samagra Shiksha, Assam will soon release its Annual Report for the financial year 2022-23. This report will be submitted to the Ministry of Education, Department of School Education & Literacy, Government of India.

This Annual Report is expected to highlight the remarkable progress made in the field of school education and the faithful implementation of the provisions of the Right to Education Act, 2009. Additionally, it will shed light on areas that require improvement and further attention. I commend the dedicated efforts of Samagra Shiksha, Assam, in compiling this report.

I extend my warmest wishes to Samagra Shiksha, Assam for the upcoming release of their Annual Report. I am confident that Samagra Shiksha, Assam will continue to work tirelessly towards achieving complete literacy in Assam.

(Dr. Ranoj Pegu)

Message







PABAN KUMAR BORTHAKUR, IAS
Chief Secretary

Government of Assam
Janata Bhawan, Dispur,
Guwahati-781006



I am happy to know that the Samagra Shiksha, Assam is publishing its Annual Report for the financial year 2022-23 for onward submission to Ministry of Education, Department of School Education & Literacy, Government of India.

Over the years, Samagra Shiksha Assam has been instrumental in bringing significant reforms in the education sector in the state through implementation of various interventions. The Annual Report as such, is a very important tool for dissemination of information as it focuses on the journey of Samagra Shiksha, Assam so far and also acts like a mirror to reflect on the areas that need further improvement.

I take this opportunity to extend my best wishes for the publication of the report. Samagra Shiksha, Assam will put forth its best efforts in the coming years to take the state to greater heights in the school education sector and continue on this path of success and glory.

(Paban Kumar Borthakur, IAS)

Message





Message



NARAYAN KONWAR, IAS
Secretary



Government of Assam
Higher & School Education Department
Janata Bhawan, Dispur, Guwahati-6

I am very glad to know that like previous years, Samagra Shiksha, Assam is publishing its Annual Report for the year 2022-23 for onward submission to 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.

The Annual Report which reflects the achievements of Samagra Shiksha, Assam gives an overview of the status of school education in Assam.

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

(Narayan Konwar, IAS)



Foreword



DR. OM PRAKASH, IAS
Mission Director

Samagra Shiksha, Assam
Kahilipara, Guwahati-781019



Samagra Shiksha, Assam is one of the vehicles for the implementation of the provisions of the RTE Act - 2009 and NEP - 2020 in the state of Assam under the Department of School Education, Government of Assam. So far, the goal of universal access has been achieved most favorably. For bringing the out-of-school children to regular schools, a variety of interventions have been implemented like Residential Special Training Centre (RSTC), Non-Residential Special Training Centre (NRSTC), Kasturba Gandhi Balika Vidyalaya (residential school for girls), Netaji Subhash Chandra Bose Avasiya Vidyalaya (girls' hostel) and Netaji Subhash Chandra Bose Avasiya Vidyalaya (residential school for boys). The outcome of these interventions is reflected in the reduced rate of out-of-school children from 24.39% in 2002-03 to 1.7% in 2022-23.

In respect of universal retention, the state has witnessed visible improvement. The provision of child-friendly & barrier-free school buildings, additional classrooms, separate toilets for girls and boys, drinking water facilities, free textbooks, free uniforms, provision of Mid-Day-Meal under PM-POSHAN, etc. in schools have encouraged parents/guardians to send their children to school and also motivated children for attending schools regularly.

To ensure equitable education, the state has made various provisions for catering to the educational needs of children belonging to SC, ST, and Minority communities, girl children, and Children With Special Needs (CWSN). At present, a total of 81 Kasturba Gandhi Balika Vidyalaya (Type-II & III) are operational in Educationally Backward Blocks (EBBs), covering girl children of age group 10-14 years belonging to SC, ST, OBC, Minority, and families below the poverty line. Similarly, a total of 50 KGBVs (Type-IV, Girls' Hostel) are covering students from Classes IX to XII. A total of 56,576 CWSNs of elementary level and 3,868 CWSNs of secondary level were enrolled in schools and provided support through home-based education. The identified CWSNs were provided aids & appliances including hearing aids, escort & transport allowances, stipends to girls CWSNs, Braille books, etc.

Ensuring quality education is the ultimate goal of all other interventions. Continuous efforts have been made to ensure quality by providing Teacher Resource Package to all

teachers, Holistic Report Card in alignment with NEP 2020, the formation of Community Learning Hub, post-NAS interventions and providing activity book for all core subjects for learners of Class-IX, etc. Besides, 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 findings in District Academic Core Group (DACG) and Block Academic Core Group (BACG), twinning/partnership of schools, mentoring of schools by higher education institutions, provision of First Aid Box, display of basic rules on road safety, ICT enabled classrooms, tele-classroom, integrated virtual classrooms with broadcasting software etc. are some interventions that have been implemented to ensure quality. Further, collaborative efforts have been undertaken with the Akshar Foundation and ECHO India for multipronged interventions.

For building interest in subjects like Science and Mathematics, various initiatives have been taken like providing activity books on Science and Mathematics, Science and Mathematics kits box for upper primary level students, maintenance of bio-diversity register, organizing Science and Maths Olympiad, formation of Science and Maths Club, organizing Children's Science Congress, quiz competition, exhibition, training of teachers on transaction of Science and Mathematics in English as the language of instruction etc.

To achieve the targets under NIPUN AXOM (Foundational Literacy and Numeracy - FLN), various activities have been implemented, like formation of State Resource Group, development of learning materials, booklet, posters, orientation of teachers, engagement and training of Human Resource persons under state and district PMUs, mapping of school mentors, fixation of teacher for teaching in Class-I etc.


For strengthening Pre-primary education, schools have been provided with child-friendly furniture, Building as Learning Aid (BaLA) facilities, first aid kit in Ka-Shreni, etc. Further, teachers' handbooks and theme-based activity books have been provided to the teachers. Similarly, picture story books, drawing books, activity calendars, outdoor play materials, etc. have been provided to the children of Ka-Shreni.

To bridge the gap of demand and supply of skilled manpower associated with academic institutions and industry, and also, reduce the rate of drop-outs in schools; vocational education has been implemented in 708 schools including both High Schools and Higher Secondary Schools across Assam. Under vocational education, 9 trades/sectors viz. agriculture, automotive, beauty & wellness, electronics & hardware, healthcare, IT/ITeS, private security, retail and tourism & hospitality have been implemented in these schools.

For effective governance in schools various digital initiatives have been implemented like introduction of online teachers' transfer, posting portal, Shiksha Setu Axom for AI-based enrolment and attendance of teachers and students, comprehensive platform for tracking and inspection of civil works, online application for infrastructure survey and school inspection, software for teacher randomization, portals for teachers' performance appraisal, twinning of schools, Nipun Axom (FLN), monitoring ICT in schools, smart-classroom, tele-education, tinkering-labs, Arohan etc. to allow more flexibility and accessibility in schools.

This Annual Report aims to provide an overview of the various activities and achievements in the last FY 2022-23, reflecting the status of school education in Assam. In the current year also, interventions are being implemented to achieve the desired goals. Compliments to all the members of Samagra Shiksha, Assam for their contributions in achieving significant milestones over the years. We also take this opportunity to extend our gratitude and wish for continued support and cooperation from our teachers, colleagues in academia, education department and ministries.

Best wishes!



(Dr. Om Prakash, IAS)

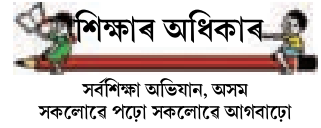
ASSAM



District-wise Educational Block (Assam)

SI No	NAME OF DISTRICT	NAME OF BLOCK	SI No	NAME OF DISTRICT	NAME OF BLOCK
1	BAKSA	BASKA JALAH TAMULPUR TIHU BARAMA	10	DHUBRI	AGOMONI BILASIPARA CHAPOR GAURIPUR GOLAKGANJ
2	BARPETA	BAJALI BARPETA BHAWANIPUR CHENGA GOBARDHANA MONDIA RUPSHI	11	DIBRUGARH	BARBARUAH JOYPUR KHOWANG LAHOAL PANITOLA TENGAHAT
3	BISWANATH	BEHALI BISWANATH CHAIDUAR	12	DIMA HASAO	DIYUNGBRA HARANGAJAO MAHUR MAIBANG NEW SANGBAR
4	BONGAIGAON	BOITAMARI BONGAIGAON MANIKPUR SRIJANGRAM	13	GOALPARA	BALIJANA DUDHNOI LAKHIPUR MATIA
5	CACHAR	KATIGORAH LAKHIPUR NARSINGPUR RAJA BAZAR SALCHAPRA SILCHAR SONAI UDHARBOND	14	GOLAGHAT	CENTRAL EAST NORTH SOUTH WEST
6	CHARAIDEO	SAPEKHATI SONARI	15	HAILAKANDI	HAILAKANDI KATLICHERRA LALA
7	CHIRANG	BOROBAZAR SIDLI	16	HOJAI	JUGIJAN LANKA
8	DARRANG	DALGAON KALAIGAON SIPAJHAR	17	JORHAT	CENTRAL JORHAT EAST JORHAT JORHAT NORTH WEST JORHAT TITABOR
9	DHEMAJI	BORDOLONI DHEMAJI MURKONGSELEK	18	KAMRUP- METRO	DIMORIA GUWAHATI URBAN

Annual Report 2022-23



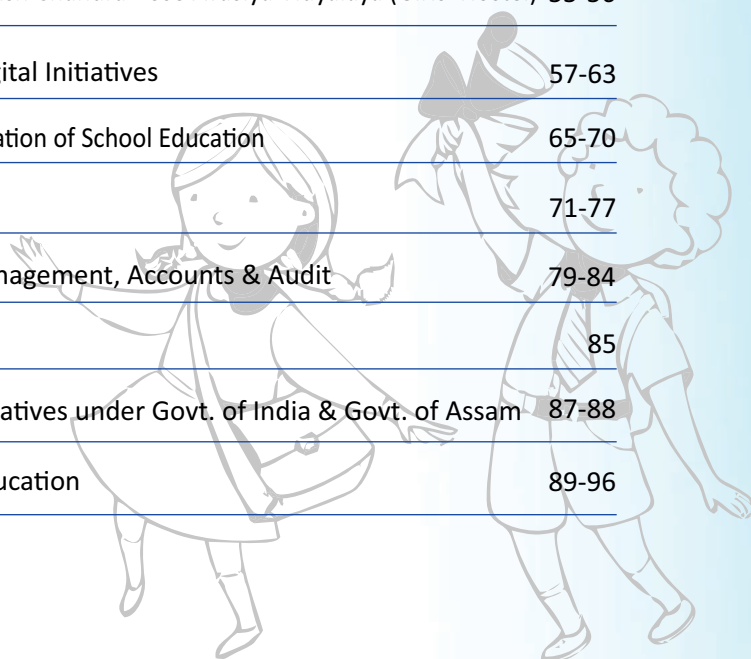
SI No	NAME OF DISTRICT	NAME OF BLOCK
19	KAMRUP	BOKO CHAMARIA CHHAYGAON HAJO KAMALPUR KARARA RAMPUR RANGIA RANI
20	KARBI ANGLONG	BOKAJAN HOWRAGHAT LANGSOMEPI LUMBAJONG NILIP RONGMONGVE SAMELANGSO
21	KARIMGANJ	BADARPUR NORTH KARIMGANJ PATHERKANDI R.K NAGAR SOUTH KARIMGANJ URBAN KARIMGANJ
22	KOKRAJHAR	DOTMA 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



Contents

Topics	Page No.
⇒ Samagra Shiksha : An Overview	1
⇒ Status of implementation of RTE Act, 2009	3
⇒ Management Structure	5
⇒ Teachers' Training and Pedagogy	7-17
⇒ Community Participation	19-24
⇒ Inclusive Education	25-29
⇒ Pre-Primary Educaiton	31-32
⇒ Special Training	33-36
⇒ Gender & Equity	37-50
⇒ Netaji Subhash Chandra Bose Avasiya Vidyalaya (Boys)	51-53
⇒ Netaji Subhash Chandra Bose Avasiya Vidyalaya (Girls' Hostel)	55-56
⇒ ICT and Digital Initiatives	57-63
⇒ Vocationalisation of School Education	65-70
⇒ Civil Works	71-77
⇒ Project Management, Accounts & Audit	79-84
⇒ Media	85
⇒ Special Initiatives under Govt. of India & Govt. of Assam	87-88
⇒ Teacher Education	89-96





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 st 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.



#	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	<ul style="list-style-type: none"> 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.	<p>State Government has already notified that no teachers will be deployed for any non-educational purpose other than:</p> <ul style="list-style-type: none"> <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.	<ul style="list-style-type: none"> <input type="checkbox"/> SCERT, Assam is notified as Academic Authority. <input type="checkbox"/> Curriculum revised as per procedure, by Academic Authority.
21	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> 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.





Teachers' Training and Pedagogy

Elementary Level

During the financial year, 2022-23 Samagra Shiksha, Assam gave thrust on ensuring Learning Outcomes (LO) of children and quality education by giving focus on Foundational Literacy and Numeracy (FLN), capacity building of teachers and other stakeholders, provision of learning materials, assessment of students, onsite monitoring and support to teachers by the members of District Resource Group (DRG) and Block Resource Group (BRG), performance of teachers, twinning of schools etc. Samagra Shiksha, Assam conducted the following activities in the state, districts, blocks and clusters levels in the financial year 2022-23.

[A] Free Text Book (FTB):

Upon enforcement of the Right to Education Act 2009 and RTE Assam State Rules 2011, free textbook has been made an entitlement for students up to class VIII in elementary level schools. Accordingly, FTBs are distributed to the learners of elementary level classes of the state except private schools.

The FTBs are distributed to the students at school level in the beginning of the academic session. Total 46,69,501 students were provided FTBs before the commencement of the academic year 2023-24.

[B] Initiatives taken under NIPUN AXOM (FLN):

Considering the importance of foundational literacy and numeracy skills, the Government of Assam has also undertaken various initiatives for Foundational Literacy and Numeracy based on the National Initiative for

Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) in the name of NIPUN AXOM. As per the approval of PAB, 2022-23, the state has implemented various activities under the mission with a purpose to ensure the LOs of literacy and numeracy of children of grade I to III.

(i) **Formation of State Resource Groups:** The Governor of Assam notified State Resource Group (SRG) of different mediums, State Working Group (SWG) and State Core Group (SCG) at state level under Samagra Shiksha, Assam with the officials/faculties/teacher educators/CRCCs/BRPs, teachers etc. of SCERT, Samagra Shiksha, DIET, BTC, Normal School, schools, different organizations, etc. for smooth implementation of the activities viz. development of learning materials, imparting training programmes, conduct of assessment, monitoring and support etc. under NIPUN AXOM MISSION (NIPUN BHARAT) on FLN from pre-primary to grade 3.

(ii) **Development of learning materials under NIPUN AXOM:** The state has developed 146 learning materials of literacy and numeracy from grade I to III in 7 mediums viz. Assamese, Bengali, Bodo, Hindi, Hmar, Manipuri and Garo by the SRG at state level in workshop mode. Language and Learning Foundation (LLF) has contributed in the development of literacy materials and Vikramshila has contributed in the development of numeracy materials. Learning materials are instructional design (literacy),



instructional design (numeracy), karjyapatra (worksheet), conversation chart, benjanbarna chart, grids (with vowel symbols and without vowel symbols), letter cards, barnawali charts, barnawali cards, sentence cards, word cards, big books, picture stories, poem picture, reading books, work cards (numeracy), posters (numeracy). The state has provided the learning materials to the schools.

(iii) Development of booklet, poster etc.: For generating greater awareness among all stakeholders for smooth implementation of NIPUN AXOM MISSION (FLN MISSION), the state has developed a booklet and distributed. Moreover, as per the direction of Ministry of Education, Govt. of India, the state has taken the initiatives to provide the relevant documents related to NIPUN AXOM viz. developmental goal-wise key competencies and learning outcomes for all six levels of foundational stage, NIPUN BHARAT PLEDGE and display of NIPUN logo.

(iv) Exercise book (English) of handwriting, numeracy kits and magnetic whiteboard:

- The state has provided practice book of handwriting in English (class I to III).
- The state has also provided numeracy kits and magnetic whiteboard (with markers, dusters, alphabet set and numeracy set).

(v) State level residential training: State level residential training was conducted for SRGs with an objective of NIPUN BHARAT, Balvatika, Vidya Pravesh, LOs, oral language development, teaching learning process, learning materials, assessment etc.

(vi) 4-day zonal level training for Master Trainers (MTs): This programme was held w.e.f. 27th to 30th December, 2022 at 6 zones of different districts of the state viz. Bongaigaon, Cachar, Jorhat, Sonitpur, Nagaon and Kamrup (Metro) covering 580 Mts.

(vii) 4-day block level training for Resource Persons (RPs): After 4-day zonal level training for MTs, the districts has conducted 4-day non-residential block level training for RPs covering 9,218 Rps.

(viii) 4-day cluster level non-residential training for

1,17,288 teachers on NIPUN Axom.

(ix) Monthly orientation of teachers: As per the guideline sent from the State Mission Office, the districts have conducted monthly cluster level orientation programme (offline mode) covering 1,06,779 teachers.

(x) Orientation/training etc. of other stakeholders:

- Capacity building of SRGs and District Programme Officers on NIPUN Axom Mission.
- Orientation of the members of SMCs and SMDCs on NIPUN Axom was held in all schools of the state.
- Orientation on NIPUN Axom for Academic Core Groups (ACGs) of the districts and blocks levels was also held from time to time.

(xi) Engagement of Human Resources (HRs) under state and district PMU: For the smooth implementation of the NIPUN Axom Mission (FLN), the state has engaged HRs both at State Project Management Unit (SPMU) and District Project Management Unit (DPMU) under the mission as per the approval of Ministry of Education, Govt. of India.

(xii) Training of HRs engaged under state and district PMU: For capacity building of the HRs, the state has organized a 4-day state level residential training programme at the State Mission Office, Samagra Shiksha, Assam. RPs were from SCERT, UNICEF, Vikramshila, Language and Learning Foundation (LLF), Pratham and Central Square Foundation (CSF).

(xiii) Mapping of school mentors: For successful implementation of the said mission, the role of teachers is very important. For capacity building of the teachers in the mission, mentors are to be engaged in every school having class I to V (including composite schools where class I to V is available). Considering this and as per the guidelines of NIPUN BHARAT, the state has identified mentors from higher institutions, DIET faculty, faculty from BTC, expert members of DACG and BACG, faculty from PPTC, expert BRPs, expert CTCCs, expert teachers (including retired) from secondary and higher secondary schools, retired educationists etc. Minimum 5 schools including AWCs for each school

mentor have been allotted. The main role of the mentors is to provide hand-holding academic support to teachers on necessary pedagogical support and to orient the teachers of allotted schools and AWCs as and when required/planned by districts/blocks/clusters.

(xiv) Fixation of teachers for teaching in class 1: Fixing responsibility on a teacher for a class helps in developing a team of teacher and student and so the state has identified and fixed one dedicated and competent teacher at least for class I. Detailed guideline has been sent to the districts and as per the guideline, the districts/blocks have identified one teacher for teaching in class I.

(xv) Development of website: NIPUN Axom website has been developed as key source of all information of NIPUN Axom. The website will help in creating greater awareness among the community as well as all official notifications and information will be available in one integrated platform.

[C] Twinning of schools 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. Twinning of partnership between schools programme has provided a one common platform to all the children of the twinned schools so as to enable both the partner schools to adopt best practices from each other.

- Total schools covered: 45,452
- Twinning between government and private schools: 9,554
- Twinning between government and government schools: 35,898

Government to government schools have been twinned based on Gunotsav 2022 results so that the partnership can be utilized for good performing schools to support schools with specific needs.

The partnership between schools has lead to the formation of teacher circle between partner schools for exchange of good practices, academic resource sharing

and exchange of innovative ideas on teaching–learning. Twinning of school programme has emerged as one of the best practice of the state and it has been successfully implemented without any financial involvement or budget allocation.

The twinned schools has jointed collaborated and have conducted the following activities:

Students exchange programme (hoisting of government school students by private school students and vice-versa), sports, cultural programme, seminar on academic areas/ science demonstration programme, joint celebration of Children's Day, environmental awareness programme/cleanliness drive, teacher exchange programme, quiz competition/extempore speech competition.



Exchange of good practices, resources & innovations- school twinning programme

[D] Rashtriya Avishkar Abhiyan (RAA) at elementary level:

With a view to motivate children to be engaged in learning Science & Mathematics through observation, experimentation, inference drawing, model building, rational reasoning, testability etc., the following activities were implemented under Rashtriya Aviskar Abhiyan:

(I) Science exhibition/ fair: The Rashtriya Bal Vaiganik Pradarshani-2022 was organized from 22nd to 26th November, 2022 at Srimanta Sankardeva Kalakhetra where students from different states of India participated. The children of different districts of Assam also showcased their hidden talents and develop potential to develop scientific models/exhibits tapping



resources beyond classrooms, using waste materials, low cost no cost materials etc.

(ii) Quiz competition on Science and Maths: In order to promote critical thinking and analytical skill and learning beyond the textbooks and in instilling competitive spirit amongst the children, quiz competition was conducted at school level, zonal/block/district levels. Awards and certificates were given to the winners and participants.

(iii) Exposure trip for students within the state: Excursion trip of students was organized for 3,300 students of class VI to VIII of Govt./ Provincialised schools for reinforcing their classroom knowledge and to provide the learners a first hand information about the places of scientific knowledge, higher institutes etc.

The trip included places like National Science Exhibition held at Guwahati, higher educational institutes like IIT-Guwahati, NIT-Silchar, Universities etc; museums, place of natural and environmental importance, National Park, Biodiversity park etc.

(iv) Science and Maths Olympiad: Science and Maths Olympiad were conducted at cluster level and district level for the elementary level students. The Olympiad was conducted in pen paper mode. The test items for the Olympiad was prepared by the DIETs, DACG and the topper students of cluster level participated in the district level Olympiad. The winners and the participants were given awards and certificates



Students showcase their innovation during Science and Maths Olympiad

The following activities under Rashtriya Avishkar Abhiyan for secondary level students was conducted in collaboration with IIT-Guwahati.

(i) Quiz competition:

- District registration was complete with 4,900 students participating from across the state.
- Qualifying round was conducted at school level through an online portal.
- One team from each district competed for the top position at the IIT-Guwahati campus.

(ii) Science and Maths Olympiad:

- District registration was complete with 3,500 students participating from across the state.
- Mock tests were conducted for all participating students through an online portal.
- Top 10 students from each district were ranked and certified.

(iii) Science and Maths Club formation:

- School registration was complete with 330 schools participating from across the state.
- Education kits comprising of 50+ activities were delivered in participating schools.
- Trainers from IIT-Guwahati conducted a 3-day physical workshop in each school for establishing and making the clubs functional.

(iv) School mentoring by higher education institutes:

- School registration was complete with 330 schools participating from across the state.
- 5 days online training was conducted by trainers from IIT-Guwahati to develop projects on various Science and Maths topics.

(v) Children's Science Congress:

- District registration was complete with participation of approximately 5,000 students to showcase their innovations

Along with the above activities, an online portal for displaying implementation of RAA activities in the state was developed by IIT-Guwahati.



Students showcase their innovations under Children's Science Congress

[E] Innovation:

(i) Innovative and community learning hub:

With a view to nurture new ideas and help develop inquisitive perspective in youths of today, innovative and community learning hub have been set up in 500 schools across the state. The innovative hub act as a resource centre for other schools of the clusters as it is equipped with basic facilities to provide a scope for self-expression, independent research, constructive activities, flexible learning etc. Innovative cum community learning hub also act as a resource centre, museum of indigenous materials of the local community and it also as learning cum activity centre for the youth and the senior citizen of the clusters.



Innovative & Community Learning Hub

Activities under innovative and community learning hub:

- District level committee and school level committee have been formed for preparing the road map, action

plan and effective implementation of the hub.

- The hub is enriched with resource materials /models/ BaLA printing etc. to make the innovative and community hub very resourceful and effective.
- Other than the teachers, active community members provide continuous support for effective functioning of the hub.
- Activity based workshop and interactive session for teachers and students of the cluster schools, popular talk and various activities for promoting joyful learning is conducted from time to time under the hub.



Interactive session in Innovative & Community Learning Hub

(ii) Youth and Eco club:

With a view to promote awareness and interest in environment, bio-diversity, health & hygiene etc., schools have already formed youth and eco club with an objective of utilizing of school resources for productive activity with special focus.

Maintenance of School's Biodiversity Register (SBR) is one of the major activity under youth and eco club which is a novel activity designed for maintenance of records of plants and animals, their utilization and conservation with proper validation.

Eco clubs in schools empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighbourhood communities to promote sound environmental behavior. Youth clubs in schools

after school hours or in daily routine is an instrument to develop student skills other than academic abilities through the different activities of the club.

Under Samagra Shiksha, grant for youth club and eco club has been provided for conducting various activities @Rs. 5,000/- for LP schools and Rs.15,000/- for UP schools per annum.



Students planting saplings under Youth & Eco Club

(iii) Holistic report card for students:

National Education Policy 2020 emphasis that the progress card will be a holistic, 360 degree multidimensional report.

The state of Assam has already developed a 360 degree holistic progress report card of learners that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective and psychomotor domains including student's health and physical record.

The children progress report card was reviewed in the light of the notification dated 1st November, 2022 issued by Govt. of Assam regarding annual examination for the students of classes V and VIII and 10% weightage of Gunotsav marks and developed by SCERT, Assam in four mediums viz. Assamese, Bengali, Bodo and English for the learners of class I to VIII.

[F] Teachers resource package:

In order to enable the teachers to use the resources and contents on various digital portals and to show them to the students, the state has initiated to provide tablets to 53,889 teachers of Govt. and Provincialized schools.

[G] Training of teachers on transaction of Science and Mathematics in English:

The Govt. of Assam has decided to introduce teaching of Mathematics and Science from class III onwards in English medium. The teachers of vernacular medium such as Assamese, Bengali, Bodo etc. schools will have to transact the subjects Mathematics and Science in English. Samagra Shiksha, Assam conducted training of 1,450 MTs at state level.

[H] Meeting with 100 selected teachers with Hon'ble Chief Minister of Assam:

A meeting of selected SSA contractual and state pool teachers was held with Hon'ble Chief Minister, Assam on 1st August, 2022 in the presence of Hon'ble Education Minister, Assam and Advisor, Education, Govt. of Assam and the senior officers of Education department of the state.

[I] Symposium for improvement of school education in Assam:

A symposium for improvement of school education in Assam was held on 8th January, 2023 under the chairmanship of the Mission Director, Samagra Shiksha, Assam. Principals, head teachers and assistant teachers of Govt./Provincialized and Private schools (both elementary and secondary schools) from different districts participated in the symposium. The officers of SCERT and Samagra Shiksha also took part in the programme. The symposium was conducted to take the valued views/suggestions of the selected teachers/school heads for improvement of school education in the state.

[J] Utilization of library grants: Under the library grants, the following activities were undertaken:

- Communication with organizations /publishers for submission of book lists both for elementary and secondary level schools.
- Submission of book lists by organizations /publishers.
- Selection of books by State Level Library Book Selection Committee.

- Work order was issued to organizations /publishers for supply of library books for elementary and secondary level schools.
- Library books have been provided to the schools of elementary and secondary levels.

[K] Online transfer of teachers at elementary and secondary level:

The teachers of elementary and secondary level are now transferred through fair and transparent online system without manual procedure. The online transfer mechanism has been designed on the basis of provisions of Transfer Act 2020 and Transfer Rules 2022.

All the process starting from online teacher registration till generation of transfer order is done on-line mode only and there is no interfere of manual procedure. The system is hosted at <https://hrmsassam.in> and a total of 2.488 lakh teachers of elementary and secondary level has registered in the system.

The state has already completed the first phase of online mutual transfer process for contractual and regular teachers of elementary and secondary level. A total of on-line mutual transfer applications executed till March, 2023 are as follows:

Directorate	Inter District	Intra District	Total
Elementary	1849	956	2805
Secondary	537	95	632
SSA	486	1739	2225
Total	2872	2790	5662

The online single transfer of contractual and regular teachers of elementary and secondary level is under process and after approval of State Level Committee, the transfer order will be generated.

[L] Shaala Siddhi:

At elementary level, 5,805 and at secondary level, 4,298 Govt/Provincialised schools have been covered. For smooth implementation of the programme, one day district level training of RPs, one day block levels training

of heads of the target institutions were conducted. Districts have taken initiatives for self-evaluation of schools.

[M] School Safety & Security:

Fund was released to the SMC's/SMDC's accounts of the concerned schools by way of bank transfer to carry out the following activities at school level.

- Procurement of First Aid Box with basic medicine.
- Printing of basic rules on road safety in flex.
- Refilling the gas in fire extinguisher.

Govt. of India in its school safety & security guideline has stated that every school should have a “basic medicine/first aid kit”. In this regard, an indicative/suggestive list of basic medicine/first aid was prepared and sent to the schools. The SMC/SMDC of the concerned schools were asked to procure the basic medicine along with first aid kit box as per indicative list and as per their need & quantity of the item(s).

1. Some basic road safety rules was prepared in Assamese, Bengali, Bodo, Hindi and English languages and sent to the schools. The SMC/SMDC of the concerned schools were asked to print the basic road safety rules on flex as per medium of school and display in prominent places so that students can view & read clearly.

[N] Learning Enhancement Programme (LEP) for class VI to VIII:

The following initiatives were implemented under LEP:

(i) Post NAS intervention:

Following the release of NAS results, SCERT and Samagra Shiksha, Assam conducted a workshop for the DIET faculties with the objective of disseminating the NAS results as well as planning for district-wise interventions. The two-day workshop was conducted on 19th & 20th October, 2022. Samagra Shiksha, Assam in collaboration with SCERT, Assam conducted training of Key Resource Persons (KRPs) from the districts at state level followed by the training of the teachers at district and block level in the month of March, 2023.



(ii) Activity book on Science and activity book on Mathematics:

In order to promote hand on activity based learning and to enable learners to do lesson based activities individually just after the completion of the lesson thus providing a scope for self assessment, Science and Mathematics activity book is provisioned for the learners of class VI to VIII in four mediums viz. Assamese, Bengali, Bodo and English in F.Y. 2022-23.

(iii) Activity books: Activity books were developed in all core subjects for the learners of class IX.

[O] Collaborative initiatives

- Akshar Foundation is implementing Akshar NEP model in selected government schools of Kamrup (Metro) district which includes training of teachers to use tablets, smart class, peer learning, remedial classes for foundational literacy and numeracy, vocational training and community development to improve learning outcomes.
- Using ECHO India model, the RP contribute their knowledge and experience through group discussion, collaborative problem solving, peer interaction and engagement of local expertise.

Secondary Level

[A] Rashtriya Avishkar Abhiyan (RAA) at Secondary level:

Samagra Shiksha, Assam has signed MoU with IIT-Guwahati for collaboration to conduct various activities viz. Quiz Competition, Science/Maths Olympiad, Science/Maths Clubs, School Mentoring by Higher Institutions, Children Science Congress and creation of the RAA portal (assamraa.org).

Science Exhibition and Study Trips for Students:

The National Science Exhibition has organised in Guwahati, Assam. Students from different districts have take part on this National Science Exhibition. Details of the key interventions are as follows:

(i) Quiz Competition:

- Total 330 schools having ICT facility with working internet connection across 33 districts in Assam were participated.
- Conducted in hybrid mode with online mock tests and qualification rounds.

- The final round took place at IIT Guwahati on March 13, 2023 where top 3 teams emerged as winners.



Winners of state level Quiz competition

(ii) Science & Maths Olympiad:

- Total 330 schools having ICT facility with working internet connection across 33 districts in Assam were participated.
- Conducted online, including awareness sessions and mock tests.
- Final competition was conducted online on March 12, 2023, where 33 students, one from each district, emerged as 'district toppers'.



Science & Maths Olympiad

(iii) Formation of Science and Maths Clubs:

- Total 330 schools across 33 districts in Assam were chosen for formation of Science and Maths clubs.
- Trainers of IIT- Guwahati have visited all 330 schools across 33 districts to set up Science and Maths clubs.
- Customized kits were provided to all 330 schools for conducting various activities.



IIT-Guwahati trainers demonstrating Science & Maths model

- Trainers of IIT- Guwahati have conducted training session in each school and assisting students to establish clubs in their respective schools.

(iv) School Mentoring by Higher Institutions:

- Total 330 schools across 33 districts in Assam were chosen for mentoring by Higher Institutions.
- Faculties, project students and Ph.D. scholars of IIT-Guwahati were visited all 330 schools and providing mentoring support for improvement of teaching learning process and promoting Science, Technology, Engineering and Mathematics (STEM).



School mentoring programme conducted by IIT-Guwahati

(v) Children Science Congress:

- Total 330 schools across 33 districts in Assam were chosen for Children Science Congress.
- Conducted in 10 districts, with plans to cover all 33 districts.
- Trainers of IIT Guwahati have organized central Science Meet in each district.

- Students from participating schools showcase innovative projects created during workshops and online mentoring sessions.

These initiatives aim to promote practical learning, scientific thinking and knowledge exchange among students in Assam.

[B] Capacity Building of Science Teachers:

The importance of effective science teacher training in Indian secondary schools cannot be overstated. Well-prepared teachers play a pivotal role in shaping the quality of science education. Their ability to inspire students, nurture a profound understanding of scientific principles, and encourage critical thinking and problem-solving skills is paramount. In today's rapidly evolving world, the need for competent science educators is vital to equip students with the knowledge and skills required for future challenges, especially in science and technology-related fields.

Furthermore, robust teacher training guarantees that students receive accurate, up-to-date information, establishing a solid foundation for scientific knowledge and innovation. This, in turn, contributes to the nation's



socio-economic development and global competitiveness. To address this need, Samagra Shiksha, Assam has taken significant steps by signing Memorandum of Understanding with two esteemed institutions viz. IIT-Guwahati and Dibrugarh University.

Under these agreements, a five-day, in-service residential science teachers training program has been initiated. This program was conducted in multiple batches to accommodate a total of 1400 science

teachers at the secondary level. The program was hosted at IIT-Guwahati for 1000 teachers, while another 400 teachers are benefiting from training at Dibrugarh University. The training was provided by faculties of different departments of IIT- Guwahati and Dibrugarh

University on teaching methodology of Chemistry, Physics, Biology, Mathematics and general English. These initiatives aim to enhance the capabilities of science teachers, ultimately ensuring a brighter future for the students and the nation as a whole.



Capacity building of Science teachers in IIT-Guwahati

Kala Utsav- 2022-23:

Kala Utsav- 2022-23 was held at Odisha from 3rd to 7th January, 2023. Total 19 students from the state of Assam participated along with the 2 Escort teachers. Total 5 students have been awarded with 1st, 2nd and 3rd position from the state of Assam Kala Utsav- 2022-23. Also, the award/participation certificate of Kala Utsav winners/participants was provided for the grand celebration of Kala Utsav- 2022-23.

1. Parthana Chutia has secured first position in Instrumental Music (Percussive) for Kala Utsav- 2022-23 with a prize money of 25,000/-.
2. Parimal Probah Borah has secured second position in Instrumental music (Melodic) for Kala Utsav- 2022-23 with a prize money of 20,000/-.
3. Bhargab Saikia has secured third position in Classical Dance for Kala Utsav- 2022-23 with a prize money of 15,000/-.



Winner of Kala Utsav receiving national award.

4. Gyanam Saikia has secured third position in Vocal Music, Traditional Folk for Kala Utsav- 2022-23 with a prize money of 15,000/-.
5. Protyut Protim Rajkhowa has secured third position in Instrumental Music (Percussive) in Kala Utsav- 2022-23 with a prize money of 15,000/-.



National level winner of Kala Utsav

Pictorial



Story telling programme



Preparation of TLM by teachers



Handholding support to teacher on numeracy kit



Use of numeracy kit by students



Community Mobilization

Elementary Level

Under the Community Participation, there are two major heads- School Management Committee (SMC) and Community Mobilization. During the financial year 2022-23, a good number of activities (financial and non-financial) were conducted. Activities were related to increase of enrolment and retention, reduce dropout rate, gender gap and capacity building of stakeholders, proper utilization of grants, monitoring of school functioning and ensuring community support etc. were major focus areas of the component.

Activities implemented during 2022-23:

[1] Capacity building of members of School Management Committee:

A 3-day (1+1+1) cluster level SMC training (5 members from each SMC) was conducted. A total of 1,91,140 SMC members of 40,182 schools were trained on the areas viz. NEP-2020, FLN, mentor teacher, Vidyanjali, ECCE, parents awareness drive, inclusive education, twinning of school, parents teacher meet and students report card, special training for



Training of SMC members



mainstreaming, PM POSHON, information on PGI, school safety, utilizations of different grants, role & responsibilities of SMC, school development plan, tobacco free school campus, child marriage etc. Training module was prepared in various languages viz. Assamese, Bodo, Bengali & English. State level KRP training followed by district level RP training was conducted involving DIET lecturers, expert retired teachers, DPOs, etc. The training for SMC members was organized at cluster level. The training was monitored randomly by special observer (retired teacher/ retired faculties of educational institution etc.) entrusted one education block to each observer.

[2] Quarterly meeting of School Management Committee (SMC):

To strengthen the SMCs and motivate them for active involvement in schools activities, agenda fixed for each quarter from state and meetings were organized in all schools in a fruitful way. In addition to quarterly meeting, monthly SMC meetings were also organized regularly.

[3] Best SMC/Mother Group (MG) award:

SMC has to play a crucial role in school development activities. The SMCs/MGs are entrusted with certain responsibilities like ensuring regular attendance & cleanliness of students, monitoring of school environment etc. Some SMC's performances and activities are really very encouraging. Their performances and activities helped in developing positive impact in the various spheres of school



Recognition to the best SMC/MG

environment. As a mark of acknowledgement of their active involvement in the school activities, like earlier years, best SMC / Mothers' Group was awarded. From each cluster of the state, one best SMC/MG was identified as per prescribed criteria and selected for giving an award of recognition. On Republic Day, 2023, total 4,609 selected SMCs/MGs were awarded.

[4] Social Audit:

Assam was the 1st state to conduct Social Audit in school. In the financial year 2010-11, an experimental basis, this programme was organised with the objectives of ensuring transparency, accountability and participation of community in school development activities. The programme was mainstreamed to all Govt./Provincialised elementary schools in the year 2015-16.

During the year, 2022-23, as per MoE guidelines, Social Audit Society, Assam was engaged for conducting Social Audit. A total of 2,530 schools were covered under the programme.



Social audit in school

[5] Swachhata utsav:

Swachhata utsav - a programme to increase awareness and understanding about the importance of hand washing with soap and to prevent diseases and save lives was organized in all schools on October 15, the Global Hand Washing Day.

[6] Community festival:

Community festival is a programme to make the students familiar with culture of various communities.

This programme was organized in selected clusters especially in Tea Garden areas, char areas, hilly areas, minority concentrated areas etc. A total of 1,580 clusters were covered under the programme.



Cultural showcase of students during community festival

[7] Vidyanjali 2.0:

Vidyanjali 2.0 is an initiative to strengthen schools through voluntary support of individual, retired professionals, government employees, NGOs, CSOs, CSR and community in the contribution of services/activity/assets/materials of their choice. State is in top position in assets/materials contribution and second in service contribution. Assam is among the leading state in volunteer's registration and in assets/materials contribution. 98.53% (43,929) Govt./Provincialised schools and 52,585 (highest in the country) have registered under Vidyanjali Portal. Under Vidyanjali, community has contributed a total of 1,01,009 ceiling fans, 5,992 exhaust fans, 19,706 other equipments including ACR, boundary wall etc., 1,073 services (subject teaching, career counseling, skill training etc.) to the schools.

[8] Parent awareness drive on NEP:

To create awareness about the education of the children among parents so that they can contribute to the quality of education of their child, a parent awareness drive in the line of NEP 2020 for whole year was designed and implemented from the month of September, 2022.

[9] Assam Swachhasala Programme:

A WASH in school programme was implemented in 7,416 one and two star schools of Assam with the support of UNICEF, Assam.

[10] Saturday club activities:

State has set up Saturday club in selected elementary schools with a view to promote co-scholastic activities in schools with the participation of community. Community resources (mainly human resource in the form of artisan, dramatist, singer, story tellers etc.) are harnessed with the support of SMCs, MGs for the benefit of the children. The Saturday club activities were organized in the schools.

[11] National level painting & essay writing competition:

Painting & essay writing competition were organized in schools on petroleum conservation in collaboration with Ministry of Petroleum & Natural Gas, Govt. of India.

[12] Utsav Vidyardmbha:

Utsav vidyardmbha, an enrolment drive programme, was organized in elementary schools w.e.f. 15th March, 2023 to 1st April, 2023 (1st day of new academic year) with the help of SMCs, MGs, teachers, parents, students, alumni, community members etc. The objective of the programme is to enhance enrolment in schools and to ensure regular classes from the very first day of the session. Day-wise different activities were organized at school level including home visit etc.



The beginning of a new journey



[13] Composite School Grant, 2022-23:

Composite school grant was approved by Gol for the state of Assam for Govt. /Prov. elementary schools under AWP&B, 2022-23. The fund was utilized as per Gol instruction including 10% grant for Swachhta Action Plan. A total amount of against 41,396 schools was released as per enrolment of the schools.

Status of released of composite school grant, 2022-23

Enrol >=1 and <= 30 @Rs.0.10 (L)		(Enrol > 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)		(Enrol > 1000) Unit cost @Rs.1.00(L)		Total	
Phy	Fin.	Phy	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy	Fin.
12215	1221.65	19441	4860.25	8364	418200	1374	1030.50	2	2.00	41396	11296.40

[14] Sports & Physical Education Grant, 2022-23:

State has released sport & physical education grant @Rs. 0.05 lakh per Lower Primary School (LPS) against 35,737 Govt./ Provincialised schools (total financial involvement Rs.1786.85 lakh) and @Rs. 0.10 lakh per Upper Primary School (UPS) against 5,659 Govt./ Provincialised schools (total financial involvement Rs.565.90 lakh) to purchase sports equipment as per MoE's guidelines.

LPS	Unit cost (in lakh)	Fin (in lakh)	UPS	Unit cost (in lakh)	Fin (in lakh)	Total Fin (in lakh)
35,737	0.05	1786.85	5,659	0.10	565.90	2352.75

[15] A talent sports search competitions:

Sports are very important for health and physical development of students. It is very essential to identify children having interest in the field of sports. Sports help to children to make socialize and bond with each other. They help in the development of mental health and physical fitness of the body.

Under this backdrop, Samagra Shiksha Axom has taken initiative to visualize the goal of Khele India- Khile India in particular and Sustainable Development Goal in general through conduct a series of activities at school, cluster, block and district level.

A talent sports search competitions on various sports activities were organizes in all districts in convergence with District Sports Authority. The prime focus game was chess competition. The objective behind the programme was to improve general cognitive ability and scholastic achievement especially in mathematics.

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.

- i The training module was developed for SMDCs and the issues of SMC training (elementary section) have been used for training of SMDC members.

- iv. The training of SMDC members of 4,291 secondary schools was organised in a suitable venue keeping in view that all invited SMDC members able to participate in the training as per schedule of the training module. A total of 21,455 SMDC members were participated in the training programme.

[2] Community Mobilisation:

To create awareness among the students, parents, teachers and SMDC members towards increase enrolment & retention and reduction of drop out at secondary level as well as transition of students from



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 (MTs) 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.

Upper Primary level to Secondary level, following community mobilisation activities were organized in the secondary schools and their catchment areas:

- (i) **Enrolment drive:** Enrolment drive for students at secondary level was conducted in all High & Higher Secondary schools by the SMDCs, Parent Teacher Association (PTAs), local community groups during the period of January to March, 2023. The students were identified for enrolment in next higher class in the schools by the SMDCs, PTA etc., KGBVs, residential schools & special training centres. SMDC & PTA members visited the houses of the targeted students, for creating the awareness among the parents and also



motivate the targeted students for continuation of their studies.

To attract the students & parents, hoarding/ banner depicting facilities covering curricular & co-curricular features available in the school, need etc. was installed at the approach to the school.

(ii) Inspirational camp for targeted students: The inspirational camp was organized in the schools for 5-10 days before the formal classes started for the targeted students and various motivational activities including screening of short videos/ films/ documentaries on benefits of education, vocational education, career opportunities, games & sports, competitions etc. were organized.

(iii) Meeting of SMDC and PTA: The regular meeting and discussion for SMDCs and PTAs on the issues of enrolment drive and other school development & students related activities like Vidyanjali, NEP, free textbooks, free uniforms, digital initiative, utilization of

fund, timely submission of reports & U/C etc. were organized.

(iv) Display of School Development Plan: A hoarding of School Development Plan depicting priority activities and remarkable events of the schools was installed at the prominent place of the school.

[3] Composite School Grant, 2022-23 (Secondary):

Composite school grant of Rs.2651.05 lakh in total was released to the Secondary & Sr. Secondary schools as per statement below for utilization on payment of electricity bills, water, internet charges and other day to day works of the schools including 10% grant for Swachhta Action Plan under AWP&B, 2022-23.

[4] Sports & Physical Education Grant, 2022-23 (Secondary):

Sport & physical education grant @Rs. 0.25 lakh per Secondary & Sr. Secondary schools i.e. Rs.1064.50 lakh in total was released and the schools have purchased the sports equipment as per MoE's guidelines.

Status of released of composite school grant, 2022-23

Enrol >=1 and <= 30 @Rs.0.10 (L)		(Enrol > 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)		(Enrol > 1000) Unit cost @Rs.1.00 (L)		Grand Total	
Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
23	2.30	480	120.00	1342	671.00	2241	1680.75	177	177.00	4263	2651.05

Status of released of sport & physical education grant, 2022-23

No. Secondary Schools	Fin. (in lakh)	No. of Sr. Secondary Schools	Fin. (in lakh)	Total Fin. (in lakh)
3422	855.50	841	210.25	1066.00





Inclusive Education

Elementary Level

Objectives of the scheme:

- Identification of children with disabilities at the school level and assessment of his/her educational needs.
- Provision of aids & appliances and 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 the 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 counseling.

Target group/beneficiary of the scheme:

Target group of the scheme are the children with special needs in the age group of 6-18 years.

The scheme covers all children from pre nursery to senior secondary stage studying in Government, Local Body and Government-aided schools, with one or more disabilities as defined under the Rights of Persons with Disabilities Act 2016.



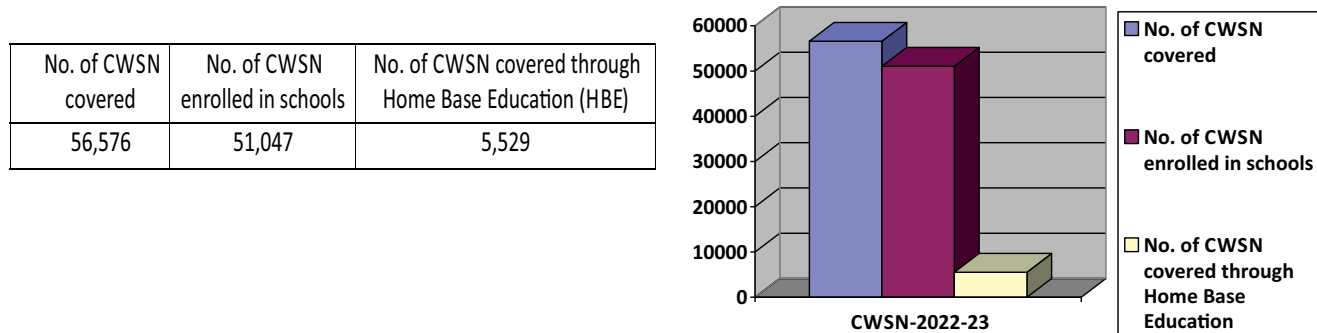


Status of Children with Special Need (CWSN) and its coverage during 2022-23 (Elementary level):

Activities implemented during 2022-23:

➤ Assessment camps:

- Early identification and detection camps organized in 145 blocks in convergence with NHM under RBSK, NPCB & VI, NPCCD programme.
- Total 110 assessment camp organized for providing aids & assistive devices in convergence with ALIMCO.
- Total 46 assessment camp organized for providing hearing aids.



District wise number of schools having classes 1 to 8 and schools having CWSN classes 1 to 8

#	District	Number of schools having classes 1 to 8	Number of schools having CWSN classes 1 to 8
1	BAKSA	1805	491
2	BARPETA	2479	1252
3	BISWANATH	1188	519
4	BONGAIGAON	1138	516
5	CACHAR	2426	1144
6	CHARAIDEO	791	411
7	CHIRANG	956	194
8	DARRANG	1344	427
9	DHEMAJI	1732	751
10	DHUBRI	2391	1123
11	DIBRUGARH	1768	637
12	DIMA HASAO	972	287
13	GOALPARA	1859	832
14	GOLAGHAT	1597	620
15	HAILAKANDI	1559	356
16	HOJAI	1002	369

#	District	Number of schools having classes 1 to 8	Number of schools having CWSN classes 1 to 8
17	JORHAT	1457	597
18	KAMRUPMETRO	671	289
19	KAMRUP	2412	877
20	KARBI ANGLONG	1393	451
21	KARIMGANJ	2000	885
22	KOKRAJHAR	1754	637
23	LAKHIMPUR	2418	835
24	MAJULI	619	187
25	MORIGAON	1592	712
26	NAGAON	2456	1262
27	NALBARI	1285	565
28	SIVASAGAR	1363	528
29	SONITPUR	1254	639
30	SOUTH SALMARA MANKACHAR	503	232
31	TINSUKIA	1443	622
32	UDALGURI	1373	423
33	WEST KARBI ANGLONG	788	188
Grand Total		49,788	19,858

- Total 9,388 CWSN were provided aids & appliances including 3,054 CWSN were provided hearing aids.
- For retention in school and Day Care Center after enrollment, provision has been made to provide support to CWSN in the form of escort & transport allowance. In view of the above, escort allowance has been given to 4,856 CWSN @Rs.3000/- each under Home Based Support.
- CWSN who is regularly attending the school/resource center, economically weak & whose academic performance is good those CWSN provided transport allowance. In view of above, transport allowance has been given to 22,831 CWSN @ Rs.3000/- each.
- Provided stipend to 22,237 girls CWSN @Rs.2000/- each.
- Total 12,364 parents of CWSN were trained on disability.
- Total 26,531 Individualised Education Plans (IEPs) have been developed.
- Total 92 girls CWSN enrolled in KGBVs.
- Celebrated World Disabled Day & World Braille Day in 145 blocks.
- Total 439 visually impaired children were provided Braille Books.
- Total 11,698 CWSN have been received UDID card.
- Total 9,678 SMC members were trained on inclusive education.
- Conducted workshop on development of TLMs for CWSN in collaboration Shishu Sarothi.
- Total 6,211 CWSN were provided therapy services at Resource Center.



Assessment camp

- Total 66 Resource Rooms have been equipped with assistive devices, equipments and TLMs.
- Total 8,364 CWSN were attended in Resource Center.
- A total of 99 Special Educators / Resource Persons (CWSN) were trained under in-service training programme conducted on August 2022 on various issues of disability rehabilitation.
- 9653 Nos. of CWSN attended Resource Center
- Total 290 Resource Persons are in place for CWSN at Block Resource Centre.



Distribution of aids and appliances

- Total 179 Additional Resource Persons (ARPs) and 234 Assistant Additional Resource Person (AARPs) are engaged at block and Gaon Panchayat levels.
- Two teachers from each of 43,100 schools have been trained on PRASHAST - a disability screening checklist for schools.
- Total 4,609 CRCCs have been oriented on identification of CWSN.



Sport programme for CWSN

Secondary level

Status of CWSN and its coverage during 2022-23

No of CWSN identified	No of CWSN enrolled	School having CWSN
3,868	3,868	1,692 schools

The various steps have been initiated during 2022-23 to provide accessible and quality education to all children with special needs or Divyangjan in general education system. The initiatives were as follows:

- A total of 1896 girls CWSN were provided stipend @Rs.2000/- each.
- A total of 585 CWSN were provided with transport allowances @Rs.3000/- each and 190 CWSN were provided with escort allowances @Rs.3000/- each.
- A total of 438 CWSN were provided aids & appliances.
- A short-term computer literacy course has been provided to facilitate academic and skill education among out of school CWSN, a total of 725 (5 CWSN per block) out of school CWSN were trained.
- To celebrate the achievement of CWSN and also to recognize the unconditional support of teacher to CWSN, every year on 3rd December PAERONA award is given at district level in two categories viz. role model CWSN and role model teacher.
- A total of 196 Special Educators and Block Resource Persons (CWSN) were trained under in-service training programme conducted on August 2022 on various issues of disability rehabilitation.
- A 3-days creative art integrated workshop cum

orientation using comic on inclusive education was conducted for 145 school heads and teachers from 21st to 23rd November, 2022.

- A 5-days cross disability training for 37 Special Educators was conducted from 28th February to 4th March, 2023.
- District level inclusive games and sports competition were conducted in all districts.
- A total of 990 CWSN, parents and peers were

covered at district level awareness programme on Special Olympics and Para Olympic.

- Adolescent to adulthood programme. Total 145 'We Club' (CWSN clubs) have been constituted at block level in selected composite schools. Theme based activities were designed and conducted by 'We Club'.
- School level screening of CWSN was conducted followed by four (4) days formal identification and diagnosis camps in all blocks in collaboration with Deptt. of Health, NHM, Social Welfare and NGO's.

District wise CWSN in 2022-23:

#	District	No. of CWSN
1	BAKSA	155
2	BARPETA	248
3	BISWANATH	76
4	BONGAIGAON	71
5	CACHAR	182
6	CHARAIDEO	57
7	CHIRANG	33
8	DARRANG	165
9	DHEMAJI	190
10	DHUBRI	312
11	DIBRUGARH	164
12	DIMA HASAO	15
13	GOALPARA	91
14	GOLAGHAT	91
15	HAILAKANDI	37
16	HOJAI	71
17	JORHAT	140
18	KAMRUPMETRO	146
19	KAMRUP	214
20	KARBI ANGLONG	198
21	KARIMGANJ	62
22	KOKRAJHAR	140
23	LAKHIMPUR	106
24	MAJULI	42
25	MORIGAON	76
26	NAGAON	179
27	NALBARI	113
28	SIVASAGAR	119
29	SONITPUR	77
30	SOUTH SALMARAMANKACHAR	26
31	TINSUKIA	89
32	UDALGURI	131
33	WEST KARBI ANGLONG	52
Grand Total		3,868



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 for the year 2022-23, is aimed towards the Early Childhood Education (ECE)



Joyful learning in Ka-shreni



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.

The proposed interventions will cover 33 districts of Assam covering 19,811 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 pre-school in all the 33 districts.

Status of Pre-Primary:

- In Assam, 19,811 (8,700 + 11,111) schools have pre-primary (Ka-shreni) classes out of 38,628 Govt./Provincialised schools having classes 1 to 5.
- Total 8,700 schools have Ka-shreni (pre-primary) and Anganwadi centers in the same premises.
- Total 11,111 schools have Ka-shreni i.e. schools without Anganwadi centres.
- Total students in Ka-shreni was 2,19,186.

Activities implemented during 2022-23:

- Provided child friendly furniture in 207 schools.
- Provided outdoor play materials in 207 schools.



Classroom transaction in Ka-Shreni



KRP Training on toy based pedagogy

- Provided teaching learning materials to all Ka-shreni learners (2,19,186).
- Conducted state level KRP training on toy based pedagogy.
- Conducted awareness programme in all schools having classes 1 to 5.
- Conducted Mother Group training in all schools having Ka-shreni (19,811).
- Established exemplar pre-primary classrooms in 38 schools.
- Provided first aid kit to all schools having Ka-shreni (19,811).
- Printing & distribution of Teacher Handbook to all schools having Ka-shreni.
- Printing & distribution of Theme Based Activity book for teacher to all schools having Ka-shreni.
- Distribution of Picture Story Books for all schools having Ka-shreni.
- Distribution of Drawing Books to all Ka-shreni learners.
- Distribution of activity calendar to all Ka-shreni learners.
- Conducting school readiness programme in convergence with Pratham Education Foundation in 10 districts viz. Dibrugarh, Golaghat, Sivasagar, Jorhat, Nagaon, Lakhimpur, Sonitpur, Kamrup, Tinsukia and Nalbari.



Special Training

The special training is based on specially designed, age appropriate learning materials, approved by the academic authority specified in section 29 (1) in the Assam RTE Rules. It is provided in classes held in the premises of the school, or through classes organized in safe residential or non-residential facilities. It is provided by teachers working in the school, or by teachers specially appointed for the purpose. The duration is for a minimum period of three (03) months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years. The child, upon induction into the age appropriate class, after special training, continues to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

Special training is imparted through Non-Residential and Residential mode. The Non-Residential Special Training Centres (NRSTCs) cover the learners of rural & urban areas. The Residential Special Training Centers (RSTCs) cover orphans, child with single parent, child labourers and belonging to economically poor families.

Various programmes and activities were undertaken under special training to provide academic support and to mainstream these Out of School Children (OoSCs) to

the age appropriate classes in the formal schools.

Activities implemented during 2022-23:

[1] Identification of Out of School Children (OoSCs):

State wide survey for identification of Out of School Children was conducted in November - December, 2022. Survey was conducted in all habitations across the state. Survey was conducted by grass root level functionaries of Education Department, Asha Karmi of Health Department, Anganwadi workers of Social Welfare Department, PRI members, teachers of formal schools, CRCCs, responsible citizens of local areas, educationists and NGOs.

- State level sharing meeting was conducted in presence of representatives from Line Departments like Labour & Employment, P&RD, Social Welfare, Health & Family Welfare and Police Administration. Deputy Commissioner/Principal Secretary (for 6th schedule districts) was designated as the Nodal Officer for smooth conduct of survey in the districts.
- District level planning meeting was held with DC, ADC [Education], DEEO, IS, DMCs, all BEOs/BMCs and DPOs, NHM, Department of Social Welfare and assignment of block in-charges for the same.
- Block level orientation for enumerators/surveyors,

Total No. of OoSC			Gender-Ele.			Gender-Sec.			Never Enrolled		No. of Dropout		Age Group-Ele.					No. of CWSN			Social Category-Ele.					Social Category-Sec.				
ELE	SEC	Total	Boys	Girls	Total	Boys	Girls	Total	ELE	SEC	ELE	SEC	Below 6 Years	6-7 Years	8-10 Years	11-14 Years	Above 14 years	ELE	SEC	Total	GEN	SC	ST	OBC	Total	GEN	SC	ST	OBC	Total
84006	28984	112990	51861	32145	84006	20142	8842	28984	28772	0	55234	28984	69	3125	32874	47850	88	4318	760	5078	52418	4452	6891	20245	84006	14913	2089	1949	10033	28984

Source: As per Prabandh Portal, 2022-23

PRI members, CRCCs, DQMs, BRPs, Head teachers, NGOs, Asha and Anganwadi workers etc. Data Capture Formats [DCF]s were distributed to the enumerators after the orientation.

- Online data entry of OoSCs at blocks carried out by Block MIS personnel in the Prabandh Portal and 10% sample checking of DCFs. DCFs captured the OoSCs comprising the children belonging age group of 6 to 18 years of age. As per the direction of Ministry of Education [MoE], New Delhi, the data base was uploaded in the PRABANDH Portal. Source: As per Prabandh Portal, 2022-23



Snapshot of OoSC survey

[2] Coverage & mainstreaming of special training learners [2022-23]:

The PAB had approved 59,614 fresh OoSCs & 5,542 continued learners for non-residential mode and 6,242 fresh & 458 continued OoSC learners for residential mode of special training.

Based on the district wise OoSCs, a coverage plan was prepared for age appropriate enrolment, providing of special training and mainstreaming them to the

Target, covered and mainstreamed in 2022-23:

#	Intervention	Target	Covered	% of coverage	Mainstreamed	% of mainstreaming
1	Direct enrolment/KGBV/RBS/CWSN	14,878	12,182	81.9	12,182	100.0
2	NRSTCs	65,156	41,846	64.2	34,109	81.5
3	RSTCs	6,700	4,310	64.3	2,008	46.6
Total		86,734	58,338	67.3	48,299	55.7

Source: Prabandh Portal as on 13.06.23

formal schools.

The enrolment drive programme was conducted to cover the children of 6 & 7 years of age group through Community Participation and Special Focus Group (CP&SFG) component.

Target, covered and mainstreamed in 2022-23:

[3] Re-visiting & development of the learning materials as per NEP:

Academic materials of special training viz. Sikhan Puthi, Individualized Education Plan, Readiness Package, Evaluation Work Book were revisited by SCERT, Assam to bring into alignment with the changes in textbooks and as per the requirement of the NEP. The review was done in workshop mode. Academic materials were provided in Assamese, Bengali, Bodo, Hindi and English medium.

[4] Teaching Learning Materials (TLMs):

TLMs such as wooden pencil, eraser, crayon, sharpener, wooden scale, plastic pencil box, drawing book and exercise books were provided to the special training learners. Procurement and distribution of the TLMs were carried out at district level following SSA norms.

[5] Yoga programme for RSTC learners:

Yoga programme was conducted by the NGO named Art of Living. Total 457 learners were covered in 6 districts viz. Barpeta, Chirang, Jorhat, Kamrup, Morigaon and Sonitpur.



Children performing yoga in RSTC

[6] Pre-vocational training programme:

The pre-vocational training programme was conducted for the upper primary learners of NRSTCs on areas like computer typing, cycle repairing, pottery making, handicraft, mobile repairing, toy making, envelope making, packaging of goods, fine arts, gardening, cutting & knitting etc.



Pre-vocational training in RSTC

[7] One-day state level orientation on PRABANDH Portal (OoSC part):

A one-day state level orientation on PRABANDH Portal was held in December, 2022. Resource Persons were Shri Rajiv Mehra, Chief Consultant, TSG and Shri Adil Rasheed, Sr. Consultant, Access, TSG, New Delhi. Participants were state and district level officials (looking after Out of School Children) from Samagra Shiksha, Assam.

[8] Exposure visit within the district and Sishu Somaroh:

Co-curricular activities such as Sishu Somaroh & exposure visits of learners within districts were conducted. The achievers in the Sishu Somaroh were selected for the exposure visit to the historical/museum/park/sanctuary/important institutions or places etc.



Exposure visit of RSTC children

[9] Health check-up at centre level with National Health Mission (NHM):

The health check-up was conducted in convergence with the NHM and Public Health Centre (PHC). The para-medical personnel were invited to the special training centres for health check-up of learners. During this programme, awareness on health & hygiene was also imparted to all learners by the visiting team.



Health check-up programme in RSTC

[10] Evaluation of learners of RSTCs & NRSTCs:

The Education Volunteers (EVs) conducted the evaluation of learners of RSTCs and NRSTCs prior to mainstreaming to the formal schools. The question papers were set in consultation with the DIET faculties of the districts.



Evaluation of RSTC learners

[11] Migratory interventions:

[a] Operationalisation of seasonal migratory learners [non-residential]:

This intervention operationalised for school going children whose parents migrate to various districts to earn their livelihood along with their children in the



month of October/November every year. Total 423 out of 429 centres were operationalised and covered 14,659 out of 15,002 learners for 6 months [October to March] with 423 Education Volunteers engaged for imparting lessons. Centres were opened in the vicinity of the worksite areas of 420 brick kilns and 3 stone quarries. Seasonal migration of families had been observed as the one of the major causes of dropout of children from elementary education throughout the state.

[b] Intervention for seasonal migratory learners [residential]:

During the seasonal period, parents migrate to different districts to make both ends meet leaving their wards in the hostels so that their regularity to school doesn't get affected. Seasonal hostels were operationalised in Kokrajhar and Morigaon districts. Students accommodated with free food and lodging until their parents return back home from the brick kilns and stone quarries. One Caretaker cum Store Keeper was engaged for providing logistic support of the centre.

Detailed status as follows:

[12] Activities implemented under residential & non-residential migratory intervention:

#	District	Total target approved	Total learners covered	Total Centres operationalised	Total nos. of Caretaker	Other staff
1	Kokrajhar	250	257	3	3	6
2	Morigaon	200	0	0	0	0
Total		450	257	3	3	6

[a] Tracking of children after return from worksites:

Prior to closing of worksites by the owners, closing ceremonies were organized at every centre with the support of Education Volunteers, District Quality Managers (DQMs) and District Programme Officers (Special Training). Once the worksites were closed down these learners were issued migration card from District Mission Coordinator (DMC). Migration card reflected his continuation of classes, achievement of competencies, detail information of centre he/she underwent special training etc.

[b] Survey of worksite areas:

Survey was conducted in the month of December, 2022 and January, 2023. There are 1,061 Brick Kilns and 267 Stone Crushers based on the data collected from the Commissioner, Labour Department, Assam. Planning meeting at district level, orientation of the surveyors at block level and printing and distribution of survey formats were carried out.

[c] Other activities such as opening of centres at worksite areas, Sishu Somarogh programme, pre-vocational training programme, Teaching Learning Materials [TLMs], Art and drawing programme for learners, observation of special days at centre level, health check-up at centre level with NHM, printing of migration cards etc. were implemented.

Secondary level intervention:

Under AWP&B, 2022-23, it was proposed to cover 27, 443 OoSCs of secondary level age group through Open Schooling. Accordingly, communications were

made to Regional Centre, NIOS, Guwahati and Director (SSS). List of suggestive schools for accreditation as study centres was also been shared with NIOS. Communication was also made to Ministry of Education. However, it could not be implemented. Again, it was planned to cover the remaining 21,352 OoSCs under Prime Minister's Kaushal Vikash Yojana. Discussion was held with Assam Skill Development Mission (ASDM). List of students had been shared with ASDM.



Gender & Equity

[A] Kasturba Gandhi Balika Vidyalaya (KGBV) Type-II & Type-III

Kasturba Gandhi Balika Vidyalaya (Type-II & III) are residential school for girls for facilitating out of school children belonging to SC, ST, OBC, minority category and children of families of below poverty line. A total of 81 KGBVs are functioning in Educationally Backward Blocks (EBBs) and in one Town. Out of 81 KGBVs functioning, 14 KGBVs are of type-II and 67 KGBVs are type-III. Type-II KGBVs are having classes from VI-X and type-III KGBVs are having classes from VI-XII. At present, 81 KGBVs have total seat capacity with 11,450 out of that a total of 8,101 children enrolled.

Type wise KGBV, seat capacity and enrolment:

KGBV t type-II			KGBV type-III			Total [KGBVtype II & III]		
Number	Capacity	Enrolment	Number	Capacity	Enrolment	Number	Capacity	Enrolment
14	1,400	1,057	67	10,050	7,044	81	11,450	8,101

Social category wise coverage of children:

Category	Schedule Caste (SC)	Schedule Tribe (ST)	Other Backward Class (OBC)	Minority	General (BPL)	Total
No. of children	459	2,879	1,577	2,711	475	8101
% of coverage	(5.67 %)	(35.54 %)	(19.47 %)	(33.47 %)	(5.86 %)	

Type of girls' enrolled:

Drop out children	Never enrolled	Total
8,041	60	8,101

Special type of girls' enrolled:

Single parent child	Orphan child	Children with special need	Over age	Total	% age of coverage out of total
346	65	105	11	527	6.50%



Class wise enrollment [KGBV-Type II & III]:

Class VI	Class VII	Class VIII	Class IX	Class X	Class XI	Total
1,661	1,512	1,515	1,641	1,212	560	8,101

Performance of KGBV Type-III children in H.S.L.C. examination in the year 2023:

A total of 889 girls from 66 KGBVs appeared in H.S.L.C. (Class X level) examination out of which 771 children have passed out. The performance of children in the examination is as follows-

Total no. of children appeared	Total no. of children passed out	Secured 1 st division	Secured 2 nd division	Secured 3 rd division	No. of children secured letter marks in different subjects (80% or above in individual subject)	No. of children secured star marks (75% or above in aggregate)
889	771 (86.73 %)	179	489	103	92	14

* Total 32 KGBVs out of 66 KGBVs, 100% children have passed out.



Classroom transaction in KGBV



Children during study time in KGBV hostel

Activities implemented during 2022-23:

- The year 2022-23 was a challenged in KGBVs as the children came back to KGBVs in the month of September & October, 2021 after long vacation due to COVID-19 pandemic situation. The teachers and staff have undertaken strategy to retain children in KGBVs and to fill up the learning gaps of children due to non-functioning of KGBVs for long period.
- Counseling with children and with parents, home visit during summer vacation to know the status of academic performance of children, motivation of parents and guardians was undertaken by teaching staff of KGBVs.

- Necessary materials like bedding materials, dress materials, learning materials were provided and other arrangement like health check-up, cleanliness and regular sanitization, vaccination etc. was undertaken in all KGBVs.

[1] Supply of essential materials, stipend, educational materials, stationary, teaching learning materials :

Bedding materials like dress, sweater, uniform, inner garments, bed sheet, pillow with cover, chappal, toiletries and sanitary pads were provided to all children of KGBVs. Sports materials like volley ball, foot ball, skipping rope, carom board, chess board, ludo, musical instruments like harmonium, dholok, tabla etc. were arranged in all KGBVs. Teaching learning materials like text books, reference books, evaluation work books,

note books and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener, art paper etc. were provided to all the children of KGBVs. Monthly stipend was also released to the bank account of each children.

[2] Monitoring of KGBVs:

Visit and monitoring of all the KGBVs have been done at the state, district and block level apart from regular monitoring at KGBV level. Review meetings were held regularly to discuss various issues and steps taken for smooth functioning of KGBVs and for improvement of academic performance of children. Extra classes after school hour was conducted by teachers of KGBVs and special coaching has been arranged by the experts of nearby college, higher secondary school etc.

[3] Specific Skill training:

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

Certificates were given to the children after completion of the training course by recognized Martial Art Training Institutes.



Self-defence is the best defence

[5] Management of KGBVs:

Health & hygiene management, safety & security measure etc. were arranged in convergence with nearest Police Station, Health Deptt. and National Health Mission. Monthly health check-up and necessary measure thereof, maintenance of visitor's register with fixed timings, access to health services, cleanliness & hygiene maintenance were undertaken. All measures and arrangement have been undertaken for protection against COVID-19 pandemic as per the guidelines and instructions issued by the Health Deptt., Govt. of Assam.

[6] Convergence strategy:

To facilitate smooth functioning of KGBVs, convergence with other departments like Food and Civil Supply Deptt., Health Department, DRDA, Horticulture, Agriculture, Bank, Civil Administration, Police Deptt. as well as reputed NGOs has been undertaken to access services and benefits for girls in KGBVs.

[7] Adolescent stage & adolescent health & hygiene (special focus on MHM):

Teachers of KGBVs were provided training on adolescent health & hygiene. Warden cum Superintendents and full time teachers were oriented on Menstrual Hygiene Management (MHM) and

[4] Self defense/martial art training:

Martial art in the form of self-defence training like Karate, Tae Kwon Do, Judo and Muay Thai etc. was conducted in all KGBVs. Training was imparted with the help of trained instructors from recognised institute.



Girls engrossed in skill training



adolescent health and healthy diet as part of life skill education training. They have learned about adolescent stage, menstruation and health & hygiene practices to be observed by the adolescent girls in KGBVs.



Health & hygiene training in KGBV

[8] Health records and general health status of the girls:

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

[9] Observance of National/International Day:

Various occasions like Independence Day, World Environment Day, International Yoga Day, Gandhi Jayanti, Rabindra Jayanti, Silpi Divas, Rabha Divas, Teachers Day, Global Hand Wash Day, National Education Day, National Girl Child Day, Children's Day etc. have been celebrated in KGBVs. Competitions and cultural programme has been arranged among students. Guests were also invited in these occasions.



Observance of environment day in KGBV

[10] Parent Teacher Meet (PTM):

Parent teacher meeting and special function have been organised to share academic progress and co-curricular activities of the children with parents and guardians. The issues like child right, girls education, health & nutrition, gender issues etc. have been discussed with parents and guardians. Academic performance of each student has also been shared with concerned parents/guardians.

[11] Wall magazine:

Students of KGBVs have been developed wall magazine for publishing their areas of creativity like poetry, art, story writing, article etc. The wall magazine has been regularly updated by the student with guidance of the teachers.

[12] Kitchen garden:

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

[B] Kasturba Gandhi Balika Vidyalaya (Type- IV) - Girls Hostel:

For the promotion of girls' education and to eliminate gender disparity, efforts have been initiated in providing food and lodging facilities to girl children belonging to ST, SC, OBC, minority categories and children of families which are Below Poverty Level(BPL). To establish an environment, to reduce the dropouts and promote the enrolment of girl child belonging to SC/ST/OBC/minority communities and BPL girls and to make secondary education of good quality accessible and affordable residential facilities to girl's in the age group of 14-18 years studying in classes IX–XII, Kasturba Gandhi Balika Vidyalaya (type-IV) – Girls Hostel has been implemented.

- A total of 50 KGBVs (Type-IV) girl hostels are functioning in the Educationally Backward Blocks (EBBs) covering 4,006 students.
- Caste and community wise coverage are SC- 346 (8.64 %), ST-1425 (35.57 %), OBC- 662 (16.53 %), Minority- 1192 (29.75 %) and BPL- 381 (9.51 %).

- Class wise children are Class- IX: 1,671, Class-X: 1,138, Class- XI: 704, Class- XII: 493.

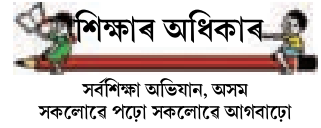


Children of KGBV (Type -IV) in hostel premises

District-wise number of KGBV (Type-IV) hostels operationalized:

#	District	Host school / location of KGBV type-IV	Enrolment
1	Baksa	Khatarbari High School campus	100
2	Baksa	Tamulpur Girls High School campus	100
3	Barpeta	Nehru Girls High School	77
4	Barpeta	Barnagar Girls High School	50
5	Bongaigaon	Abhayeswari HS &MP School	28
6	Darrang	Dhula High School	70
7	Darrang	Kharupetia Higher Secondary School	75
8	Darrang	Besimari Higher Secondary School	50
9	Dhemaji	Jonai Higher Secondary School campus	100
10	Dhemaji	Silapathar Higher Secondary school	100
11	Dhubri	Salkocha Higher Secondary School campus	40
12	Dhubri	Raniganj Higher Secondary School	70
13	Dhubri	Alomganj Geramari Amlgamated H.S. School	72
14	Dibrugarh	Dikom High School	47

Annual Report 2022-23



#	District	Host school / location of KGBV type-IV	Enrolment
15	Dibrugarh	Moderkhat Girls High School campus	43
16	Dima Hasao	Maibang H.S. School campus	100
17	Goalpara	Baguan H.S. School	100
18	Goalpara	Bakaitari High School	100
19	Goalpara	Lakhipur H.S. School	100
20	Kamrup	Tokrapara Girls High School campus	70
21	Kamrup	Nagarbera Girls High School	70
22	Karbi Anglong	Bahani Adarsha High School Campus	100
23	Karbi Anglong	Dokmoka H.S. School Campus	100
24	Karbi Anglong	Deithor English High School Campus	100
25	Karbi Anglong	BKB Parkup Pahar High School Campus	100
26	Karimganj	Adarsha Vidyalaya, Lowairpoa	17
27	Kokrajhar	Grahampur H.S. School	100
28	Kokrajhar	Boshgaon High school campus	100
29	Kokrajhar	Gosaigaon Girls High School	100
30	Kokrajhar	Titaguri High School campus	100
31	Morigaon	Moirabari High School	100
32	Morigaon	Gerua High School	100
33	Nagaon	Dagaon A.K. High School	100
34	Nagaon	Lailuri High School	50
35	Nagaon	Salona Bapuji High School	100
36	Nagaon	Dhing Girls High School	100
37	Nagaon (Hojai part)	National Higher Secondary School campus	20
38	Nalbari	Chandi Medhi Balika High School	100
39	Sonitpur	Rangapara Higher Secondary School	100
40	Sonitpur	Barchala Higher Secondary School	70
41	Sonitpur	Missamari Higher Secondary School	100
42	Sonitpur (Biswanath part)	Janata Higher Secondary School	70
43	Sonitpur (Biswanath part)	Pabhoi High School	50
44	Sonitpur (Biswanath part)	Bapuji High School	60
45	Tinsukia	Barhapjan High School	57
46	Udalguri	Danda Saharia H.S. School campus	50
47	West Karbi Anglong	Bhoksong High School	100
48	West Karbi Anglong	Hamren Girls High School Campus	100
49	West Karbi Anglong	Model School Campus	100
50	West Karbi Anglong	Dayangmukh High School Campus	100
Total			4006

H.S.L.C. Result of KGBVs (TypeIV) – Girls Hostels in the year 2023:

#	Name of the Girls Hostel	District	Total students appeared	Passed	1st div .	2nd div.	3rd div.	Pass %age
1	Nehru girls hostel	Barpeta	12	10	0	5	5	83.33
2	Bapuji girls hostel	Biswanath	13	11	0	9	2	84.62
3	Dhula girls hostel	Darrang	14	14	2	9	3	100
4	Kharupetia girls hostel	Darrang	13	6	0	2	4	46.15
5	Jonai girls hostel	Dhemaji	12	12	8	4	0	100
6	Alomganj G. A. girls hostel	Dhubri	7	5	0	4	1	71.43
7	Raniganj girls hostel	Dhubri	12	12	4	7	1	100
8	Salkocha girls hostel	Dhubri	9	8	0	6	2	88.89
9	Moderkhat girls hostel	Dibrugarh	22	18	2	6	10	81.82
10	Maibang girls hostel	Dima Hasao	20	18	1	11	6	90.00
11	Lakhipur girls hostel	Goalpara	4	4	0	3	1	100
12	Bakaitari girls hostel	Goalpara	11	8	0	1	7	72.73
13	Baguan girls hostel	Goalpara	14	10	1	6	3	71.43
14	Nagerbera girls hostel	Kamrup	3	3	3	0	0	100
15	Dokmoka girls hostel	Karbi Anglong	10	10	0	9	1	100
16	Bahani Adarsha girls hostel	Karbi Anglong	13	11	0	9	2	84.62
17	Gossaigaon girls hostel	Kokrajhar	19	14	12	1	1	73.68
18	Titaguri girls hostel	Kokrajhar	8	8	2	6	0	100
19	Boshgaon girls hostel	Kokrajhar	13	12	0	10	2	92.31
20	Moirabari girls hostel	Morigaon	11	9	1	8	0	81.82
21	Gerua girls hostel	Morigaon	23	22	2	17	3	95.65
22	Dagaon A.K. girls hostel	Nagaon	25	12	0	5	7	48.00
23	Dhing girls hostel	Nagaon	8	5	0	5	0	62.50
24	Salona bapuji girls hostel	Nagaon	9	9	0	3	6	100
25	Missamari girls hostel	Sonitpur	26	21	1	10	10	80.77
26	Rangapara girls hostel	Sonitpur	15	14	1	11	2	93.33
27	Barhapjan girls hostel	Tinsukia	15	15	3	9	3	100
28	Bhoksong girls hostel	West Karbi Anglong	15	15	9	6	0	100
29	Hamren girls hostel	West Karbi Anglong	17	17	1	12	4	100
Total			393	333	53	194	86	84.73

* Total 14 students secured letter marks in different subjects.

H.S.S.L.C. Result of KGBVs (TypeIV) – Girls Hostels in the year 2023:

#	Name of Girls Hostel	District	Total students appeared	Passed	1st div.	2nd div.	3rd div.	Pass %age
1	Nehru girls hostel	Barpeta	7	6	2	4	0	85.71
2	Abhayeswari girls hostel	Bongaigaon	14	8	3	2	3	57.14
3	Jonai girls hostel	Dhemaji	39	39	18	21	0	100
4	Dikom High School Hostel	Dibrugarh	6	5	0	1	4	83.33
5	Raniganj girls hostel	Dhubri	12	12	4	4	4	100
6	Lakhipur girls hostel	Goalpara	28	28	6	17	5	100
7	Bakaitari girls hostel	Goalpara	3	3	0	1	2	100
8	Baguan girls hostel	Goalpara	14	11	1	4	6	78.57
9	Adarsha Vidyalaya, Lowairpoa	Karimganj	4	3	0	1	2	75.00
10	Gossaigaon girls hostel	Kokrajhar	11	7	2	2	3	63.64
11	Dhing girls hostel	Nagaon	18	17	6	11	0	94.44
12	Lailuri girls hostel	Nagaon	5	4	1	1	2	80.00
13	Bhoksong girls hostel	West Karbi Anglong	17	11	0	4	7	64.71
Total			178	154	43	73	38	86.52

* Total 22 students secured letter marks in different subjects.



Yoga for healthy life

EQUITY

[A] Rani Laxmibai Atma Raksha Prashikshan : self-defence training for girls:

The programme Rani Laxmibai Atma Raksha Prashikshan : self-defence training is conducted in 33 districts of Assam for girls studying in Classes VI to XII in Govt. /Provincialized schools having girls' enrolment. Basic self-defence training for 3 months in the form of Martial arts viz, Karate, Kung-fu, Tae Kwon Do, Judo, Muay Thai is given to girls from classes VI to XII through trained instructors in collaboration with District Sports Authority.



Self-defence is the best defence

Coverage:

- Total 11,05,616 girls in 9,196 upper primary schools were covered.
- Total 4,45,504 girls in 4,325 secondary schools were covered.

Modalities:

- A detailed guideline was prepared for smooth implementation of the programme.
- Convergence with different Govt. departments like Health/PHE/RBSK/School Health programme was done for effective implementation of the

programme.

- District level committee was formed comprising officials from Education Department, Health Department and District Sports Officer to strictly monitor the programme.
- A one-day orientation was conducted between Instructors, District Sports Officer, Physical Instructor from the concerned DIET, Health Department/ Doctor.

Outcome:

- Girls learned how to fight back and stand up for themselves during challenging situations using basic self-defence techniques.
- The programme helped improve girls' attendance rate at school and make girls more self-confident.
- Girls learned self-defence techniques for 3 months in various Martial-Arts Styles like Karate, Kung-fu, Tae Kwon Do, Judo, Muay Thai etc. through qualified Instructors.

[B] Special Project for Equity:

Programme for Girls' Education and Empowerment: State-specific innovative programmes were designed and implemented for the holistic development of adolescent girls and boys in alignment with the goals of SDG and NEP, 2020.

[1] Menstrual Hygiene Management (MHM), Nutrition and Reproductive Health:

- A detailed state guideline was prepared and provided to every district and school for conducting the programme smoothly.
- One day training for 3 Master Trainers from 33 districts each on Menstrual Hygiene Management (MHM), Nutrition and Reproductive Health was conducted at state level. A total of 99 Master Trainers (MTs) comprising school teachers, DIET faculties and



Training on MHM & reproductive health

district officers were trained. The MT trained one Nodal Teacher (NT) from each upper primary school in offline mode at the district level. A total of 9,196 NTs were trained. The selected NT was the one selected as Health and Wellness Ambassador under the School Health Programme (SHP) in districts where the SHP has started. NTs of secondary schools were trained in 2021-22.

- Capacity building workshop for adolescent girls and boys: Workshop for adolescents at school level i.e., in every upper primary school was conducted by NTs, MTs and expert Resource Persons (RPs) from NHM/Health Department, Medical Practitioner on Menstrual Health and Hygiene (MHH) and Reproductive Health.
- MHM module was developed at state level for teachers.
- Adolescent/MHM corner created in each upper primary and secondary school with modules, IEC materials, posters, wall paintings by students on MHM, sanitary pad facility etc.
- Capacity building has been organized for BEEO/DPO/CRCC/ teachers/ SMC members/ Mothers Groups/IE Resource Persons in every district, block and cluster.
- Inclusion of MHM as a cabinet in student cabinet (Bal Sansad) headed by Girl Ambassadors selected in

school to monitor the sanitation and hygiene practices .

- Collaboration with NHM/Health Department, PHE, RBSK, School Health programme and UNICEF for technical support during the training for effective implementation of the programme.
- Organizing quarterly MHH camps in every school with the help of Health Department to provide support to adolescents regarding awareness and other issues.
- Celebration of World Menstrual Hygiene Day each year on 28th May with students, teachers, SMC members, Mothers' Groups and community members.
- Availability of sanitary pads through collaboration to every adolescent school-going girl.
- Separate girls'toilets with water and disposal systems in every school for menstrual waste.
- Mapping gap in girls' toilets in districts.
- **Research Study:** Under equity, a study has been conceptualized and conducted in collaboration with SCERT, on the topic, "A study on menstrual hygiene preparedness and puberty-related issues and stigmas associated with it among adolescent girls studying in government school in Assam". Based on the findings of this study, various steps were taken to build awareness in adolescents, provide MHM facilities, and supply sanitary pads in schools.

[2] Life Skill Education:

- Training of Master Trainers (MTs) and Nodal Teachers (NTs): Two days of state-level training for MTs, with 2 MTs from each district conducted successfully. A total of 66 MTs from 33 districts of upper primary and secondary schools and DIET faculties were given training in collaboration with UNICEF. At the district level, one NT in each upper primary and secondary school was trained in offline mode by MTs. A total of 9,196 NTs were trained.
- Capacity building workshop for adolescent girls and boys: Workshop with adolescents at school level was conducted by NTs, MTs in every upper primary and secondary school on life skill education with a special focus on leadership training.



Training on life skill education

- Inclusion of life skill education and leadership training classes in school programme /curriculum once in week every Saturday with adolescents by adding innovative activities as part of adolescent empowerment initiative.
- Module for life skill training has been given to MTs and NTs.

[3] Child Protection:

- **Cyber safety:** State-level training was given to 3 MTs from each district on cyber safety. A total of 99 MTs from DIET, upper primary/secondary schools and district officers were trained in collaboration with Cyber Peace Foundation.
- At the district level, training was conducted for one NT from every upper primary and secondary school.

- An awareness programme was conducted on cyber safety in upper primary and secondary schools.
- **POCSO Act 2012:** School Complaints Committee (SCC), Complaint /Suggestion Box, Screening of movie 'KOMAL' for students of class I to XII, an awareness session on child sexual abuse, good touch, bad touch, child rights/legal awareness as mandated in POCSO, Act 2012 carried out in every upper primary and secondary school.
- **Tobacco-free educational institution:** The following activities have been conducted in schools for the prevention of substance abuse:
 - a) Awareness building programmes were conducted on the bad effects of drugs and substance abuse in schools involving students /teachers /parents/SMCs/PTA.
 - b) Implementation of the guidelines for Tobacco Free Educational Institution (ToFEI) (revised) in schools and Joint Action Plan. Installation of tobacco-free zone /signage in schools. ensure tobacco-free zones ,World No Tobacco Day observed on 31st May, 2022. Posters and banners in collaboration with STCC were created and provided to schools.
 - c) A state wide programme on **Nasha Mukta Bharat Abhiyan (NMBA)** was organized on 25th January 2023. Aimed at boosting the morale of the students and sensitizing them, a mass pledge campaign was run in every educational institution of the districts covering schools, colleges and public institutions.

Coverage:

- Total 8, 16,955 students were covered in 4325 secondary schools.
- Total 12,23,258 students were covered in 9196 upper primary schools.
- Total 66 MTs and 9,196 NTs from upper primary and secondary schools were trained.

Outcome:

- a) The programmes conducted for adolescents helped in addressing various issues related to health, hygiene, nutrition, child protection, and social issues in adolescent girls and boys; striving towards their holistic development.



- b) Appropriate information gathered on a range of issues related to adolescence, menstruation, physiological, psychological changes experienced and ways to develop a positive attitude towards menstruation.
- c) Building a supportive environment and attitude towards adopting appropriate habits related to MHM; to relieve the girls, especially from the shame and embarrassment they feel due to menstruation and break the taboos.
- d) Life skill education helped in facing challenges in life, finding solutions to issues related to adolescence and paving the way for overall development.
- e) Improvement in enrolment and attendance of girls and reduction in the rate of drop-out from the schools.

[4] Emotional Well-Being and Mental Health in Schools:

Students' emotional well-being, physical and mental health are crucial factors in our education system. Considering these crucial factors, Samagra Shiksha, Assam has initiated the following activities during the year 2022-23. This activity was implemented in secondary schools from Class IX to XII during January, February and March, 2023. The activity was added as part of the school programme/curriculum which was conducted on a weekly and monthly basis. Under this activity, total 4,325 secondary schools were covered with 8,16,955 children, involving 66 MTs and 4,325 NTs.



Training on emotional well-being and mental health

Modalities:

- a) Two days of state-level training conducted for MTs, from 33 districts with 2 MTs from each district.
- b) Training of one NT from each secondary School (IX to XII) by MTs on emotional well-being and mental health at the district level for two days. Altogether 66 MTs and one NT from 4,325 secondary schools have been trained.
- c) One-day capacity building workshop conducted by NTs for adolescent girls and boys in secondary schools (IX to XII) on emotional well-being and mental health. Inclusion of emotional well-being and mental health in school programme /curriculum, adding innovative activities, webinars and workshops as part of adolescent empowerment initiative.
- d) In every secondary school, there is a Drop Box where students can drop their issues related to psychosocial well-being, exams, academics, bullying or any issues affecting them. The drop box is opened every week by NT with other school teachers in the presence of a few students from the student cabinet. The issues emerging from drop box or any other medium is addressed by the NT and other teachers on a weekly basis. Additionally, collaboration is done with Health Department/ Adolescent Friendly Health Clinic (AFHC) to address issues that need further expert intervention from medical professionals (maintaining confidentiality as and when required).
- e) **Adolescent information booklet** has been developed and will be provided to every secondary school.

[5] Career Guidance Programme for Girls:

This programme on career guidance was conducted to provide appropriate information and guidance to girls and boys studying in Govt. /Provincialized schools at the secondary level (IX to XII). The main objective was to educate them about the various career options and help them in their decision-making process to opt for the right career.



Training on career guidance

Coverage: Total 8,16,955 adolescents (girls and boys) from 4,325 secondary schools having girls' enrolment (IX to XII) were covered.

Modalities:

- Training of MTs and NTs: State level residential training for MTs on career guidance and counseling at secondary level was organized by Samagra Shiksha, Assam in collaboration with NEDFi-Advancing North East, Mind India, Govt. of Assam Employment Exchange Department, Vikramshila Education Resource Society, Kolkata, and UNICEF.
- A total of 66 MTs were trained from 33 districts (2 from each district). Similarly, these MTs trained one NT from every secondary school. As a result, 4,325 NTs have been trained in career guidance and counseling. Following are the topics covered:
 - a) Understanding adolescence, orientation on career guidance and counseling.
 - b) Higher education system with perspective of NEP 2020, CUET (UG).
 - c) Stream selection and subject combination in context to NEP 2020.
 - d) New-age careers, career options in Humanities, Science and Commerce and common entrance exams, scholarships, psychometric assessment interest test, understanding assessment tools, students career profile, career cards.
 - e) Various government initiatives on career and employment.

[6] One-day Career Guidance Workshop:

One-day career guidance workshop was organized at the school level as per district-specific plan involving all the students of secondary and senior secondary schools, parents/guardians and teachers. Expert Resource Persons in collaboration with Govt. Universities, Govt. Colleges/ Institutes, NGOs were involved to conduct the workshop. Students were given guidance on stream selection and subject combination in context to NEP 2020. Guidance was given on choosing various career options in Arts, Science and Commerce stream, preparation for common entrance exams and were also taught to apply to different courses and information on scholarships by RPs and trained NTs. Activities like interest tests, role play, Ikigai, my aim chart, SWOT analysis, Who am I, etc. involving students also conducted in the workshop.

[7] Career Guidance Cell:

A career guidance cell is set up in every secondary school (IX to XII) with the following components:

- Notification of one NT (trained in career guidance) as a Career Counselor in every secondary school.
- Career chart displayed at a prominent place in the career guidance cell.
- Career guidance teacher's module, handbook on career guidance and latest books etc. are kept in the cell.
- Every Friday is observed as Career Day where NTs conduct career guidance sessions educating



students on various career opportunities, scope for higher studies, employment opportunities, scholarships, holding group discussions, activities, role play etc. Career professionals and successful personalities from various fields are invited to provide guidance and share their success stories to motivate and inspire young minds.

- Orientation and usage of Career Guidance Portal: www.advancingnortheast.in.
- Creating career profiles of students based on their interests and aptitude.



Poster on career guidance

Outcome:

- Career guidance programme helped students to understand the career options available and ways to pursue them.
- Career guidance programme has been included as part of school curriculum /programme. Every secondary school has set up their own career guidance cell with one notified NT trained as Career Guidance Counsellor.

[8] Special Focus on SC & ST:

The programme “special focus on SC & ST” was conducted in the identified SC, ST dominated blocks in

all the districts of Assam to enhance retention and increase the enrolment of SC and ST students and provide them with guidance on various scholarships and schemes. Orientation programmes were conducted with parents and stakeholders in convergence with government departments like DIPR, Health, P&RD, Social Welfare, NGOs, socio-cultural organizations and groups etc.

A Handbook on social protection schemes has been developed having a compendium of various scholarships and schemes available for SC, ST, tea tribes and general students. This handbook has been given to all secondary schools. Teachers have already conducted orientation sessions with students, parents and stakeholders with the help of this hand book.

Convergence meeting on awareness programme conducted at focused blocks with DSW, NHM, District Administration etc. on orientation of schemes, scholarships, discussions on drop-out, importance of education with a major focus on scholarships available for the welfare of SC, ST and tea tribes.

Coverage :

All 33 districts of Assam with focus on 89 SC, ST dominated blocks were covered. So far, total 576 secondary schools have been covered.

Outcome: Students, teachers, officials and stakeholders were sensitized on various scholarships available for students, especially for the welfare of SC, ST and tea tribes students, govt. initiatives and schemes, Samagra Shiksha interventions etc. The programme aimed to ensure that every child and parent is aware of his /her scholarship entitlements.

[9] Research Study:

A study has been conceptualized and conducted in collaboration with SCERT, Assam on “study on current educational status and curricular issues of SC, ST and Tea tribes' children in Assam”. Based on the findings specific interventions have been designed.



Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV) - Boys

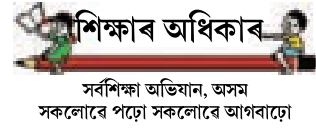
Netaji Subhash Chandra Bose Avasiya Vidyalaya (NSCBAV) for boys has been set up for covering of children in the urban areas who are deprived, homeless, street children and children in difficult circumstances without adult protection, who require not merely day schooling facilities, but also lodging and boarding facilities. Children in very small hamlets with small population and with difficult situation due to geographical barrier also addressed by opening of NSCBAV.

At present, three (3) NSCBAVs were set up, one in each Silchar (Cachar district), Guwahati (Kamrup-Metro district) and Majuli (Majuli district) with 100 seat capacity in each NSCBAV. Out of these, NSCBAVs of Silchar and Guwahati are exclusively for the large number of urban deprived children particularly homeless, street children, children without adult protection. The NSCBAV of Majuli is for children of small hamlet who face problem to attend the classes regularly because locations of these char area are temporary in nature and easily submerged by rivers flow.



Children of NSCBAV (Boys' Hostel) celebrate "Har Ghar Tiranga"

Annual Report 2022-23



Another, ten (10) new NSCBAVs has approved for set up under AWP&B, 2022-23. The following preparatory activities have been completed for operationalization of these NSCBAVs.

- Identification of rented premises in the concerned blocks.
- Engagement of staff through advertisement and selection by District Level Selection Committee.
- Centre materials and children materials for day to day functioning.
- These 10 NSCBAVs have been operationalized in the month of March, 2023.

Coverage: A total of 13 NSCBAVs operationalised in 13 education blocks, covering 1,133 children out of total capacity of 1,300 children.

Year wise sanction of 13 NSCBAVs:

#	District	Block/ Town	U-DISE code	Sanctioned year	Capacity
1	Baksa	Baksa	18240212208	2021-22	100
2	Cachar	Silchar	18210503310	2011-12	100
3	Cachar	Rajabajar	18210405808	2021-22	100
4	Dhemaji	Bardalani	18130112206	2021-22	100
5	Dhubri	Agomani	18020205307	2021-22	100
6	Dima Hasao	Harangajao	18200209210	2021-22	100
7	Hailakandi	Hailakandi	18230124219	2021-22	100
8	Kamrup Metro	Guwahati	18271102907	2011-12	100
9	Kamrup	Rangia	18060801014	2021-22	100
10	Karbi Anglong	Bokajan	18190202863	2021-22	100
11	Karbi Anglong	Hawaraghat	18190807215	2021-22	100
12	Majuli	Majuli	18310402414	2017-18	100
13	Nagaon	Kathiatali	18100517405	2021-22	100
				Total: 13	1,300

Social category wise children:

Category	Scheduled Caste	Schedule Tribe	Minority	General (BPL)	Total
Coverage	98	583	213	239	1,133
% of coverage	8.65 %	51.46 %	18.79 %	21.09 %	

Disadvantage category wise children:

Homeless	Children without adult protection	Orphans/ single parent	Rag pickers	Street children	Child baggers	Other (BPL)	Total
15	340	21	13	27	45	672	1,133

Activities implemented during 2022-23:

[1] Supply of essential materials, stipend, educational materials, stationary, TLM:

Bedding materials like dress, sweater, uniform, inner garments, bed sheet, pillow with cover, chappal and toiletries have been provided to all learners. Teaching learning materials like textbooks, reference book, evaluation work book, note book and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener, art paper etc. have been provided. Monthly stipend was released to the bank account of each learner.



Sports stars of NSCBAV (Boys)

NSCBAVs. The co-curricular activities like dance, drama, singing, art, etc. were conducted amongst the learners with the help of teachers, instructors and resource persons.

[4] Maintenance of health records and general health status:

Health check-up has been conducted by doctor of the local PHC, NHM regularly for all learners. Essential medical support like iron tablet with folic acid, skin ointment and vitamin tablets etc. has been provided as suggested by expert during health check-up. In case of medical emergency, initiatives have been undertaken for providing proper treatment. The health profile of all the learners has been maintained.

[5] Celebration of National/International Day:

Important days like Independence Day, World Environment Day, Gandhi Jayanti, Teachers Day, Global Hand Wash Day, National Education Day, Children's Day etc. have been celebrated in NSCBAVs.

[6] Convergence strategy:

In existing three NSCABVS, convergence has been undertaken with Food and Civil Supply, Health Department, Horticulture, Agriculture, Bank, Civil Administration, Police Department as well as reputed NGOs to access services and benefits for the learners. The convergence has also initiated to extend support to ten newly operationalised NSCBAVs.



Classroom transaction in NSCBAV (Boys)

[2] Specific skill training:

Skill development activities like computer education, food processing, craft activities, tailoring, etc. have been conducted in NSCBAVs. Trained instructors were engaged to impart training to the learners on specific skill. Initiatives have also been undertaken to extend support for focus on their talents which helps the learners to learn new skill, empower them and make them self-reliant.

[3] Sports and recreational activities:

To ensure all round development of the children, sports items like carom board, volley ball set, football, chess, skipping rope, ludo etc. were made available in



SPECIAL SKILL & PHYSICAL / SELF DEFENCE
VENUE: **RESTORING BOYS SCHOOL, SILKHAR, CACHAR**
UNDER
SHARBA SIKSHA ABHIYAN MISSION, GOVT. OF ASSAM
Organized by
RURAL DEVELOPMENT AND SOCIAL SERVICE ORGANISATION, CACHAR
Provided - Multidisciplinary Education



Netaji Subhash Chandra Bose Avasiya Vidyalaya (Girls' Hostel)

The NSCBAV – girls' hostel set up in Majuli for upper primary girl's children is an important institution for ensuring regular attendance of girls' children in school who reside in the locality. As the locations of these areas of Majuli island is flood prone, therefore, during flood and in rainy season these char areas easily submerged by rivers flow and the road communication becomes difficult and as a results, non-attendance of girls'

children in schools becomes low and subsequently, it happens drop out.

This hostel is for specific category of children of upper primary level belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Children residing in the girls' hostel are studying in nearby government schools. The intake capacity of the hostel is 100. And all children are belonging to ST category.



Children of NSCBAV (Girls' Hostel) celebrate "Har Ghar Tiranga"

Annual Report 2022-23



Class wise children:

Class: VI	Class: VII	Class: VIII	TOTAL
34	31	35	100

Activities implemented during 2022-23:

- Martial Art (self-defence) training has been conducted for the learners. Trained instructors from recognised institute engaged for imparting training. This helps children to become self- confident, self-reliant and self-esteemed.
- Computer education was imparted to all children. All the learners are become computer literate.
- Specific Skill (vocational) training like- sewing, weaving, craft activities, knitting, screen printing, embroidery, doll making etc. has been arranged to the learners. Learners are utilising their leisure time involving in these activities. Some of the students learnt stretching their own garments.
- Co-curricular activities like song, dance, poetry, drama, games, drawing, painting, kitchen gardening etc. have been organised amongst the learners. Learners participate in different cultural functions and competitions and show their performance.
- Health & hygiene education including menstrual hygiene education has been provided to all learners. All the teachers were provided training on adolescent health & hygiene. They learned about adolescent stage, menstruation and health & hygiene practices to be observed by the adolescent girls in hostel.
- Educational materials, stationary, teaching learning materials, bedding materials and other materials required for hostel have been provided for all learners.
- Health check-up of all learners has been done regularly in convergence with Health Deptt., National Health Mission and remedial measures are taken accordingly. Health profile has been maintained for each learner.
- Stipend was provided to all learners in their respective bank account.



Specific skill training in NSCBAV (Girls' Hostel)



Monitoring in NSCBAV (Girls' Hostel)



ICT and Digital Initiatives

[A] Implementation of ICT initiatives:

[1] ICT (Type- I):

Year of sanction	No. of school	Implementation year	Present status of implementation
2015-16	500	2018-19	Completed
2017-18	100	2019-20	Completed
2018-19	57	2020-21	Completed
2019-20	264	2020-21	Completed
2020-21	628	2021-22	Completed
2021-22	1859	2022-23	Completed
2022-23	645	-	LOI issued and delivery & installation to be completed by 30th June, 2023
Total	4,053		

[2] Smart Class Room (Type-II):

Year of sanction	No. of school	Present status
2021-22	3643	LOI issued and expected to be completed delivery and installation by 30 th June, 2023
2022-23	240	
Total	3,883	

[3] ICT Lab at 145 Block Resource Centres (BRCs):

The tender has been floated through GeM Portal and LOI has been issued. The delivery & installation is expected to be completed by 30th June, 2023.

[4] ICT, Smart Classroom, Tele Education and Tinkering Lab monitoring portal:

The use of technology is need of hour in the present education system. As per NEP 2020, technology should be used in teaching learning process that helps student for better understanding. There are large numbers of ICT and digital equipments are being provided to the schools of Assam under various schemes over last few years. The proper utilization and maintenance of IT equipments is extremely important. Under these backdrops, Samagra Shiksha, Assam has developed an on-line portal for monitoring of the systems. The school authority will update the status of systems and subsequent utilization of it by the students on monthly basis which can be monitored at centrally. In case of non-functioning of any machine, an auto-generated email will be sent to the service provider immediately for rectification/replacement etc. of the machines/system as and when necessary. The system is hosted at <https://ict-ssa.assam.gov.in/ict>



Tele Education classroom

[5] Vidya Samiksha Kendra (VSK):

- Space for establishing VSK has been identified and initiated for renovation.
- Order for set-up of Call Centre has been issued to BSNL.
- Identification of technical PMU through NICS I has been completed.
- Dashboard of VSK, Assam through CIET, NCERT, New Delhi created and hosted at <https://vsk-ssa.assam.gov.in>. Integration of state specific applications like daily attendance of teacher & student, periodic assessment test, civil works will be done once technical PMU is placed by NICS I.
- Procurement of hardware has been initiated through GeM Portal.

[6] UDISE Plus 2022-23:

The UDISE Plus 2022-23 data collection was started as per the National calendar. The state level KRP training was held in the month of 27th September, 2022. The



Students in ICT Lab (Type-I)



Smart classroom

district and block level trainings were held on 11th October, 2022. The cluster level training of head teachers has been completed by 14th November, 2022 and school level data entry was completed within 31st December, 2022.

Government of Assam has given emphasized on complete validation and authentication of UDISE Plus 2022-23 during January, 2023. The verification at different levels was done as mentioned below:

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

[7] Status of SDMIS:

As per decision of Ministry of Education, Govt. of India, the child wise data entry was done through the Siksha Setu Application at school level as per prescribed proforma. Since, Assam has been maintaining child wise database from 2015-16, the newly data fields are incorporated. The status of student data updation was 99% till 31st March, 2023. Already database of completed districts are being sent to the Ministry of Education for further verification.

[8] Teacher Resource Package:

As per approval of Ministry of Education, Govt. of India, Samagra Shiksha, Assam has procured and distributed 51,789 Tablets for the teachers in 44,536

schools. The various apps already developed are pre-installed in the Tablet, so that teachers can upload the activities of schools including daily attendance.

[B] Implementation of digital initiatives:

[1] On-line Teacher Transfer & Posting:

Government of Assam has introduced 'The Assam Elementary & Secondary School Teachers' (Regulations of Posting and Transfer), Act 2020' on 15th May, 2020 for maintaining PTR of schools as per the norms of RTE Act for elementary and subject specific PTR in secondary schools. The act allows three types of transfer- mutual transfer (within the district and between the districts), inter-district and within districts for single teacher. There will be mainly two committees responsible for approving the transfer. For the within district transfer, District Level Committee (DLC) chaired by Additional Deputy Commissioner (Education) will be responsible and for inter-district transfer, State Level Committee (SLC) chaired by Mission Director, Samagra Shiksha will be responsible for approving the transfer applications.

All the process starting from teacher registration till generation of transfer order will be on-line mode only and there will be no interfere of manual procedure. The system is hosted at <https://hrmsassam.in> and a total of 2.488 lakh teachers of elementary and secondary level has registered in the system.



[2] Siksha Setu App- Artificial intelligence based school monitoring system and integration of Student Database Management Information System (SDMIS) along with Teacher Database Management Information System (TDMIS):

In order to implement the recommendations of NEP 2020, Government of Assam has implemented a school monitoring & management System to keep track of the daily activities of teachers and students using artificial intelligence launched on 25th December, 2022 by Hon'ble Chief Minister, Assam. It is an integrated system of SDMIS and TDMIS with artificial intelligence based facial recognition technology. It is a comprehensive school monitoring system for monitoring critical indicators of the school education.

and can track the long absentee students to prevent school dropout.

- Teacher requirement based on retirement analysis- Teacher is a critical component of the education system. The department requires robust system who can provide prediction of likely vacancies of teachers going to be retired in next 3/6/9/12 months, so that reassures can be taken in advance by the concerned district.
- Amalgamation of schools- The NEP 2020 provides that institutions should be integrated from class I to XII along with pre-primary facilities. It is time to merge stand-alone LP/UP/Secondary schools to give productive environment for the students to complete their education within same institution. This will help for better utilization of resources and reduce school dropout.

One to Many Attendance of the User - Portrait

- Teacher can capture the attendance of students one after other without any click actions. System identifies each individual student against all registered students in the class

Functional areas of the system:

- Registration of students and teachers for all categories of schools – The system has facility to register teachers and students of all categories of schools including private schools.
- The major part of the system is mobile app to capture AI based facial recognition system for tracking daily attendance of teachers and students throughout the school as well as classroom activities. The system has three types of capturing attendance information of one-to-one, one-to-many and many-to-many. This is a very easy process for capturing daily attendance
- Teacher requirement analysis- Another toll for teacher requirement and utilization as per the PTR and subject wise requirement.
- Integration of AWW Centre- As per the NEP 2020 recommendation for modification of school education structure to 5+3+3+4, it is very important to integrate children enrolled in AWWs in SDMIS for tracking of their educational progress. Government of Assam has constituted Joint Committee of the line departments of Education, Health, WCD, P&RD, WPT&BC for maintaining unique student Id throughout the educational progression till class XII of a student.

- There are various up-to-date reports are generated to use for activities like distribution of FTB, Uniform, distribution of facilities etc.
- The SDMIS as per prescribed format is incorporated along with other already available fields and more than 99% students and schools updation are completed as on 31st March, 2023. Since, Assam is one of the 11 states to maintain a separate child database and the completed district databases are being sent to Ministry of Education, Govt. of India for further verification.

The system is hosted at State Data Centre at <https://sikshasetu.assam.gov.in>

[3] Comprehensive platform for tracking and inspection of civil works:

There are various construction activities are being undertaken by SSA and RMSA since 2010-11 and over the years, Assam has remarkably completed most of the construction works at elementary and secondary schools. It is very important to keep track of all those activities. Moreover, timely completion of the activity depends upon proper follow-up and maintenance. The present system of collecting progress report is very cumbersome and preparing reports for monitoring is difficult. To address the problem and for proper documentation and tracking the on-going works, a comprehensive digital platform has been developed.

The systems tracks all the activities sanctioned under SSA and RMSA since 2010-11 onwards. The list of school wise activities against execution agency at field level like, SMC/SMDC, PWD, Construction Committee, NGO etc. are uploaded through a portal. There is a mobile app for Junior Engineer and school to update the progress of the sanctioned construction activities. A dashboard shows the progress of the civil works that includes atleast four photographs. The progress of any civil work activities are monitored from 0-100% with an interval of 10%. The critical part of the system is the non-started activity or delayed with reason. At present, 49,258 civil works activities are uploaded and status of 17,126 activities has been uploaded. Out of 17,126 activities, 16,272 are completed, 788 are in progress and 66 are delayed as on 31st March, 2023.

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

[4] Digital platform for tracking of out of the school children covered under special training center as per Right to Education Act :

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

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

In this connection, a mobile app and dashboard has been developed for continuous tracking of all the mainstreamed children.

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

[5] Basic infrastructure survey:

Online application (app) for basic infrastructure survey of schools will enable the CRCC (Cluster Resource Centre Co-originator) to capture the basic infrastructure of the schools, functionality of various digital initiatives of schools and quality initiative of the schools on real-time basis, which enable the end user to effectively collect, monitor, correlate and analyses data for betterment of the school education of Assam. The centralized structured database will empower the school education department to implement the development scheme in a very effective way. The online application has following level of functionalities:



- CRCC level.
- District level.
- State level.

[6] Online web application for school inspection:

To provide quality and effective education to the students, proper monitoring and evaluation is a major aspect. As there is a strong connection between school assessment and school improvement, with an aim for creating schools as the centre of excellence, Govt. of Assam, Department of School Education had started the schools inspection system many years ago with the manual process. Now, digitization of the said system will provide more analytics, reports in effective way with centralized structured database, real-time capturing information on infrastructure, attendance, teaching learning methodology, fund utilization status, present scenario of different schemes/programmes implemented at school level etc. The portal is hosted at <https://inspection-ssa.assam.gov.in/di>

- Inspection officer will register in the system and enter the various information on the day of inspection at school level through the online application (app).
- Same can be evaluated /monitored at district level /state level to take active measures on the basis of the inspection data submitted by the inspection officer.
- With the help of digitization system, the whole process can be evaluated/ monitored centrally in effective and efficient way.

[7] Teacher randomization software for Gunostav:

Assam has been conducting Gunotsav for last four years to uplift the quality of education and external evaluators are engaged to assess the students. During the assessment, the teachers of the schools are interchanged within the cluster to bring more transparency. In this context, software has been developed to randomize school teachers within the cluster for all 4,609 clusters to assign duty as invigilator in Gunotsav 2023. For proper assessment of the schools, this software has been implemented successfully in Gunotsav 2023.

[8] Teacher performance appraisal portal:

The performance of a teacher impact on student's performance. The factors like regularity, discipline, conceptions, understanding, communication skill improves teachers performance. The assessment of performance is very important. An on-line portal for appraisal of teacher performance has been developed for collecting the performance of TET contractual and State Pool teachers through online mode to overcome the manual system. The web portal is an automated system to monitor the performance of any TET contractual and State Pool teachers and accordingly appraisal of the same can be done. The url of the portal is <http://103.158.204.190>

[9] Portal for twinning of schools:

School twinning is all about building a partnership. A portal is developed to exchange good practices between schools. In order to build the partnership, it is important that the schools that are twinned to share all information with each other which could include best practices, available resources, school development priorities. These sharing of information would help to build the partnership and mutual understanding. With the defining of schools standards and the assessment of schools based on laid down standards, it would be possible to identify good performing schools as well as identify areas in which other schools need help with specific scope of improvement. The twinning programme can, thus, be utilized for good performing schools to support schools with specific needs. The url of the portal is <http://103.158.204.70/twn>

[10] Portal for recruitment under Samagra Shiksha :

To overcome the manual submission of applications along with the relevant documents at State Mission Office, Smagara Shiksha, Assam by the applicants for his/her desired posts advertised under Samagra Shiksha, a portal for recruitment has been developed so that applicants can apply for the posts advertised under Samagra Shiksha, Assam through online mode easily and smoothly from anywhere. The url of the portal is <http://103.158.204.36/ssrct>

[11] Stock monitoring system:

As per RTE Act entitlement, there are numbers of items/ materials viz. free text books, play materials, activity books, hand book for teachers, teaching learning materials, calendar, registers, board materials, crayons, furniture, bridge materials, evaluation work book, children progress report card, sikon puthi, stationary items etc. are being dispatched to schools for the benefit of students. The proper record keeping of receipt and distribution of the materials/items from state to school level is utmost important. Under these backdrops, Samagra Shiksha, Assam has been developed a web portal (app) for effective monitoring of receipt and distribution of all such items. The items/materials are being sent to different godown either at district and block levels. The godown in-charge will receive the items and dispatch to the destination by recording in the web portal. It is pertinent to mention here that the stock position can be monitored from the central (state) level to destination.

[12] Nipun Axom (FLN) portal:

The objective of the Nipun Axom (FLN) Mission is achieving all round development of children through enhancement of foundational literacy and numeracy skills in early primary grades (from grade I to III). Through the implementation of the FLN curriculum the mission aims to achieve larger goals for children of maintaining good health and well-being, becoming effective communicators and involved learners. The mission seeks to achieve convergence among all the relevant stakeholders including the Department of Elementary Education, SCERT and other expert organisations to accomplish the best possible programme outcomes. The four main pillars of the mission are capacity building of government functionaries from the state till the community level, building a robust monitoring and supportive supervision mechanism into the programme implementation plan, comprehensive assessment system to track students learning and informing classroom pedagogy and dissemination of the mission through media and social media. In view of maintaining important records related to Nipun Axom (FLN) in digital format, the portal Nipun Axom (FLN) has been developed. The url of the portal is <http://103.158.204.68/nipun>.

[13] Web portal for Arohan scheme :

It is a web based app that facilitates approved mentors to interact with registered mentees and allows administrators to monitor the activities. It is a State Government scheme to nurture talent of young students studying at class IX. It consist of five modules:

- Mentor module – Here in this module, an interested mentor can register themselves, which upon approval from Chief Mentor, District Commissioner of the respective districts, can provide guidance and assignments to the assigned mentee.
- Mentee module – Here in this module, a student, who gets registered by the head of school/institution as per Arohan guidelines, can get guidance and assignments from mentors based on their career goal from the approved mentor.
- Chief Mentor module – In this module, the Chief Mentor, District Commissioner of the concerned district, approves mentors of their district, approves mentor-mentee linkages, and monitor the activities submitted by mentors to mentees.
- Inspector of Schools module – In this module, the Inspector of Schools monitor the activities submitted by mentors to mentees under their district.
- State admin module – Here in this module, a state admin can monitor activities at state level.

A total of 4,408 mentee students and 3,972 mentors are registered. The system is hosted at <https://arohan.assam.gov.in>

[14] Bill tracking app:

It is a web based app that helps in tracking the status of bills submitted by vendors for the work done by them. It consist of three modules:

- Bill initiation- wherein all the bills submitted by vendors are initiated into the system by a single official designated by MD, Samagra Shiksha, Assam.
- Bill processing - Once the bills were initiated into the system, these will get forwarded to the designated officials, who will process of bills and route it to concerned official for approval and/or disbursement of bills.
- Bill movement history – all bills initiated, forwarded/ routed to different officials are archived safely so that it can identify any latency/ transparency issue in the processing of bills.



Vocationalisation of School Education

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

In Assam, the NSQF scheme is being implemented in 708 Secondary & Higher Secondary schools. As a part of adoption of this framework, Assam has implemented the National Skill Qualification Framework (NSQF) from

the financial year 2015-16 with 57 Schools with two Trades viz. IT/ITeS (IT Service Desk Assistant) and Retail Trade (Sales Associate).

During the financial year 2022-23, Ministry of Education, Govt. of India has approved 187 schools under NSQF aligned vocational education.

Vocational education aligned with NSQF has been implemented in Assam through NSDC registered Training Management Partners. Total seven (7) Training Management Partners are working under the Vocationalization of Secondary Education. It may be noted that following trades /sectors of vocational education have been implemented in Assam

#	Name of the Trade/Sector	#	Name of the Trade/Sector
1	Agriculture	6	IT/ITeS
2	Automotive	7	Tourism & Hospitality
3	Beauty & Wellness	8	Retail
4	Electronics & Hardware	9	Private Security
5	Healthcare		

Key points on vocational education in secondary/higher secondary schools:

➤ The Vocational subjects are taught in the schools, are aligned with National Skill Qualification Framework (NSQF). These Vocational subjects are Elective Subject for the students of class IX-XII.

➤ Other than KGBVs each Secondary and Hr. Secondary schools are running two trades/sectors. Each trade/sector having different job role for class IX-X and class XI-XII.

➤ Vocational trainers are engaged by Training Management Partners as per prescribed norms,



- fixed by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.
- Sector and job role wise curriculum & other guidelines of Vocationalization of Secondary & Higher Secondary Education have been developed by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal (a constituent unit of NCERT) and all states follow it accordingly.

- Assessment is being conducted for students by respective trade wise Sector Skill Councils (SSC) in coordination with National Skill Development Corporation (NSDC).
- Under vocational education, regular academic training for students (theory & practical classes), hands on skill training for students (industries/institutions visit) & guest lecture are being provided to the students.

District wise schools covered under NSQF since 2015-16:

#	District	Schools covered
1	Baksa	23
2	Barpeta	32
3	Biswanath	27
4	Bongaigaon	19
5	Cachar	34
6	Charaideo	19
7	Chirang	15
8	Darrang	22
9	Dhemaji	17
10	Dhubri	31
11	Dibrugarh	26
12	Dima Hasao	3
13	Goalpara	21
14	Golaghat	24
15	Hailakandi	16
16	Hojai	18
17	Jorhat	22

#	District	Schools covered
18	Kamrup (Metro)	26
19	Kamrup	31
20	Karbi Anglong	12
21	Karimganj	28
22	Kokrajhar	23
23	Lakhimpur	24
24	Majuli	4
25	Morigaon	20
26	Nagaon	33
27	Nalbari	26
28	Sivasagar	22
29	Sonitpur	27
30	South Salmara Mankachar	14
31	Tinsukia	27
32	Udalguri	18
33	West Karbi Anglong	4
Total		708

Sector wise schools covered under NSQF since 2015-16:

#	Name of trade/sector	No. of trade /sector covered in schools
1	Agriculture	187
2	Automotive	122
3	Beauty & wellness	69
4	Electronics & Hardware	136
5	Healthcare	142
6	IT/ITeS	302
7	Private Security	77
8	Retail	172
9	Tourism & Hospitality	122
Total		1,329

Progress during the financial year 2022-23:

[1] Assessment and certification:

As per NSQF, skills gained by the students enrolled under different vocational sectors are to be assessed by their trade specific Sector Skill Councils (SSC). Students of 10th & 12th level will be assessed after Board Examination. The assessment will be done by the concerned SSCs under the guidance of NSDC/respective SSCs.

Following are the details of the assessment schedule:

Academic Year of Assessment	Trade/sector	Class X	Class XII
2022-23	Agriculture	2870	1610
	Automotive	368	0
	Beauty & Wellness	944	0
	Electronics & Hardware	1188	0
	Healthcare	2275	2179
	IT/ITeS	4798	3449
	Private security	1903	1356
	Retail	3472	2950
	Tourism & Hospitality	1247	849
Total		19,065	12,393

[2] New job role:

As per revised guideline of Ministry of Education, Government of India regarding new job role & course, state has initiated the revised model of NSQF compliant

two (2) years course implementation where the course will be taken up in classes IX-X with exit at class X and another course will be taken up in classes XI-XII with exit at class XII. At the end of four years, students will be provided certificates of two job roles.

[3] PMS data update:

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

[4] Agreement with NSDC/SSC & Training Partners:

Following are the details of SSC and Vocational Training Partners (VTPs) under which state is implementing the NSQF scheme.

Trade/Sector	Selected VTPs	Related Sector Skill Councils
Healthcare	Down Town Charity Trust	Healthcare Sector Skill Council (HSSC), New Delhi.
	Skill Tree Consulting Pvt. Ltd.	
	Centum Work Skills India	
	Yuvaan Educative LLP	
IT/ITeS	Down Town Charity Trust	The National Association of Software and Services Companies (NASSCOM), New Delhi.
	Yuvaan Educative LLP	
	SIBIN Group	
	Valeur Fab Tex Pvt. Ltd.	
	Skill Tree Consulting Pvt. Ltd.	
	Indus Edutrain Pvt. Ltd.	



Trade/Sector	Selected VTPs	Related Sector Skill Councils
Agriculture	Down Town Charity Trust	Agriculture Skill Council of India (ASCI), New Delhi.
	Yuvaan Educative LLP	
	Valeur Fab Tex Pvt. Ltd.	
	Skill Tree Consulting Pvt. Ltd.	
	Indus Edutrain Pvt. Ltd.	
Retail	Down Town Charity Trust	Management & Entrepreneurship and Professional Skills Council (MEPSC), New Delhi
	Yuvaan Educative LLP	
Private Security	Yuvaan Educative LLP	Management & Entrepreneurship and Professional Skills Council (MEPSC), New Delhi
	Indus Edutrain Pvt. Ltd.	
Tourism & Hospitality	Down Town Charity Trust	Tourism and Hospitality Skill Council (THSC), New Delhi.
	Yuvaan Educative LLP	
	SIBIN Group	
	Indus Edutrain Pvt. Ltd.	
	Valeur Fab Tex Pvt. Ltd.	
Beauty & Wellness	Down Town Charity Trust	Beauty & Wellness Sector Skill Council, New Delhi.
	Yuvaan Educative LLP	
	Valeur Fab Tex Pvt. Ltd.	
	Skill Tree Consulting Pvt. Ltd.	
	Indus Edutrain Pvt. Ltd.	
Electronics & Hardware	Down Town Charity Trust	Electronic Sector Skills Council of India, New Delhi
	Yuvaan Educative LLP	
	SIBIN Group	
	Indus Edutrain Pvt. Ltd.	
Automotive	Down Town Charity Trust	Automotive Skills Development Council
	Yuvaan Educative LLP	
	Valeur Fab Tex Pvt. Ltd.	

[5] Lab setup & study materials:

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

[6] Industry visit/field visit:

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

Objective of industry visit:

- To provide a unique opportunity for the students to gain an insight into a work environment related to the respective sector area.
- Enrich the students' experience by exposing them to situation, which is new for them, apart from classroom.
- Help student to develop communication and interpersonal skill, business etiquettes in the perspective to the world of work.

[7] Guest lecture:

Provision of guest lecturers for vocational students is under the norms of NSQF. Industrialists as well as entrepreneurs in the form of guest lecture can deal with the opportunities available in the industry sector, recent developments, challenges and learning/ skill requirements for the students. Such a guest lecture can also be an opportunity for the school to link with an industry/institution of higher education.

Conducting guest lecturers' session for the vocational students by the experts of the respective sector/trade acts as supplementary/provision of new ideas about the world of work in addition to their regular classes, because it offers a new outlook and variety in

the way it is taught. It also provides firsthand knowledge required for working in the workplace that is often omitted from a regular class.

[8] Training of vocational teachers:

Appropriate quality assurance, verification and validation procedures would need to be established for assuring the quality of the vocational teachers/trainers. A vocational teacher/trainer should possess (i) content knowledge, (ii) pedagogical knowledge and (iii) pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

Five (5) days in-service training for 990 vocational teachers for 495 schools and ten (10) days induction training for 339 newly engaged vocational teachers in 213 schools were organized as per NSQF under different sector(s). Competent Resource Persons from respective sector(s) were hired for providing training to the vocational teachers.

During the training programme, Resource Persons presented their deliberations and valuable guidance related to NSQF and the competency based vocational curricula for better implementation of the programme and transaction of skills and knowledge related to vocational education.

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

[9] Interactive session & personality development:

The video conferencing with school head/principal, students and parents has been organized to understand the problem during the implementation of vocational education. The feedbacks from students, suggestions from school head/principal/parents has been taken into consideration and also monitor the performance of students and make them confident for any type of interview in future. It will boost-up their confidence and interest amongst them.

With the help of technology, an ICT training programme has been conducted for the students, where the students were given training on personality

development with gestures like hand movements, sitting posture while interacting with people.

[10] Exposure to the vocational education:

Exposure to the vocational education for the students of classes VI-VII was conducted in 444 schools across the state.

[11] Campus placement drive cum job fair:

Vocational Training Partners viz. Yuvaan Educative LLP, Guwahati and Down Town Charity Trust, Guwahati has conducted campus placement drive for placing candidates being trained after level 4 in NSQF aligned trades. The reputed companies from Assam as well as National level have participated in the campus placement initiative. The students were also trained in employability skills like personal interview, grooming, etc.

[12] Innovative initiatives under NSQF scheme:

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



Automotive lab



IT / ITeS lab



Tourism & Hospitality lab



Agriculture lab



Civil Works

Elementary Level

The civil works component creates to conducive physical environment for learning in school as per provision of RTE Act-2009. To motivate the children and to enroll and attend in school regularly, the building environment of school should be attractive and comfortable. Provisions are also made for barrier free environment to access for CWSN. A massive programmed was undertaken for providing toilet in toilet less schools and successfully completed. On the other hand, in the financial year 2022-23, drinking water facilities were also provided in Govt./Provincialised schools based on PAB approval. Though full efforts were given for providing toilet & drinking water facilities in each school, but due to some ground problem like erosion of land and washed away by flood, but again some gap has been reflected in UDISE plus, 2020-2021.

The classroom is designed with natural light, ventilation, display, storage to ensure equity & quality. All the districts have taken into account in convergence of different activities like playground development, Additional Class Room (ACR), electrification, toilet block and water facility with MSDP, PHE Deptt., P&RD, PSUs, Corporate etc. and other facilities with other scheme.

The PAB 2022-23 has approved 212 ACRs amounting to Rs.1802.00 lakh, 451 boys' toilet

amounting to Rs.1217.70 lakh, 324 girls' toilet amounting to Rs.874.80 lakh, 468 ramp & hand rail amounting to Rs.187.00 lakh, 1,246 repair of dysfunctional girls toilet amounting to Rs.872.20 lakh, supply of desk cum bench against 12,738 students amounting to Rs. 806.69 lakh and construction of 10 KGBVs (type-II) building amounting to Rs. 1939.20 lakh in fresh work under AWP&B, 2022-23. The expenditure of spilled over civil work activities was Rs. 1549.04946 lakh against approved spilled over amount of Rs.2801.55741 lakh. Overall 55.29% fund has been utilized against approved budget of Rs.2801.55741 lakh under civil work component. Again, the expenditure of fresh civil work activities was Rs. 3973.70 lakh against approved amount of Rs. 5760.39 lakh. Overall 68.90% fund has been utilized against approved budget of Rs.5760.39 lakh under civil work component.

In addition, PAB has approved Rs. 1939.20 lakh for construction of KGBV augmentation facility for class IX & X in spilled over work under AWP & B 2022-23. The expenditure amounting to Rs. 176.71 lakh was made up to 31st March, 2023 from approved spilled over amount of Rs. 1939.20 lakh. Overall 9.11% fund has been utilized against approved budget of Rs.1939.20 lakh under civil work of KGBV component.



Additional classroom in school



Physical and financial progress during 2022-23 as approved under AWP&B, 2022-23 up to 31st March, 2023 [Spill over & Fresh works]

A. Civil works under strengthening of school:												
#	Name of Activity	Sanction during 2022-2023					Expenditure during 2022-23					Remarks
		Spill over		Fresh		Total	Spill over		Fresh		Total	
		Phy.	Fin. [Rs. in lakh]	Phy.	Fin. [Rs. in lakh]	Fin. [Rs. in lakh]	Phy.	Fin. [Rs. in lakh]	Phy.	Fin. [Rs. in lakh]	Fin. [Rs. in lakh]	
1	Composite school for elementary	46	135.990	0	0.000	135.990	1	2.495	0	0.000	2.495	Sanctioned fund has been released to the beneficiaries' accounts during F.Y. 2022-23. The work is completed.
2	Upgraded of PS to UPS [VI-VIII]	4	47.652	0	0.000	47.652	2	11.913	0	0.000	11.913	
3	Addl. Class Room (up to class VIII)	13	17.20966	212	1802.000	1819.20966	13	17.20966	206	700.40	717.60966	
4	Boundary wall	15	60.1758	0	0.000	60.1758	15	60.1758	42	196.7	256.8758	
5	Boys toilets (upto class VIII)	763	1838.83	451	1217.70	3056.53	639	1385.991	435	1174.5	2560.491	
6	Drinking water (upto class VIII)	0	0	0	0	0	0	0.000	0	0	0	
7	Furniture	0	0.000	12738	806.690	806.690	0	0.000	0	0.000	0.000	Tender process has been completed.
8	Girls' toilet (upto class VIII)	0	0.000	324	874.80	874.80	0	0.000	313	845.10	845.10	Sanctioned fund has been released to the beneficiaries' accounts during F.Y. 2022-23. The work is in completed.
9	Ramps & hand rails	0	0.000	468	187.00	187.00	0	0.000	462	184.80	184.80	
10	Repair of dysfunctional girls toilet	0	0.000	1246	872.20	872.20	0	0.000	1246	872.20	872.20	
11	Strengthening of Residential School (RS): Construction of building with boundary wall, water & electrification	3	387.600	0	0.000	387.600	3	71.265	0	0.000	71.265	Construction of 2 RS is under progress, 1 is in completion level.
12	Construction of Residential Hostel	1	314.100	0	0.000	314.100	0	0.000	0	0.000	0.000	Work is in progress.
Total civil works (elementary)		845	2801.55746	15439	5760.39	8561.94746	673	1549.04946	2704	3973.700	5522.74946	
B. Civil works under KGBV												
13	KGBV type-II (NR) class VI-X: Construction of building	0	0	10	1939.2	1939.2	0	0.0000	7	176.71	176.71	Work order issued for construction of 7 KGBVs and work is in progress.
Total KGBV type-II (NR) class VI to X		0	0	10	1939.2	1939.2	0	0	7	176.71	176.71	



Girl's toilet in school



Boy's toilet in school



Drinking water facility in school



Ramp facility in school



BaLA facility in school

Secondary Level

[A] The Project Approval Board (PAB), Ministry of Education, Government of India has approved various civil work interventions under AWP&B, 2022-2023 as follows:

[Istrengthening of existing schools (classes IX-XII):

In terms of Manual on Financial Management & Procurement, Samagra Shiksha, in secondary level, works valued upto Rs. 30.00 lakh, in a school were executed by the concerned SMDCs of the schools, but

the beyond Rs.30.00 lakh, the works were executed either through Chief Engineer, PWD(Building), Assam or through contract at state level. Since inception, different civil works activities like Additional Classroom (ACR), Science laboratory, Art/Craft room, Computer room, Library, Toilet block, Drinking water facility, CWSN toilet, Removal of architectural barrier, Lab equipment for Science laboratory, Solar system at school and KGBV-IV, Boundary wall, Internal electrification, etc.

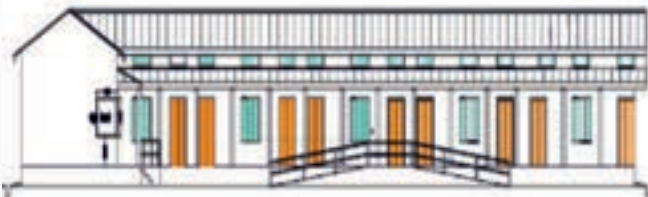
Infrastructure activities sanctioned for strengthening of existing schools in 2022-2023:				
#	Activity	No. of school	Unit cost	Total approved cost (in lakh)
1.	New school- upgradation from Upper Primary to High School	5	152.50	762.50
2.	New school- upgradation from High School to Higher Secondary School	9	354.75	3192.75
3.	Additional Class Room	102	17.90	1825.80
4.	Science laboratory	9	17.90	161.10
5.	Lab equipment	9	1.00	9.00
6.	Computer room	6	17.90	107.40
7.	Art/Craft room	10	17.90	179.00
8.	Library	8	22.45	179.60
9.	Toilet block for boys	35	3.00	105.00
10.	Toilet block for girls	32	3.18	101.76
11.	Drinking water	7	3.60	25.20
12.	Solar panel for school	38	4.245	161.31
13.	Solar panel for KGBV-IV hostels	60	12.00	720.00
14.	Teacher residential quarter	11	72.28	795.08
15.	Major repair	65	8.50	552.50

Since inception of Samagra Shiksha, Assam in the state of Assam, the following works have been approved upto 2022-2023 and progress against thereof as follows:

#	Activity	Approved Target	Completed as on March 2023
1.	Additional Class Room	2713	2367
2.	Integrated Science lab	2190	1991
3.	Lab equipment	2190	1984
4.	Computer lab	1792	1642
5.	Library	1100	952
6.	Art/Craft room	315	199
7.	Boys toilet block	845	750
8.	Girls toilet Block	1107	854
9.	Drinking water facility	347	255
10.	CWSN toilet	211	128
11.	Removal of architectural barrier	1952	1840
12.	Repairing dysfunctional girls toilet	103	101
13.	Residential teachers quarter	94	16
14.	Solar system in school	93	55
15.	Solar system in KGBV-IV	60	0
16.	KGBV-IV building	81	62
17.	Major repair	142	11
18.	New school- upgradation from Upper Primary to High School	17	11
19.	New school- upgradation from High School to Higher Secondary School	18	2

[ii] New school building (up-gradation from Upper Primary to Secondary):

A total of 17 schools were approved for upgradation from upper primary to secondary school. The works are executed by the Chief Engineer, PWD (Bldg.) and Samagra Shiksha, Assam. Total 11 schools were completed and classes are running in these newly constructed buildings.



Introduction of elevation in upgraded schools

[iii] New school building (up-gradation from Secondary to Higher Secondary):

A total of 18 schools are approved for upgradation from secondary to higher secondary school. The works are being executed through contracts at state level. Total 2 of them were completed and 16 works are under progress.



Upgraded higher secondary school



[iv] Residential quarter for teachers:

Govt. of India has approved for construction of 94 teacher's residential quarter in the state of Assam. Most of them are located in the Adarsha Vidyalayas (Model School). A teacher quarter can accommodate 2 (two) bachelors or a small family with facilities like kitchen, bathroom with running water facility and balcony. The works have been executed through contracts awarded to PWD, registered contractors through e-tendering process at State Mission Office, Samagra Shiksha, Assam. Total 16 works has already been completed and balance works are in various level of completion.



Newly constructed residential quarter for teachers

[v] KGBV-IV (erstwhile 100 bedded girls hostel):

Since inception of RMSA, a total of 81 girls hostels were approved in different phases. The work of execution was entrusted to the Chief Engineer, PWD (Bldg.). The construction works of 70 hostels have been completed. Out of 70 KGBV-IV, 52 are operational with girl students of the host school or any nearby school.



Newly constructed Girls Hostel, KGBV (Type-IV)

Remaining 11 are in various stages of completion. Govt. of Assam have sanctioned @Rs.20.00 lakh for construction of brick boundary wall with heavy duty iron gate and chowkidar quarter including earth filling in low lying areas of 72 hostel campus. The additional works funded by the state have greatly enhanced the safety and security of inmates of the girls hostels.

[B] Progress overview of the spilled over civil works interventions approved till 2022-2023 for Samagra Shiksha, Assam:

Special attention has been given for completion of spilled over activities, especially in sites where construction was not started due to reasons of land constraints, dispute, allegations etc. For implementing the activities, efforts have been taken for timely completion & maintenance of quality. Most of the works were executed through selected contractor and concerned SMDC. Special attention has been taken to execute works as per specification & drawing for quality control and as per detailed guidelines issued to various officials involved in supervision, monitoring and maintenance of records on construction activities. At state level, the progress of the construction of civil works has been reviewed periodically by the Mission Director through review meetings & video conferences. The SMDC members & the skilled labourer are given training before starting the works. The District Project Engineer (DPE)/ Junior Engineer (JE) are responsible for proper supervision of all civil works activities in respective districts. The school level works executed by SMDC are guided by the District Project Engineers / Junior Engineer and they closely monitor the activities. The District Programme Coordinator (DPC) reviews the progress with the DPE/ JE once in every week.

The DPE/ JE were instructed to ensure the quality in procurement of materials as well as in execution of works. The activities were regularly monitored by engineers at state level by visiting sites of construction. In cases where an intervention of district authorities was required, the issues were discussed at district headquarters during the monthly review meeting chaired by the Deputy Commissioner. This resulted close

coordination in resolving issues of construction at ground level. Regular meeting were held with the Chief Engineer, PWD (Building) for discussion & speedy implementation of the works executed by PWD (Bldg.), Assam.

[C] Target & achievement of civil works activities during 2022-2023:

The works i.e. toilet block for boys & girls, drinking water facility, solar panel in school & KGBV-IV and major repair works, approved in the year 2022-2023 have been entrusted to the respective SMDCs of the approved schools. Fund has been released to these SMDCs for completion within the stipulated time. All works are in progress.



Drinking water facility in school

[D] Model plan & estimate:

Suitable model plan and estimate with specifications as specified under Samagra Shiksha, Assam have been prepared and are being implemented. The model estimates are prepared based on the scheduled rates of the Central Public Works Department (Building), Govt. of India published from time to time. Earlier the construction was seismic resistant Assam type with sloping roof. However, at present, all the proposals are seismic resistant RCC framed structure, with provision of vertical as well as horizontal expansion with raised

plinth. The scope of vertical expansion has been kept as there is scarcity of land in most of the schools, particularly in urban area and plinth raised as most of schools in the state are affected by seasonal flood.

[E] School mapping, asset register, environment assessment, etc.:

Details of infrastructure with allied information in the district have been collected and developments of school mapping have been completed. The asset register is maintained for updating the assets created out of Samagra Shiksha, Assam fund with relevant information. The processes of environment assessment with detail information have been continued.

[F] Impact:

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

All works under Samagra Shiksha, Assam are being carried out in accordance with principle, rules and procedures prescribed in the Financial Management and Procurement Manual for Samagra Shiksha.





Project Management Accounts & Audit

Project management in Samagra Shiksha functions as a chariot for pulling the Annual Work Plan and Budget (AWP&B) of an institution in a logical and orderly manner. It is the backbone of the entire administrative and financial management system. It helps to find out the best possible ways to achieve the goals by deciding the resources available, in order to provide the best possible way of implementation of a project. It is pretty evident by now as to how crucial the role of project management in Samagra Shiksha in all activities to be realized in a financial year.

Project management of Samagra Shiksha is instrumental in preparing and submitting AWP&B for the financial year 2022-23 and for the perspective plan up to 2025-26 for final approval from Ministry of Education, Govt. of India. Based on the approval of AWP&B 2022-23 by Project Approval Board (PAB) of Samagra Shiksha, the Plan of Action (PoA) and the procurement plan for the financial year 2022-23 has been prepared. The procurement plan was uploaded on the official website of Samagra Shiksha, Assam and National web to provide a route map for effective implementation of a scheme adhering to available resources and limited timeline.

Project management is primarily comprised of all the activities like managing salary of officials of SSA in state, district and block level; expenditure of meetings, workshops, district visits, TA/DA, hire charges of vehicles, office contingency, procurement of other office materials, documentation, media & publicity,

research oriented activities and disbursement of school grants and civil works fund in a deliberate manner. In addition, following are some of the activities which have been conducted during the year 2022-23.

[A] In-house meeting at State Mission Office:

To monitor the timely implementation of the activities, approved by Govt. of India, to discuss specific target area and direction, to conceptualize a comprehensive integrated quality plan implementation, to review the status/progress of different activities, several in-house meetings were held at the State Mission Office under the chairmanship of Mission Director. Meetings with the officials working at the districts and block levels were conducted at regular interval via online mode also.

[B] Supervision, Monitoring & Evaluation:

A regular supervision, monitoring & evaluation ensure that planned activities are implemented as per the scheduled time. It improves the efficiency, accountability and transparency of the system. Continuous monitoring of the ongoing activities in cluster, block and district levels conducted under the project management activities. This helped in achieving and maintaining the highest possible level of effectiveness in every crucial intervention.

[C] Orientation program for preparation and submission of AWP&B:

For online submission and finalization of AWP&B 2022-23, orientation program was organized for the



districts and sub-districts level officials on virtual mode. This orientation program of district officials focussed on evidence based budget preparation with the use of data analysis and to give an idea how to use critical data of U-DISE plus and local specific information into a structured planning and implementation. Authentication of U-DISE plus data on field survey and long-term plan for infrastructure facilities at school were emphasized while preparing district budget for 2022-23. Time to time support extended for more clarity on difficult issues.

[D] Data uploading on PRABANDH portal:

After preparation of AWP&B for the financial year 2022-23, incorporating all the district specific needs, the plan was submitted on PRABANDH portal as per guidelines of Ministry of Education, Govt. of India. Monthly progress reports, physical as well as financial, were also submitted online on the PRABANDH portal on timely manner. The Ministry of Education, Govt. of India has compiled these data for final approval of budget and released fund thereof.

[E] Data uploading on Shagun portal:

Shala Gunvatta (Shagun), launched by Ministry of Education is an online junction of different websites and portals into a single platform to enhance the accessibility of information of various activities relating to school education. Photographs, videos and documentation of various best practices, success stories and different school level activities have been uploaded in Shagun portal. Regular updates and progress is maintained on this portal, which help in capturing the progress of implementation of activities. These activities were helpful for Ministry of Education, Govt. of India for internal monitoring and evaluation during the PAB meeting. Further, the portal helps in sharing of ideas and success stories among the states across the country, for adaptation and implementation.

[F] Review cum training for district and block level functionaries:

Periodical meeting with Block Accountants has been conducted at district level to review, suggest and

expedite the status of the financial activities of Block Offices, SMCs, RSTCs, KGBVs etc. Samagra Shiksha, Assam gives importance on supervision & monitoring of different financial activities and fund flow at district level. As different grants are directly released to the School Management Committees, the status of utilization of different grants is also reviewed in these meetings. Further, review meetings were conducted with other officials and component in-charges at district and block levels regarding implementation of various activities from time to time.

[G] Training of President & Member Secretary of SMCs on accounts:

Samagra Shiksha, Assam conducted proper cluster level training on procurement procedures, maintenance of accounts etc. for all Presidents, Member Secretaries and one member of every SMC (including TG managed schools) of Assam. This training program has a strong positive impact on the capacity building at the grass root level in respect of accounts keeping by the SMC members. Samagra Shiksha, Assam has been releasing funds against school grants as well as various civil works grants directly to the School Managing Committees from last few years. Such training on accounts maintenance and procurement procedure has positive impact on appropriate and timely implementation of the grants through proper procedure and with clean accounting records.



Training of President & Member Secretary of SMCs

[H] Monthly review meeting with block level Accountants:

Monthly district level meeting with Block Accountants has been conducted to accelerate the pace of expenditure. Finance and Accounts Officers are engaged in reviewing the monthly progress of the activities related to finance and accounts at the blocks and sub-blocks level and make an overall assessment of updated books of account of the SMCs etc.

Moreover, meeting with the Finance and Accounts Officers (FAOs) has also been conducted at the SMO regularly to review actual expenditure status against the activities as per AWP&B 2022-23 in the line with the Plan of Action. The status of collection of utilization certificates from SMCs related to releasing of various grants, field visit of FAOs, Junior Accounts Officers (JAOs) and Block Accountants were also reviewed.

[I] Organizing symposium/training programmes:

Seminar, symposium, training etc. are often acknowledged as a prime concern for ensuring a proper flow of knowledge and exchange of ideas. These are innovative and welcome step towards modern education.

- A five-day training program was organized by National Institute of Educational Planning and Administration (NIEPA) under Ministry of Education,

Govt. of India at Guwahati from 31st October, 2022 to 4th November, 2022. The training mainly focused on different methodologies of formulating outcome based District School Education Plan in North-Eastern States. An input from such type of training program is also taken into account during annual plan and budget preparation.

- A series of key stakeholders (students, teachers, NGOs, officials & agencies) consultation in the form of a symposium on “improvement of school education in Assam and integration of technology in improving teaching learning process in school education” was organized at the State Mission Office of Samagra Shiksha, Assam from 8th to 11th January, 2023 to diagnose the bottlenecks in current actions, implementation strategies and outcome affect in the school education sector as well as to explore the best possible way to identify new paradigm towards formulation of an outcome based plan of Samagra Shiksha, Assam in particular and improvement of school education in the state in general.



Capacity building of officials by NIEPA at Guwahati



Symposium of different stakeholders of education

[J] Convergence with other departments:

In order to help in sustaining the child's interest in school, it is a need of the hour to work in partnership with different allied departments. Establishment of convergence with different departments to facilitate



maximum utilisation of existing resources for education system and community ownership in education is a core activity in planning process. Under Samagra Shiksha, Assam, focus has been made on convergence and coordination with other line departments viz. UNICEF, NHM, Department of Health & Family Welfare, Department of Social Welfare, Regional Resource Centre, Guwahati, SCERT and Panchayati Raj Institution etc.

[K] Conducting social audit:

Assam was the 1st state to conduct social audit in school. With the objective of ensuring transparency,

accountability and participation of community in school development activities, this programme was organised in the financial year 2010-11 on experimental basis. The programme was mainstreamed to all Govt./Provincialised elementary schools in the year, 2015-16.

During the year, 2022-23, Social Audit Society, Assam was engaged for conducting social audit in the schools of Assam as per guidelines of Ministry of Education, Govt. of India. A total of 2,530 schools were covered under the programme.



Social audit in school

Accounts

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

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

Samagra Shiksha, Assam has been following new financial architecture as per the direction of Government of India and accordingly designated Samagra Shiksha, Assam as Single Nodal Agency (SNA). Accordingly, SNA account has been opened in Canara Bank, Dispur branch, Guwahati alongwith 45,023 nos. of zero balances subsidiary accounts for IAs (implementing agencies) down the ladder (i.e. SCERT/DMOs/DIETs/BMOs/SMCs/SMDCs etc.) have been opened under Canara Bank. In addition, all financial transactions under Samagra Shiksha, Assam have been done through using EAT module of PFMS by adopting Canara Bank CSS portal.

Adoption of SNA concept helps real time monitoring of transactions towards utilization of fund within the time limit. Further, this system also promotes cashless

transactions and maintained transparency of financial data.

Internal control and supervision & monitoring and training:

Samagra Shiksha, Assam has prepared district wise Plan of Action (PoA) and Procurement Plan for goods, works & services for the financial Year 2022-23 based on approved AWP&B, 2022-23. The PoA helps planning and allocating financial resources in realistic manner. The PoA and procurement plan for 2022-23 has duly uploaded in the official web-site of Samagra Shiksha, Assam (ssa.assam.gov.in), which helps in maintaining transparency in procurement.

The CAG empanelled CA firms have been engaged to conduct internal as well as statutory audit of the accounts of Samagra Shiksha, Assam across the state.

To ensure immediate implementation of SNA concept and proper operationalization of zero balance subsidiary accounts, one day district level training was conducted with DDOs & accounts personnel of district and sub-district levels in 33 districts during the month of December, 2022 and January, 2023, where technical experts of Canara Bank were attended as resource person for hands on training of CSS portal.

During the financial year 2022-23, social audit was conducted in 2,530 selected Govt./Provincialised schools across the state.

As a part of capacity building programme, during the financial year 2022-23, Samagra Shiksha, Assam has conducted 3 days cluster level training of SMC members i.e. Presidents, Member Secretaries and selected members (5 members from each SMC) covering 40,182 SMCs, where one session was kept for accounts matter of SMCs. This training programme has direct bearing impacts on the capacity building of teachers and SMC members who are not from accounts background.



Statement of financial performance (un-audited) of Samagra Siksha, Assam during the financial year 2022-23 (as on 31.03.2023)

[Rupees in crore]

Financial Year	Name of Scheme/ component	Approved Outlay (PAB)	Opening Balance	Fund Receipts		Other receipts	Total available fund	Expenditure for the year	% of exp. on fund available	% exp. on approved outlay
				GOI	State					
2022-23	Elementary (SSA)	2,418.78	249.92	1,725.66	111.57	11.68	2,098.83	1,526.57	73%	63%
	Secondary (RMSA)	747.08	63.48	309.22	33.69	-	406.39	266.78	66%	36%
	Teachers Education (TE)	56.41	0.00	45.97	2.79	-	48.76	26.62	55%	47%
	Total	3,222.27	313.41	2,080.85	148.04	11.68	2,553.99	1,819.97	71%	56%

Audit

[1] Statutory Audit 2021-22:

Total 35 C & AG empanelled Chartered Accountants were selected and accordingly engaged to conduct the Statutory Audit of accounts of State Mission Office, 33 district offices, 27 district offices of secondary education (existing), 145 block offices, KGBVs, RSTCs etc. including state & district units of Teachers Education for the financial year 2021-22. The audit covered all the units as targeted during the F.Y. 2022-22 including audit of free text books fund released to ASTPPC Ltd. and ARPS for printing & supply of free text books in all mediums and Hindi medium for the academic year 2022 under Samagra Shiksha Axom.

[2] Audit of School Managing Committees (SMCs):

Introduction of audit of SMCs at school level by the Chartered Accountants, the maintenance of books of accounts, capacity building of the President & Member Secretary of SMCs has been improved to a great extent.

During the financial year 2022-23, total 5,183 SMCs receiving grants of 1.00 lakh or more were covered under the Statutory Audit 2021-22 against the physical target of 5,250 SMCs.

[3] Audit Compliance:

Altogether 568 outstanding observations of previous years pertaining to district offices of elementary & secondary education and state office have been dropped by the Auditors during the period of audit for the financial year 2021-22.

[4] Despatch of Audit Report:

The Annual Audit Report 2021-22 of Samagra Shiksha Axom has been despatched to the Ministry of

Education, Govt. of India with a copy of the same to the Principal Accountant General (Audit), Assam accordingly.

[5] Internal Audit:

The 4th quarter internal audit (on concurrent basis) of Samagra Shiksha Axom for the year 2021-22 at state, districts and sub-district levels including 5% selected SMCs/SMDCs have been conducted by 22 C&AG empanelled Chartered Accountants during the financial year 2022-23. Accordingly, the Internal Auditors have also finalized the annual accounts for the year 2021-22 during the financial year 2022-23 for annual audit. Necessary remedial measures have been taken for rectification of errors as pointed out by the Internal Auditors.

Again, 16 C&AG empanelled Chartered Accountants have been engaged a fresh for conducting internal audit for the year 2022-23. The Auditors have conducted the internal audit 2022-23 (up-to 3rd quarter) and the 4th quarter internal audit 2022-23 is being continuing to complete in the next year within the timeline.

[6] Special Audit of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Scheme:

Due to dissolution of the Society of "Rashtriya Madhyamik Shiksha Abhiyan", a special audit of assets & liabilities of RMSA since inception [i.e. 2009-10 to till 2021-2022 (up-to December, 2021)] have been conducted at state, district & School Management and Development Committee (SMDC) level in view of transfer of the assets and liabilities of RMSA scheme to Axom Sarba Shiksha Abhiyan Mission. During the period, the audit has covered the units of 27 districts & state office including 4,143 SMDCs.



Media

[1] Comic workshop for general teachers for sensitization:

Samagra Shiksha, Assam conducted a three days workshop for teachers on inclusive education for Children with Special Needs (CWSN) where 120 teachers attended the workshop and learned comic designs and came out with some excellent four strip comics which had excellent stories on the issues faced by CWSN. The objective of the programme was to sensitize the teachers for understanding the issues of CWSN. The programme was conducted in collaboration with Inclusive Education component.

[2] A media get together for release of annual grant to SMCs and SMDCs:

The SMC & SMDC members from Kamrup and Kamrup (Metro) districts were invited along with the media

persons of the state and the fund of annual grant was released to the SMCs & SMDCs. The Hon'ble Minister, Education, Assam has ceremonially distributed the annual grants to the SMCs & SMDCs of Kamrup and Kamrup (Metro) districts at Guwahati.



Comics story on Inclusive Education made by teachers



Sensitized teachers from different districts on Inclusive Education

[3] IEC materials:

- An audiovisual on tea garden model schools was developed and it was telecasted before the Hon'ble President of India.
- Several print advertisements were published in the newspapers and magazines for popularizing various activities of Samagra Shiksha, Assam.
- Several press conferences were organized for publicity of launch of various apps which was being used by Samagra Shiksha, Assam.



Special Initiatives under Government of India & Government of Assam

[1] Ek Bharat Shrestha Bharat:

Under the initiative of Ek Bharat Shrestha Bharat, a team of 40 students, teachers and officials have visited the state of Assam and enjoyed the 05 days exchange programme in Assam. Officials from Samagra Shiksha, Rajasthan visited Guwahati Refinery H.S. School, Kamrup (Metro) and appreciated the state initiatives. Students from the school also performed dance forms of both the state of Assam and Rajasthan to welcome the guests.



A special class dedicated to freedom fighters of Rajasthan

[2] Campaign of Har Ghar Tiranga :

Har Ghar Tiranga is a campaign under the aegis of Azadi Ka Amrit Mahotsav to encourage people to bring the Tiranga home and to hoist/display it to mark the 75th year of India's independence. To mark this momentous occasion, everyone was encouraged to hoist the flag in their homes from 13th to 15th August, 2022.



Entire education deptt. participates in Har Ghar Tiranga alongwith Hon'ble Chief Minister, Assam & Hon'ble Education Minister, Assam

- All schools participated in Har Ghar Tiranga campaign and displayed the logo of the campaign at their social sites, websites (wherever applicable) and notice board of the schools in printed flex form.
- As reports received from the districts, a total of 34,857 flexes were installed in schools in printed form. A total of 39,542 prabhat pheries were organised by schools to aware the community on hoisting the flag at their homes to popularise the campaign from 11th -15th August, 2022.
- Teachers and schools participated in 'Pin a Flag' virtually at <https://harghartiranga.com>, along with posting a 'selfie with flag' on the site.

[3] Constitution Day:

Constitution day celebrated across schools of Assam where all the schools were instructed to read the preamble of the constitution during the school assembly and a pledge was also taken by the students.

Annual Report 2022-23



As per reports more than 90% government schools in Assam did the activity and shared photographs in social media.



Students taking pledge for Unity Day

[4] Celebration of Rashtriya Ekta Diwas:

Rashtriya Ekta Diwas also known as National Unity Day was celebrated in all government schools of the state where students sang 'Kadam Kadam Badhaye Ja' along with teachers and also took pledge for unity in honour of the birth anniversary of the Iron Man of India, Sardar Vallabhbai Patel.

[5] Celebration of Bir Lachit Borphukan's 400th Birth Anniversary:

A week-long celebration was held in the schools of Assam to commemorate the birth anniversary of Lachit Borphukan. Almost all the schools have written essays on Lachit Borphukan, organized dramas, sang songs etc. to mark the 400th birth anniversary. Assam entered its



Students enact drama of Bir Lachit Borphukan

name in Guinness World Records for the maximum number of essays written about a single person. Not only students, teachers, SMCs/SMDCs, officials and staff of education department uploaded essay in the special portal designed for the purpose and received certificates.

[6] Pariksha Pe Charcha:

Pariksha Pe Charcha 2022-23 is an initiative of the Ministry of Education. Hon'ble Prime Minister of India Shri Narendra Modi interacts live with the young minds of India. The competition was open only for students of classes IX to XII. Participants have to write their responses on any one of the 5 themes in a maximum of 1500 characters. In Assam, 71,792 teachers, 1,58,821 students and 8,235 parents (total=2,38,848) registered and write their responses on the themes. A total of two (2) students were selected along with an escort teacher who got the opportunity to be a part of the live interaction of the Prime Minister's live interaction programme. Further, all the schools in Assam watched the interaction through teleclassroom, mobile, laptops etc. All the district offices and block offices also organised the telecast programme. Hon'ble Chief Minister of Assam watched the live interaction of the programme along with 1500 students in Srimanta Sankardeva International Auditorium, Panjabari, Guwahati.



Students enjoying live Pariksha Pe Charcha in school





Teacher Education

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

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

[1] Material development:

1.1 Development of an academic package for improvement of basic literacy and numeracy in Vidyaprabesh, classes I, II and III for the academic year 2022-23:

Objective of the programme:

- Prepare children with the cognitive and linguistic competencies which are pre-requisite for learning to read, write and develop number sense through a playbased approach.
- Support teacher in dealing with children of diverse background and level of learning, regular assessment and remediation for children with learning gaps and leading to improvement.

Target group: Students of classes I, II and III.

Outcomes: The materials are reaching to 4,91,220 children and 30,027 schools of Assam. The materials are being implemented from the academic year 2022-23.



Workbook of Vidyaprabesh (Assamese medium)



Module of Vidyaprabesh



A big book for class I (Bodo medium)



A reading book for class I (Bengali medium)



Workbook of class III
(Garo medium)

A teacher guide for
class II numeracy
(Assamese medium)



Children receiving learning package at school

1.2 Micro learning package on Mathematics:

The micro learning package was made available to students through the DIKSHA platform for the class VI and IX. The selection of topics was based on identifying areas where students' performance was below satisfactory levels. A team of teachers, in collaboration with DIET faculties, developed the course utilizing the content already present on DIKSHA. The content was organized in a chapter-wise manner, aligned with the learning outcomes. After students completed these micro courses, teachers were able to assess their progress and re-evaluate specific areas to measure the improvement in learning. By leveraging the DIKSHA platform, it was expected that students were able to access tailored content to improve their mathematical skills. BRCs, CRCs, and MIS Coordinators at the district, block, and cluster levels were provided orientation through a virtual meeting organized by SCERT, Assam,

enabling them to effectively support and monitor the implementation of the micro learning package on Mathematics.

1.3 Revision & incorporation of English keywords in Mathematics textbook:

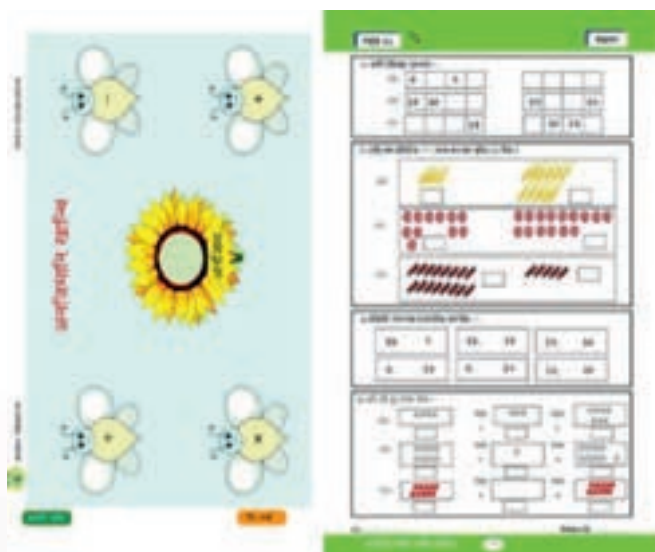
Objective of the programme: To enhance students' understanding and proficiency in mathematics.

Target group: Students of class VII and VIII.

Outcomes: SCERT, Assam also incorporated English terminology in the headings, subheadings, and important terms/keywords used throughout the textbooks. This strategic decision was made to provide greater benefits to the students by enhancing students' familiarity with mathematical terminologies required for higher studies and also facilitating their comprehension and retention of the subject matter.

1.4 Development of materials for NIPUN Axom:

SCERT, Assam, in collaboration with Samagra Shiksha, Assam, have successfully developed a range of educational resources for students of classes I, II, and III. These resources include worksheets, work cards, and posters, available in seven different mediums viz. Assamese, Hindi, Bengali, Bodo, Manipuri, Garo, and Hmar. The development of these materials was aligned with the learning outcomes of NIPUN Bharat, ensuring their relevance and effectiveness.



Work card

Worksheet



1.6 Development of multilingual charts on names of animals, birds, fruits and vegetables for primary stage of education in 13 nos. of home languages (Bodo, Karbi, Garo, Mising, Rabha, Tiwa, Tai, Deori, Dimasa, Hmar, Bishnupriya Manipuri, Koch Rajbongshi, and Santali):

The translation/adaptation of these charts was done by the concerned literary society (Sahitya Sabha) of these languages.



Poster

1.5 Review and adaptation of academic materials for special training/out of school children (shikan puthi, readiness package, evaluation workbook, individualised education plan):

- Total 41 nos. of academic materials for special training of out of school children are reviewed in Assamese, Bodo, Bengali and English (for lower primary level; classes I-V) and in Assamese, Bodo, Bengali (for upper primary level; classes VI-VIII).
- Total 15 nos. of materials are developed in Hindi medium for lower primary level and in Hindi & English medium for upper primary level.





[2] ICT based programme:

2.1 Workshop on development of ICT curriculum for teachers:

The workshop was held at the Assam Administrative Staff College, Khanapara, Guwahati to discuss the development of an ICT curriculum for teachers. The ICT in education curriculum is designed to enable the teachers to effectively use ICT tools, software applications and digital resources and also to integrate ICT into teaching-learning and its evaluation. The curriculum is designed in such a way that it can be implemented in online, face to face and blended mode.



Workshop on development of ICT curriculum

2.2 Development of online CPD course on action research under DIKSHA, Assam:

SCERT, Assam has developed a CPD course on action research for teacher trainees, teacher educators and teachers. The course contains 5 modules and assessment quiz and assignment on submission of proposal. The course is of 15 hours duration. The course was piloted among 100 trainees and teachers. During piloting feedback from the participants were taken through google form and interaction was done through video conference. The course is being implemented through DIKSHA portal.

2.3 Development of online quiz under DIKSHA:

Total 50 question sets have been created on the occasion of Azadi Ka Amrit Mahotsav. A quiz was conducted entitled "Our Constitution - Our Pride" in

English medium and "আমার সংবিধান – আমার গৌৰৱ" in Assamese medium for students, teachers, and teacher educators of Assam. The quiz was designed to impart knowledge on Indian Constitution. It was launched in the month of August 2022 and January, 2023 on the occasion of Independence Day and Republic Day and 9,000 participants have attempted the quiz.

2.4 Development of descriptive audio book under DIKSHA, Assam:

SCERT, Assam has developed descriptive audio book and uploaded on DIKSHA, Assam for CWSN. The descriptive audio books were developed for the subject EVS in Assamese and Hindi mediums and Assamese (L1) of classes III, IV, V and uploaded on DIKSHA to provide support to visually impaired students.



Recording for Audio book development

2.5 Development of practice resource book:

SCERT, Assam has developed 58 practice resource books in four languages viz. Assamese, English, Bengali, and Hindi. The practice resource books are intended for students in classes III to X and covered subjects - EVS, Science, Social Science, Mathematics and Language. These books contains different practice resource materials such as match the following, MCQ questions, fill in the blanks etc. for the students so that after completion of lessons of textbooks they will be able to self assess themselves by using DIKSHA app.

2.6 Taxonomy creation for DIKSHA portal during 2022-23 under DIKSHA, Assam:

SCERT, Assam has created and uploaded taxonomy on DIKSHA portal during 2022-23 for uploading contents on practice resource books, descriptive audio

books, teacher education book, value education book, and multilingual rhymes collection book, etc. in Assamese, Bengali, Bodo, and Hindi mediums.

2.7 Multilingual audio content development and creation of QR coded energized book “a collection of songs for children in different languages”:

SCERT, Assam with the support of language experts of different Sahitya Sabhas has developed a multilingual poem book in 15 regional languages viz. Assamese, Bodo, Mising, Rabha, Dimasa, Tiwa, Karbi, Garo, Koch Rajbongshi, Hmar, Santali, Bishnupriya Manipuri, Tai, Deori, and Manipuri. Total 16 QR codes have been incorporated (book level QR code-1, language wise QR code-15). Altogether, 76 audio contents have been developed.

[3] Pre-primary education, inclusive education and special education:

- Developed handbook in Assamese language aligned to FLN and also uploaded on DIKSHA and SCERT website.
- Translated into different home languages (Bodo, Bengali, Manipuri, Hindi, Karbi, Garo, Hmar, English). Resource persons from Bodo, Bengali, Manipuri, Hindi, Karbi, Garo, Hmar and English languages are involved in the programme. Activities were conducted through workshop mode.
- Developed theme based activity book in Assamese aligned to FLN and also uploaded on DIKSHA and SCERT website.



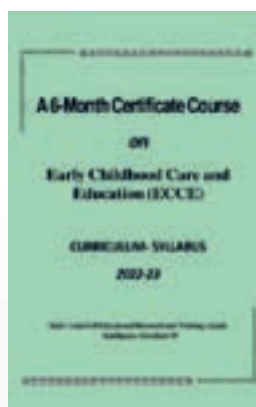
3.1 Multilingual teaching learning materials for foundational stages (3-8 years):

SCERT, Assam has prepared multilingual book by selecting/compiling the traditional rhymes, lullabies, play song, folklore from indigenous tribal communities (Bodo, Karbi, Garo, Hmar, Mising, Rabha, Bishnupriya Manipuri, Santali, Koch Rajbongshi, Dimasa, Deuri, Tai, Tiwa).



3.2 Development of 6-month certificate course for Anganwadi workers/teachers:

- SCERT, Assam has developed 6-month certificate course in ECCE for Anganwadi workers/teachers with qualifications of 10+2 and above. Resource persons were from NCERT, SCERT, DIET, NIPCCED, DWCD, UNICEF and Samagra Shiksha, Assam. Activities were conducted through workshop mode during the month of May- June, 2022.



- Developed resource materials for Anganwadi workers. Resource persons were from SCERT, DIET, DWCD, UNICEF and Samagra Shiksha, Assam. Activities were conducted through workshop mode during the month of June - July, 2022.

3.3 One day orientation programme on National Curriculum Framework (NCF) for foundational stage:

The programme was held on 9th February, 2023 at Assam Administrative Staff College, Khanapara, Guwahati. The inaugural speech was given by Dr. Ranoj Pegu, Hon'ble Minister of Education, Assam and resource persons were Prof. Suniti Sanwal, Head, Department of Elementary Education, NCERT, New Delhi and Dr. Prachi Ghildyal, Assistant Professor, Department of Education, NERIE, Umiam, Meghalaya. Total 55 participants were from SCERT, DIET, BTC, Normal School and PPTTC and 26 participants from different Sahitya Sabha.



Orientation on NCF for foundational stage

[4] Workshops and training programme:

4.1 State level KRP training of Mathematics and Science at elementary level in English medium:

Objective of the programme:

Use of bilingual method of teaching while transacting the subjects Mathematics and Science at elementary level, so that students were enabled to think and speak about the two subjects both in their home language/mother tongue and in English. The training was conducted in 5 phases w.e.f. 13-02-2023 to 23-03-2023.

A module for 4-days training of Science and Mathematics teachers for elementary stage was designed by SCERT, Assam for the benefit and holistic development of the elementary stage students of Assam. This module details on how the teachers can efficiently incorporate the pedagogies introduced in NEP 2020 in their teaching.



KRP training on Maths & Science in English Medium

4.2 5-days training programme on sports integrated pedagogy for teachers and teacher educators:

A 5-day training programme on sports integrated pedagogy for teachers and teacher educators has been organized by SCERT, Assam on 20th to 24th March, 2023 at LNIPE, NERC, Sonapur, Guwahati. A total of 23 teacher educators from different DIETs & Normal Schools participated in the training programme as State Resource Group (SRG) for the whole programme.



Training on sports integrated pedagogy for teachers & teacher educators

Objective of the programme:

- To enhance capacity of teacher educators to bring quality improvement for conducting the follow up training programme at state and district levels.
- To develop a draft module for teacher training on sports integrated pedagogy for teachers.

4.3 Training programme on ICT integration in education under DIKSHA:

SCERT, Assam has organized a training programme for teachers across the state on integrating ICT in education using DIKSHA. Around 25 teachers attended the programme held in the conference hall of SCERT, Assam.

Objective of the programme:

- The programme aimed to provide teachers with the skills and knowledge required to seamlessly integrate ICT tools and techniques into their teaching methods.
- To orient how to create digital educational content.
- To contribute quality digital resources for students through DIKSHA platform.

4.4 Capacity building training on e-content development under DIKSHA for teachers and teacher educators of Assam:

SCERT, Assam in collaboration with CIET and NCERT has organized 4-days training on e-content development under DIKSHA for 100 teachers and teacher educators in Assam Administrative Staff College, Khanapara, Guwahati w.e.f 21st to 24th March, 2023.



Capacity building for teachers & teacher educators on e-content development

Objective of the programme:

- Sensitize the stakeholders on digital education initiatives taken up by the Ministry of Education, Govt. of India and CIET-NCERT.
- Acquaint with quality parameters for content curation and development.
- Familiarize with content-pedagogy-technology integration in the teaching learning process.

4.5 Capacity building training for faculties of Normal School and Basic Training Centre (BTC) on ICT integration in education under DIKSHA, Assam:

SCERT, Assam has organized a training programme for teachers across the state on integrating ICT in education using DIKSHA. Around 30 faculties of Normal School and Basic Training Centre attended the programme held in the conference hall of SCERT, Assam.

Objective of the programme:

- To provide knowledge required to integrate ICT in teaching-learning process.
- To orient how to create digital educational content.
- To contribute quality digital resources for DIKSHA platform.



Capacity building for faculties of Normal School & BTC on ICT integration in education

4.6 Capacity building training for teachers on ICT integration in education and e-content development under DIKSHA, Assam:

SCERT, Assam has organized a capacity building training on ICT integration in education and e-content development under DIKSHA. Around 30 teachers attended the programme held in the conference hall of SCERT, Jorhat campus.



Objective of the programme

- To provide knowledge required to integrate ICT in teaching-learning process.
- To orient how to create digital educational content.
- To contribute quality digital resources for DIKSHA platform.



Capacity building for teachers on ICT integration in education & e-content development

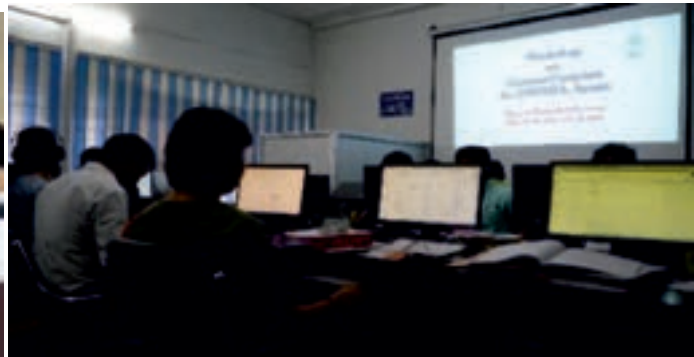
4.7 Workshop on analysis of data for study on "current educational status and curricular issues of SC/ST and Tea Tribe children in Assam":

A 4-day workshop on analysis of data for study on "current educational status and curricular issues of SC/ST and Tea Tribe children in Assam" was held in the conference Hall of SCERT, Assam. The programme was coordinated by Dr. Ajanta Brahma, Additional Director, SCERT Assam. It was organized to analyze the data of 3 districts namely Dibrugarh, Tinsukia and Sonitpur. Teachers, teacher educators from DIET & BTC, consultant of Samagra Shiksha, Assam and core group members of this study from SCERT HQ participated in the programme. It was organized w.e.f. 6th to 8th July

2022.

4.8: Workshop for content curation under DIKSHA, Assam:

SCERT, Assam has organized workshop for content curation under DIKSHA w.e.f. 29th March to 2nd April 2022 and 2nd to 7th May, 2022. The objective of the programme was to upload contents on DIKSHA portal and to provide online support to the students.



Workshop on content curation for DIKSHA

4.9 Training programme on capacity building of newly recruited teacher educators of DIETs of Assam:

A 3-day training programme was organized by SCERT, Assam at IIE, Lalmati, Guwahati w.e.f. 12th - 14th October, 2022. Total 98 newly recruited DIET faculties of Assam have participated in the programme.

Objective of the programme:

- To sensitize the newly recruited faculties of DIETs on their role & responsibilities in the present day context.
- To orient them about the emerging issues & concerns in respect to NEP 2020, NAS, Gunatsav etc.





विद्यालय
विद्यालय
विद्यालय





শিক্ষাৰ অধিকাৰ

সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



সৰ্বশিক্ষা, অসম

Samagra Shiksha, Assam

Kahilipara, Guwahati-781019

E-mail : ssaassam@rediffmail.com

Website : <https://ssa.assam.gov.in>

Phone : 0361-2383803, 2380481, 2380701

Fax : 0361-2380134