



শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়োঁ সকলোৰে আগবাঢ়োঁ



Annual Report 2022-23

Samagra Shiksha, Assam

Kahilipara, Guwahati-781019



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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.

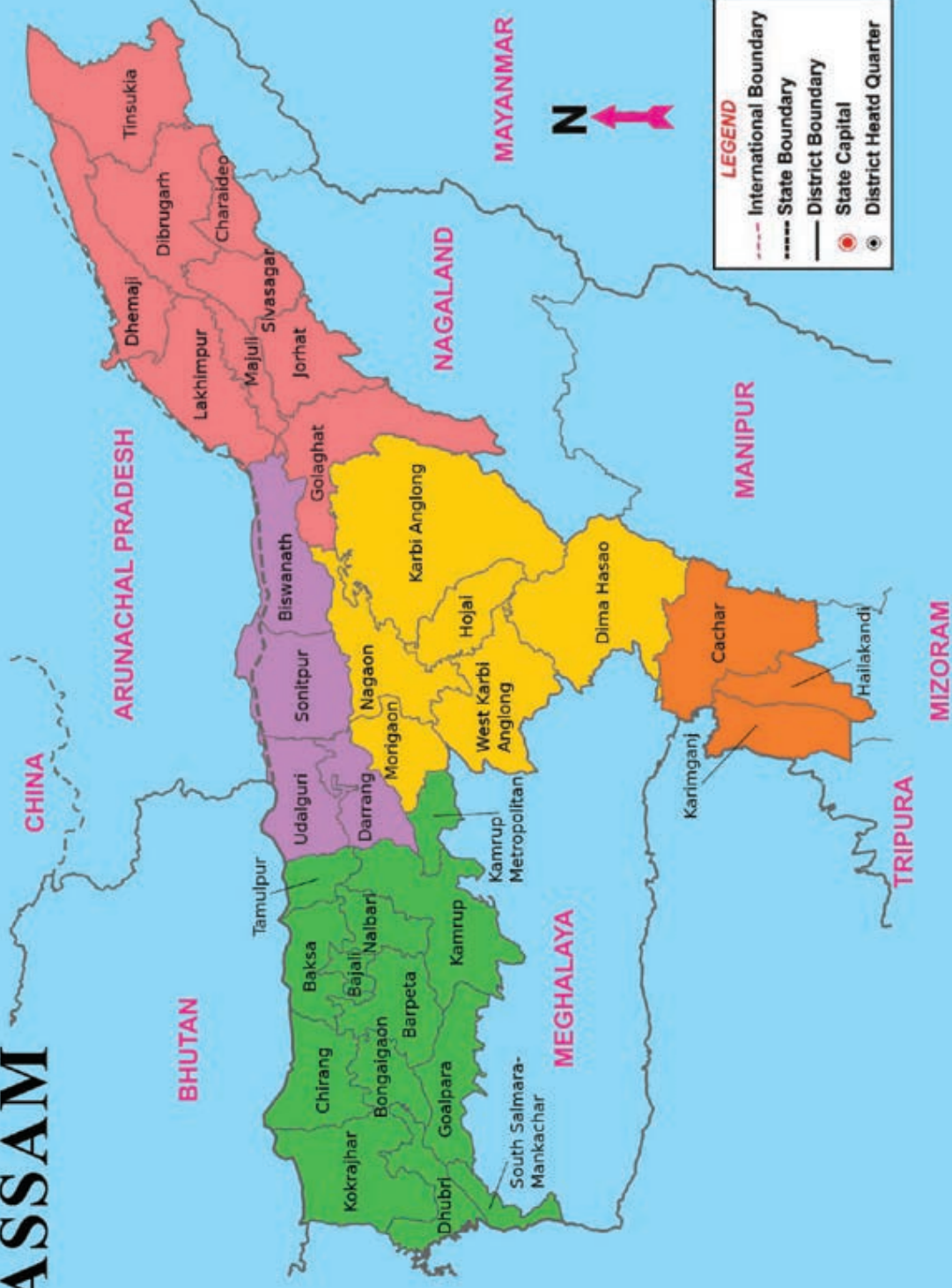
This Annual Report aims to provide an overview of the various activities and achievements in the last FY 2022-23, reflecting the status of school education in Assam. In the current year also, interventions are being implemented to achieve the desired goals. Compliments to all the members of Samagra Shiksha, 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)

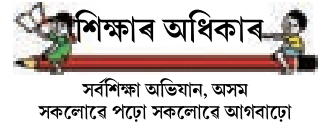
ASSAM



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



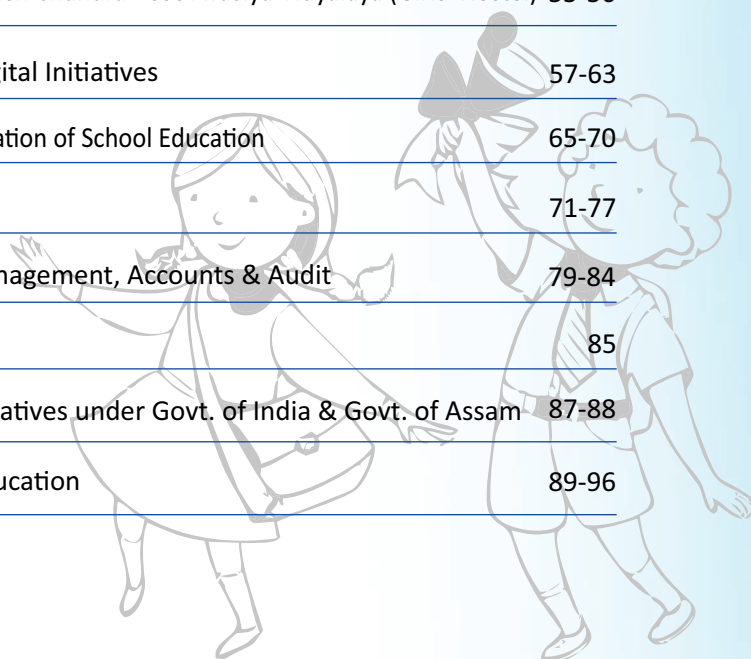
SI No	NAME OF DISTRICT	NAME OF BLOCK
19	KAMRUP	BOKO CHAMARIA CHHAYGAON HAJO KAMALPUR KARARA RAMPUR RANGIA RANI
20	KARBI ANGLONG	BOKAJAN HOWRAGHAT LANGSOMEPI LUMBAJONG NILIP RONGMONGVE SAMELANGSO
21	KARIMGANJ	BADARPUR NORTH KARIMGANJ PATHERKANDI R.K NAGAR SOUTH KARIMGANJ URBAN KARIMGANJ
22	KOKRAJHAR	DOTMA 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 SOUTH SALMARA
31	TINSUKIA	HAPJAN KAKAPATHAR MARGHERITA SADIYA TINSUKIA URBAN
32	UDALGURI	KHOIRABARI MAZBAT UDALGURI
33	WEST KARBI ANGLONG	AMRI CHINTHONG RONGKHANG SOCHENG



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Samagra Shiksha

An Overview

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

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

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

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

vulnerable situations”.

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

Major Objectives of the Scheme:

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

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

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



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

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

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

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

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

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

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

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



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

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

#	Provisions	Status of Implementation
1	Commencement of the RTE Act in the state of Assam.	The Act is in force in the State of Assam from 1 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.	State Government has already notified that no teachers will be deployed for any non-educational purpose other than: <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:

Twining 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. Twining 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
- Twining between government and private schools: 9,554
- Twining 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. Twining 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:

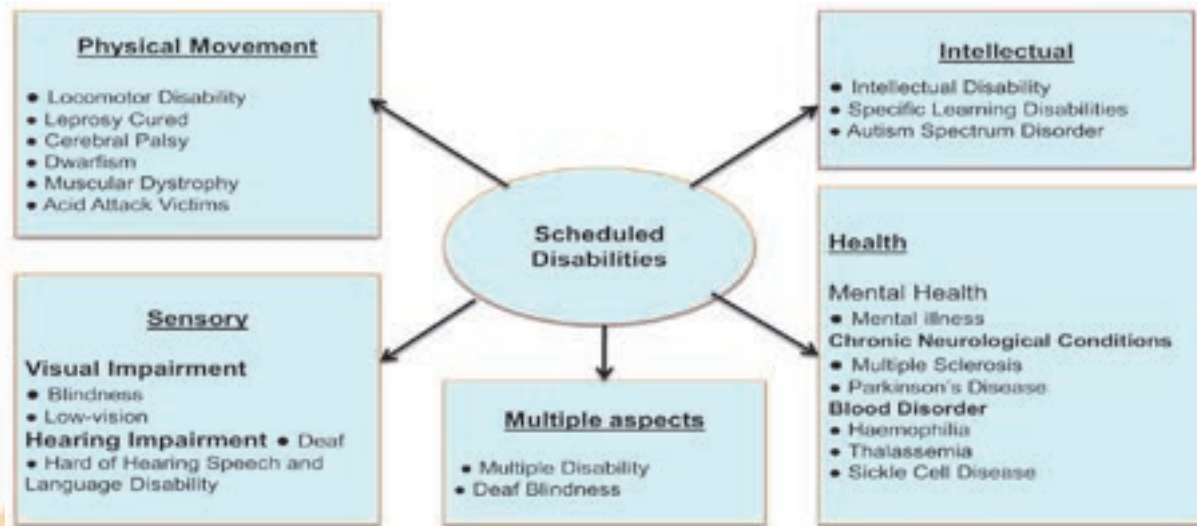
- Identification of children with disabilities at the school level and assessment of his/her educational needs.
- Provision of aids & appliances and assistive devices to the children with special needs as per requirement.
- Removal of architectural barriers in schools so that students with disability 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.



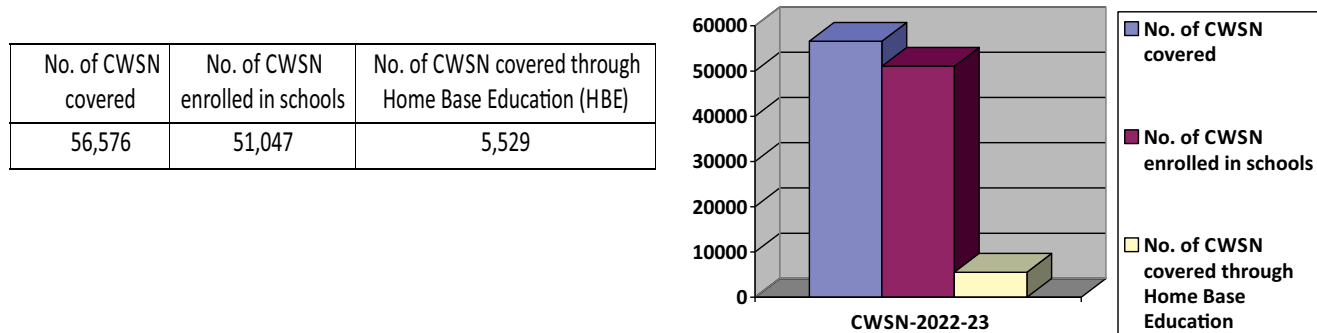


Status of Children with Special Need (CWSN) and its coverage during 2022-23 (Elementary level):

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.

