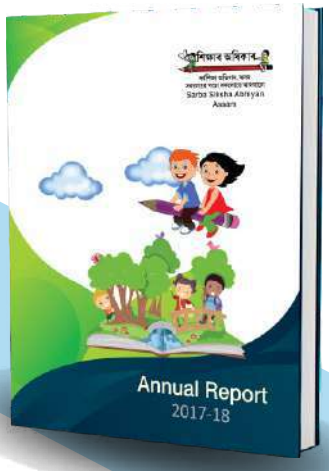
শিক্ষাৰ অধিকাৰ

সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো
Sarba Siksha Abhiyan
Assam

Annual Report
2017-18



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सत्यमेव जयते

Message

Chief Minister, Assam
Guwahati

Dispur
28/11/2018

I am happy to know that Axom Sarba Siksha Abhiyan Mission is publishing its Annual Report for the financial year 2017-18 to be submitted to the Ministry of Human Resource Development, Government of India.

Axom Sarba Siksha Abhiyan Mission, since its inception has been striving to transform the primary and elementary education landscape of the State. As a result of its untiring efforts, the Mission has been able to bring in positive changes in the field of education in the State.

I convey my best wishes to Axom Sarba Siksha Abhiyan Mission for the publication..

(SARBANANDA SONOWAL)

सत्यमेव जयते

Message

SHRI SIDDHARTHA BHATTACHARYA
Cabinet Minister
Department of Education,
Guwahati Development Department,
Department of Law and Justice
Government of Assam

It gives me immense pleasure to learn that like the previous years, this year too Sarba Siksha Abhiyan Mission, Assam is going to publish its Annual Report for the financial year 2017-18 for onward submission to Ministry of Human Resource Development, Department of School Education & Literacy, Government of India.

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

I convey my heartiest best wishes for the publication.

(SIDDHARTHA BHATTACHARYA)

सत्यमेव जयते

Message

SHRI PALLAB LOCHAN DAS
Minister of State (Ind.)
Labour Welfare & Tea Tribes Welfare,
Education (MoS)
Government of Assam

I am happy to learn that Axom Sarba Siksha Abhiyan Mission is going to publish its Annual Report for the financial year 2017-18 for onward submission to Ministry of Human Resource Development, Department of School Education & Literacy, Government of India.

I hope that this Annual Report will reflect on the success achieved so far towards universalisation of primary education and in implementing the provisions of the Right to Education Act, 2009 in true spirit. I praise the role of SSA, Assam in preparation of this report.

I convey my best wishes for the publication.

26/11/18

(PALLAB LOCHAN DAS)

सत्यमेव जयते

Message

Chief Secretary
Government of Assam
Block-'C', 3rd Floor,
Janata Bhawan, Dispur,
Guwahati-781006

I am happy to know that the Axom Sarba Siksha Abhiyan Mission is publishing its Annual Report for the financial year 2017-18. Sarba Siksha Abhiyan in Assam has been instrumental in bringing in several significant reforms in the elementary education sector in the State through implementation of various interventions over the years. The Annual Report as such, becomes very important to document this journey of SSA 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. I am sanguine that SSA will continue to strive towards a fully literate Assam.

Alok Kumar
28/11/18

(ALOK KUMAR, IAS)

सत्यमेव जयते

Message

Commissioner & Secretary
to the Government of Assam
Elementary & Secondary Education
and Cultural Affairs Department
Dispur, Guwahati-6

I am very glad to know that like previous years, Axom Sarba Siksha Abhiyan Mission is publishing its Annual Report for the year 2017-18. 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 elementary education, providing quality education in terms of training of teachers & other quality initiatives like Gunotsav, ensuring participation of the community in elementary education etc.

The Annual Report which reflects the achievements of Axom Sarba Siksha Abhiyan Mission for the year 2017-18 gives an overview of the status of Elementary Education in Assam.

I convey my best wishes to Axom Sarba Siksha Abhiyan Mission for publication of its Annual Report.

(PREETOM SAIKIA, IAS)

Foreword

Mission Director
Sarba Siksha Abhiyan, Assam
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The Right of Children to Free and Compulsory Education Act, 2009 has made education a Fundamental Right of the children in the age group of 6-14 years. Axom Sarba Siksha Abhiyan Mission is one of the vehicles for implementation of the provisions of the RTE Act, 2009 in the State along with SCERT, Assam and Directorate of Elementary Education, Assam.

The journey of SSA, Assam for the last one and half decade has been quite eventful. The goal towards universal access has been achieved to a favorable level. A variety of activities/programme are being implemented, including inter alia, alternate schooling facilities, construction of schools and additional classrooms, providing toilets and drinking water facilities, provisioning for teachers as per norms, periodic teacher training and academic resource support, providing incentives to the children in the form of text books, evaluation work books, uniforms, providing aids and appliances, escort and transport facilities to CWSN etc. Over the years, the State has been able to address the issue of access to a satisfactory level. Kasturba Gandhi Balika Vidyalaya (Resdidential Schools for Girls), Residential School for Boys, Girls' hostels have been established. Bridge Course Centres have been reconceptualised as Residential and Non-Residential Special Training Centres. As a result of these initiatives, drop out rate has been reduced from 24.39 % in 2002-03 to 1.5 % in 2017-18.

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

So far as equitable education is concerned, the State has always been sensitive towards the needs of children with special needs, girls, SC, ST and Minority communities. At present, a total of 67 Kasturba Gandhi Balika Vidyalaya are running in 29 districts covering 4,297 girl children of 10-14 years belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Minority communities and families below the poverty line (BPL) in Educationally Backward Blocks. The first batch of KGBV girl children appeared in HSLC examination in the year 2013. Ms. Sima Choudhury, KGBV, Gobardhana under Barpeta district has secured 1st division (85%) with letter in all subjects in H.S.L.C. examination in the year 2017. Further, a total of 81,782 Children with Special Needs (CWSN) were identified during 2017-18, out of which, 74,100 were enrolled in schools, Special Training Centres and KGBVs. The remaining 7,682 CWSN were covered through Home Based Education.

On the quality front, continuous efforts have been made to bring about desirable changes. Engagement of Block Resource Persons, Cluster Resource Centre Co-ordinators for providing academic support as well as monitoring various aspects of school functioning, organizing video conference to discuss academic issues, regular visits and sharing by District Resource Group (DRG) and Block Resource Group (BRG) etc. are some of the initiatives taken over the last couple of years. Reading Enhancement Programme is being continued in selected 4,000 schools of 20 districts (200 schools in each district) of the State. Development of Open Educational Resource (OER) as teachers support materials in the form of self learning materials is a new initiative for improving learning level of students. For promoting Science and Mathematics learning, activity book on Science for class VI to VIII and on Mathematics for class III to VIII have been developed. Other activities like, development of bridge materials (Injhar) for tea garden schools through learning to learn programme, development of new text book on English and Mathematics, engagement of Assistant Teacher in high PTR and single teacher schools to maintain favourable PTR, online teacher transfer mechanism etc. have also been implemented.

For enhancing quality of education at school level, Government of Assam has implemented a quality initiative "GUNOTSAV". All Government, Provincialised and Tea Garden Managed schools and all children from classes II to VIII of all 33 districts of the State were covered in 3 phases under the programme. The assessment was conducted on skills (classes II to VIII) and subject areas (classes VI to VIII). Questions were Multiple Choice Question (MCQ) for upper primary level having four alternatives. Both self and external evaluations were conducted for assessment of performance of the children as well as schools. The evaluation of these schools were conducted by External Evaluators, comprising of Hon'ble Chief Minister, Hon'ble Ministers in the State, Hon'ble MLAs, Chief Secretary & Senior IAS, IPS, IFS officers and Class–I & II officers of the entire State Government machinery. As post-Gunotsav initiatives, steps have been taken for enhancement of learning of children through remedial teaching programme. All teachers of these schools have been oriented on remedial teaching and improvement in the performance of children has been noticed. A total of 18,961 new teachers have been recruited preferably in single teacher and zero teacher schools.

It has been witnessed that the exercise has positively affected elementary education of the State. Attendance of both teachers and students has been improved, more discipline in scholastic and co-scholastic activities has been witnessed, innovative teaching-learning materials have been developed, convergence with different departments has improved, awareness amongst all stakeholders has increased, positive feeling amongst community and parents towards Government school system, community participation has been strengthened, record keeping has become more systematic etc. were some of the positive impact of the Gunotsav.

My hearty congratulations, compliments and best wishes to every member of SSA family for their contribution towards achieving the significant milestones over the years as well as for the spirit behind the arduous and successful journey of SSA during the financial year 2017-18. The success story of SSA has been possible due to relentless supports of Government of Assam and Government of India and sincere & dedicated efforts, hard work and resilience of the staff and officers of SSA. SSA will put forth its best efforts in the coming years to take the State to greater heights in the elementary education sector and continue on this path of success and glory.

(Aruna Rajoria, IAS)

ASSAM (ASOM)
DISTRICTS
CHINA
ARUNACHAL PRADESH
BHUTAN
NAGALAND
MYANMAR
MEGHALAYA
BANGLADESH
MANIPUR
TRIPURA
MIZORAM
WEST BENGAL
DHEMAJI
Dhemaji
Tinsukia
Dibrugarh
TINSUKIA
DIBRUGARH
North Lakhimpur
LAKHIMPUR
CHARAIDEO
Sonari
Garamur
MAJULI
Sibsagar
Jorhat
JORHAT
GOLAGHAT
Golaghat
BISWANATH
Bishwanath Charali
SONITPUR
Tezpur
Udalguri
UDALGURI
Mushalpur
BAKSA
KOKRAJHAR
Kokrajhar
CHIRANG
Kajalgaon
Bongaigaon
NALBARI
Nalbari
DARRANG
NAGAON
Nagaon
MARIGAON
Marigaon
KARBI ANGLONG
Diphu
Hojai
HOJAI
KAMRUP METROPOLITAN
DISPUR
Guwahati
Amingaon
KAMRUP
Barpeta
BARPETA
Goalpara
GOALPARA
DHUBURI
Dhuburi
Hatsingimari
SOUTH SAMLARA MANKACHAR
DIMA HASAO
Haflong
CACHAR
Silchar
Karimganj
KARIMGANJ
Hailakandi
HAILAKANDI
N
LEGEND
International Boundary
State Boundary
District Boundary
State Capital
District Heatd Quarter

District-wise Educational Block (Assam)

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

Sl 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
26	NAGAON	BATADRAVA JURIA KALIABOR KAPILI KATHIATOLI KHAGARIJAN LOWKHOWA RUPAHI URBAN
27	NALBARI	BARKHETRI BORIGOG BANBHAG PASCHIM NALBARI PUB NALBARI
28	SIBSAGAR	AMGURI DEMOW KHELUA NAZIRA
29	SONITPUR	BALIPARA DHEKIAJULI GABHARU NADUAR
30	SOUTH SALMARA MANKACHAR	MANKACHAR SOUTH SALMARA
31	TINSUKIA	HAPJAN KAKAPATHAR MARGHERITA SADIYA TINSUKIA URBAN
32	UDALGURI	KHOIRABARI MAZBAT UDALGURI
33	WEST KARBI ANGLONG	AMRI CHINTHONG RONGKHANG SOCHENG

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Universalisation of Elementary Education

Axom Sarba Siksha Abhiyan Mission (A.S.S.A.M) was established in the year 2001 as a registered society under the Registration of Societies Act, 1860 for implementation of Sarva Siksha Abhiyan (SSA) in Assam.

Providing education to all children of the age group 6-14 years has been a directive principle of the Constitution of India. For achieving the goal of Universalisation of Elementary Education (UEE), the Constitutional obligation (86' Amendment Act) of providing free and compulsory education for all children in the age group of 6-14 years and the formulation of National Policy of Education 1996 (NPE), Government of India launched a number of schemes and programmes. These included Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project, Teacher Education Scheme (TES), which put in place a decentralized system of teacher support through District Institutes of Education and Training (DIET) and District Primary Education Programme (DPEP). In the year 2000-01, Sarba Siksha Abhiyan (SSA)

was launched through out the country for ensuring Universalisation of Elementary Education.

In Assam, Axom Sarba Siksha Abhiyan Mission (A.S.S.A.M) has been implementing the National flagship programme of Sarba Siksha Abhiyan (SSA) with the basic objectives of : (a) providing schooling facilities in the habitations hitherto un-served by any schooling facility in a clear time frame; (b) enrolling all children of the age group 6-14 years in schools/ alternative schools/back to school camps etc.; (c) retaining the children within the schooling system for the whole period of elementary education; (d) improving quality in education through teachers' training, provision of teaching learning materials, textbooks etc.; (e) promoting social justice amongst socially backward communities, caste, tribes etc. and (f) gender sensitivity amongst all and effective involvement of Panchayati Raj Institutions and Peoples' Committees in management of schools.

With the enactment of the Right of Children to Free and Compulsory Education Act, 2009 (RTE) and the Act coming into force from 1st April, 2010 across the country, Axom Sarba Siksha Abhiyan Mission along with SCERT and Directorate of Elementary Education, Assam has been notified as the "Implementing Authority of the Act". SSA provides for a variety of interventions, including inter alio, opening of new schools, special training centres, construction of schools and additional classrooms, toilets and drinking water facilities, provisioning for teachers, periodic teacher training and academic resource support and textbooks and support for learning. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act. The Act provides a justifiable legal framework that entitles all children in the age group of 6-14 years, free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of reasonably good quality, based on principles of equity and non-discrimination.

Salient Features of the RTE Act, 2009

(I) The right of children to free and compulsory education till completion of elementary education in a neighborhood school.

(ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

(iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.

(iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

(v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

(vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of

teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite professional and academic qualifications.

(viii) It prohibits (a) physical punishment and mental harassment of children; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.

(ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potential and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Basic Approach

SSA has been operational in Assam since 2000-2001. With the passage of the RTE Act, changes need to be incorporated into the SSA approach, strategies and norms. The changes are not merely confined to norms for providing teachers or classrooms, but encompass the vision and approach to elementary education as evidenced in the shift to child-centric focus entitlements and quality elementary education in regular schools.

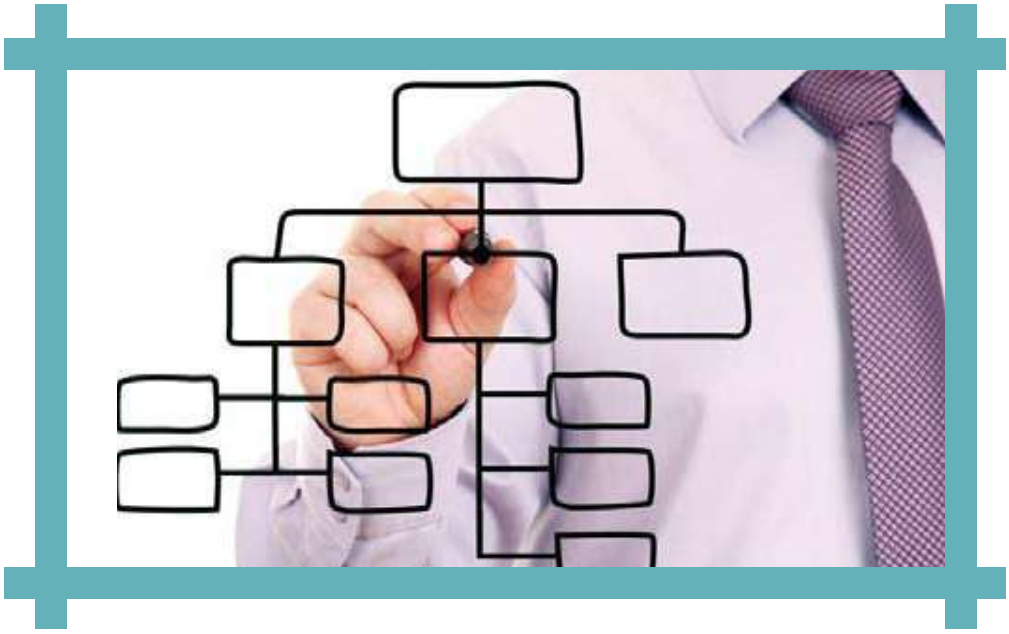
- ***Holistic view of education,*** as interpreted in the National Curriculum Framework 2005, implies a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- ***Equity,*** means not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society — children of SC, ST, Muslim minority, girl children, children of landless agricultural workers and children with special needs, etc. — can avail of the opportunity.
- ***Access,*** is not confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories —the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
- ***Gender concern,*** implies not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.
- ***Centrality of teacher,*** to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- ***Moral compulsion*** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than emphasis on punitive processes.
- ***Convergent and integrated system of educational management*** is a pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

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 1st 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	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: ❑ **Decennial Population Census** ❑ **Disaster Relief Duties.** ❑ **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.	❑ SCERT, Assam is notified as Academic Authority. ❑ Curriculum revised as per procedure, by Academic Authority.
21	❑ No Child shall be required to pass any Board Examination till completion of Elementary Education ❑ All children completing elementary education shall be awarded certificate.	❑ Notified for prohibition of Board Examination, as laid down in the Act and implemented. ❑ Compiled.
22	Constitution of State Commission for Protection of Child Rights	Constituted and functioning actively.
23	Constitution of State Advisory Council	Already constituted
24	Integration of class-V under lower primary and class-VIII under upper primary with eight years of elementary cycle.	Notified and complied
25	Prescribing working days for schools and instructional hours for teachers.	Notification issued
26	The expenditure of per child cost shall be reimbursed by the State Government	a) State Rules defines for the provision. b) The State Government has already notified the norms of per child cost @ Rs.13,249/- for the academic year 2015.



Management Structure

The management structure for implementing Sarba Siksha Abhiyan 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 Siksha Abhiyan.

In the State level, the State Implementation Society has been registered under the Societies Registration Act, 1860 under the name of "Axom Sarba Siksha Abhiyan Mission". 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.

The Chief Executive Officer of the society is the Mission Director who is an officer in the rank of Commissioner & Secretary to the state Government. Another officer of IAS cadre designated as Executive Director assists the Mission Director.

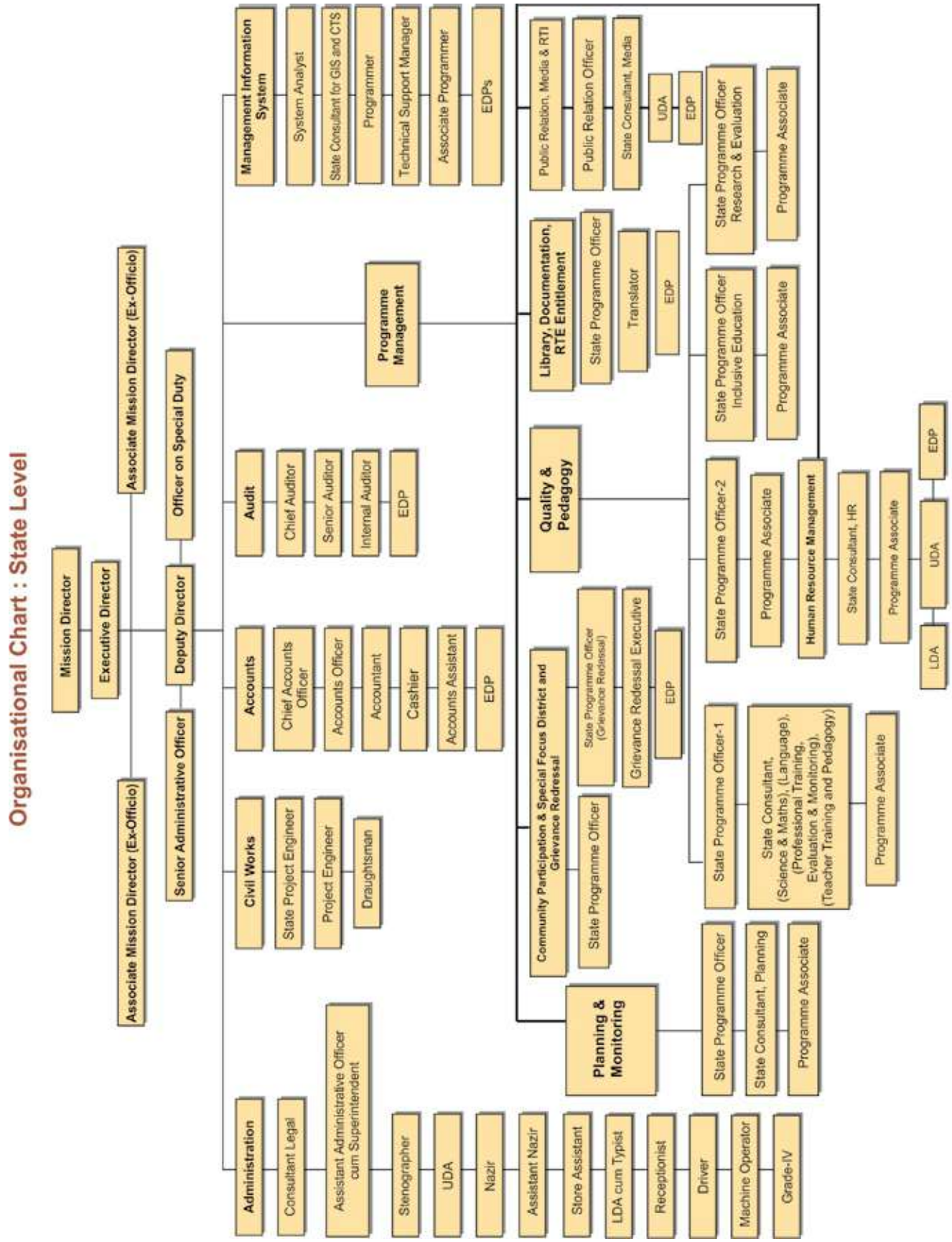
The District Level Committee (DLC) chaired by the Deputy Commissioner of the District (in case of Autonomous Districts i.e Dima Hasao and Karbi Anglong chaired by the Principal Secretary) is looking after the implementation of Sarba Siksha Abhiyan at district level. The District Elementary Education Officer acts as the District Mission Coordinator and he is assisted by two Associate District Mission Coordinators [Ex-Officio and Academic], District Programme Officers for various components, Consultants, District Project Engineer, Programmer [MIS], Finance & Accounts Officer, Junior Accounts Officer, Accountant, Cashier, UDA, LDA etc. The District Elementary Education Office and District Mission Office have been amalgamated into one-office premise.

The Block Elementary Education Officer acts as the Block Mission Coordinator and is assisted by Junior Engineers, LDA-cum-Accountant, Block Accountant, MIS Co-ordinator, Block Resource Persons etc. One Cluster Resource Centre Coordinator [CRCC] is engaged for each cluster, which comprises of a group of 15-20 schools.

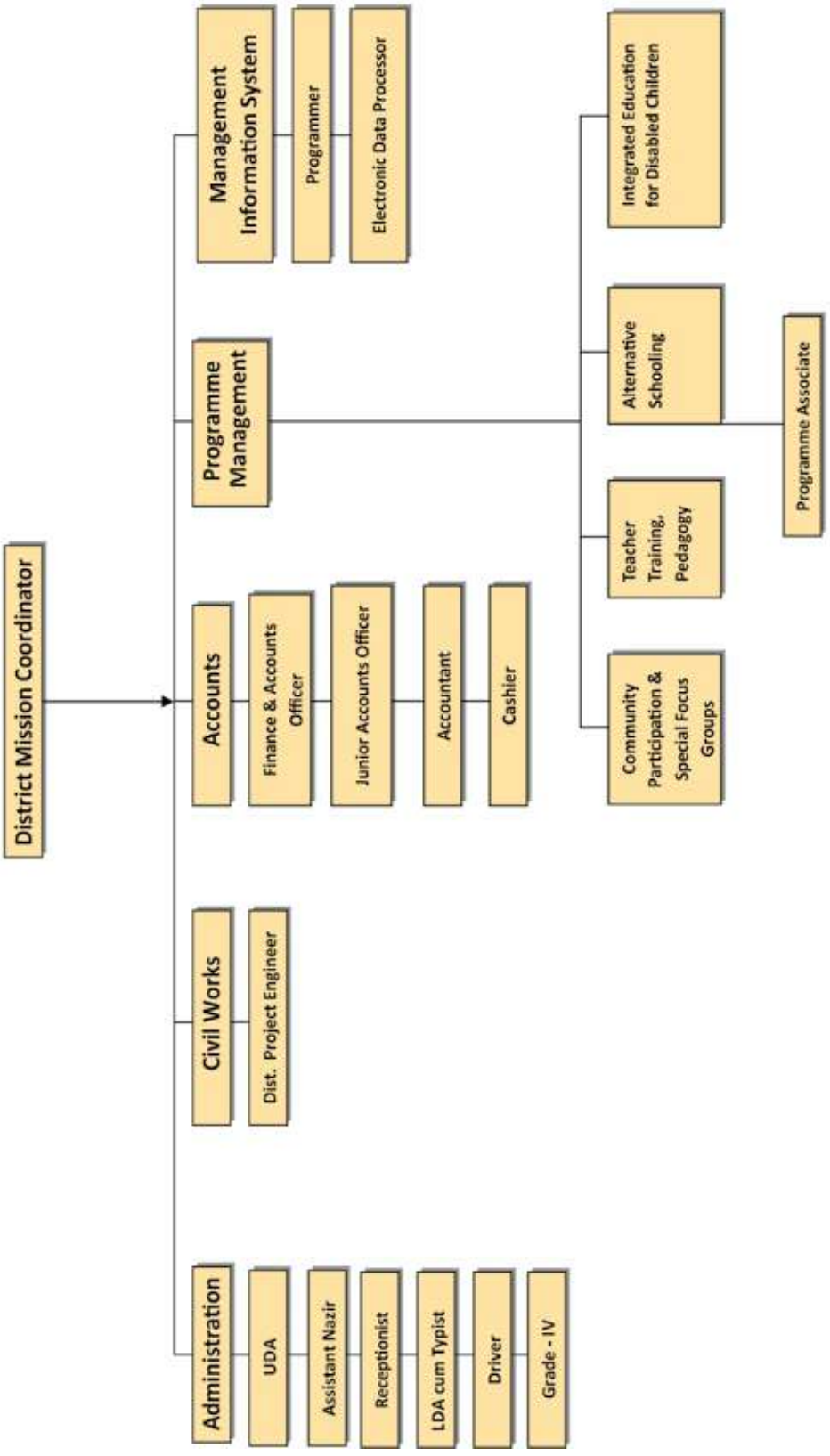
Capacity building of Programme Managers and field level functionaries like CRCCs, BRPs, RPs etc. and the faculty members of the DIET, BTC and Normal Schools etc. is a continuous process. Every month at various levels starting from the state to the village, monthly meetings are held regularly which is more focussed on issue based discussion than mere organising of meeting with open discussion. The cluster level teachers/workers meeting, block level CRCCs meeting and component related cluster, block and district level meetings are deal with issues related to new pedagogy techniques, forthcoming curriculum coverage in schools and training programmes, evaluation points etc.

Besides, the Programme Managers from districts and state are also sent to various state level, national level and inter-state level workshops and training under the capacity building programme.

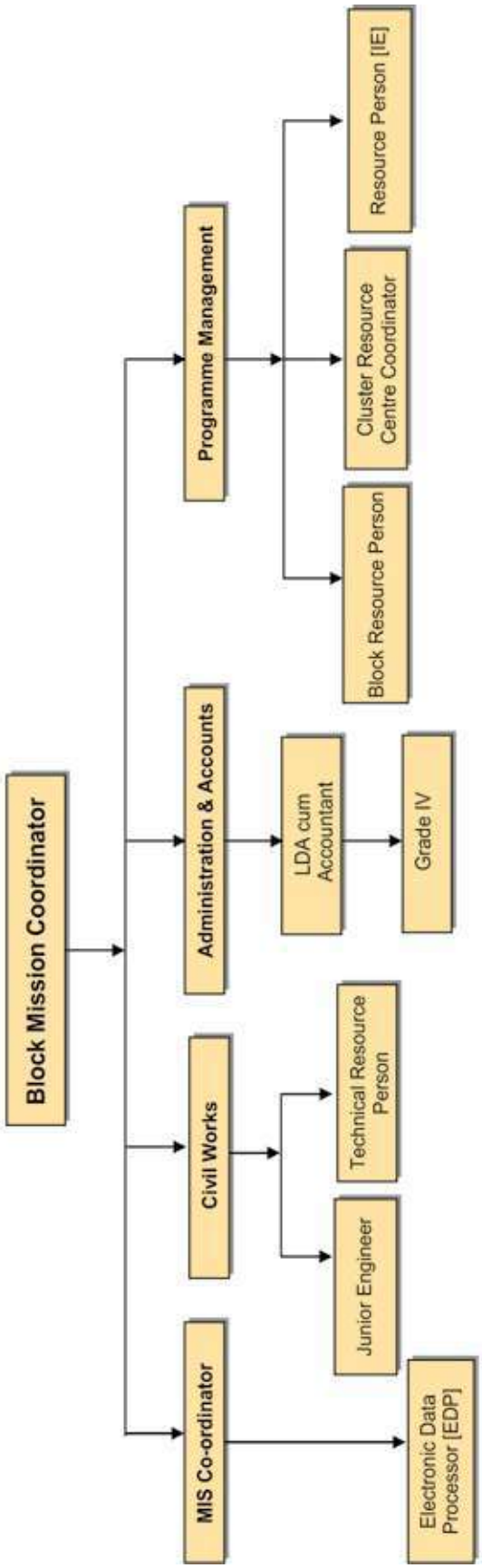
Organisational Chart : State Level



Organisational Chart : District Level



Organisational Chart : Block Level



Quality Education : Teachers Training

The right to education is not only the right to access education, but also the right to receive an education of good quality. Education must not only be available and accessible, but also acceptable and adaptable.

State is committed to ensure that children achieve better learning outcomes, especially in literacy, numeracy and acquire the essential skills, knowledge, values and attitudes. As children performance is attributed to the quality of lesson transaction, the State has made various provisions to establish professional credentials for teachers to enhance Quality of Education.

With major thrust on Quality Education, various initiatives have been taken by SSA, Assam from short and long term perspectives since its inception. The State has successfully conducted Gunotsav in all elementary schools and National Achievement Survey in sample schools to identify the learning gaps and to design strategies to meet up the gap. As a follow up action of Gunotsav & NAS, Open Educational Resources (OER) have been developed to supplement the teachers with additional materials on subject wise grey areas identified in

the Gunotsav result. Besides, programmes like Reading Enhancement Programme (REP), Science exhibition under Rashtriya Avishkar Abhiyan (RAA), development of Science and Maths Activity Books, "Learning to Learn" programme (Injhar) for bridging the language gap, strengthening the teachers training, monitoring & support mechanism blended with effective classroom transaction have been successfully implemented in the financial year 2017-18.

1. Initiatives to Ensure Improved Learning Outcomes:

Learning outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. The learning outcomes help teachers to understand the learning levels of children in their respective classes individually as well as collectively. Learning outcomes should be the point of reference for conducting achievement surveys. Hence, it is necessary that the defined learning outcomes are also shared with parents and community at large. The levels have been gradually increased so that by Class VIII, a student can not only read and write, but also use his or her faculty to read between the lines, understand new concepts and explore and read other areas of knowledge.

Considering the importance of above circumstances, various policies, interventions have been taken at different times. Recently, NCERT has developed learning outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary stage. Care has been taken to develop the outcomes following consultations with States, UTs, SCERTs and education experts from organizations including civil society organizations. These outcomes can be used as check points to assess learning at different points of time.

Considering the importance of Learning Outcomes, the state has taken the following initiatives:

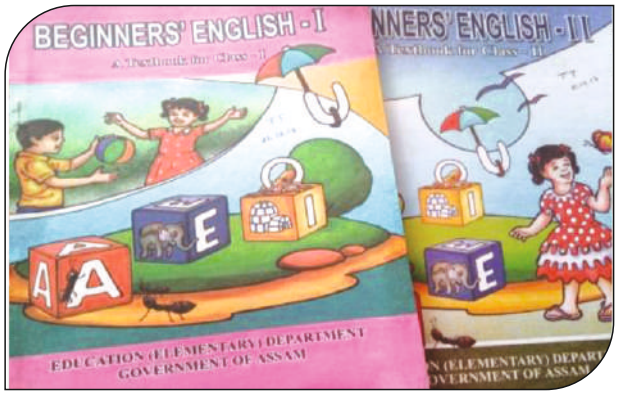
- As per the requirement of the State, the document of Learning Outcomes developed by NCERT has been translated into Assamese, Bodo and Bengali by the subject experts of SCERT, DIET, IASE, SSA and others. The document has

been provided to the teachers of Govt. and Provincialised schools of elementary schools in Assamese, Bodo, Bengali and English mediums.

- The State has also provided leaflets for the parents of children for awareness and poster to the schools in Assamese, Bodo, Bengali and English mediums.
- The State had conducted 2-day training for KRPs (subject wise) for 33 districts in collaboration with SCERT, Assam at state level in phased manner. The KRPs were basically from DIET, IASE, BTC, BRPs and CRCCs.
- The State has conducted 4-day training for 4,417 RPs at district level in 33 districts and 4-day block level training for 1,76,690 teachers covering all elementary schools. The districts have already started the training programmes.
- The training module has been developed by SCERT, Assam by the subject experts of SCERT and DIET and sent to districts. The districts have translated into other mediums and printed as per their requirement.
- It is expected that with the efforts of all stakeholders, the children will be able to achieve the learning outcomes and it will help in enhancing quality education. In this regard, comments, views, feedback etc. are required from all stakeholders.

2. Development of New Textbook on English:

As per decision of Govt. of Assam, SSA, Assam has planned to develop New English Textbooks for class-I to VIII. The State has already developed new English Textbooks (Beginner's English-I) and (Beginner's English-II) in collaboration with SCERT, Assam. A Steering Committee has been notified by the Govt. of Assam. Moreover, a Core Team has been formed for development of the textbook involving the experts from SCERT, ELTI, DIET, IASE, SSA, schools etc. and the books have been developed through a series of workshops. A total of 7,73,904 learners of class-I and II have been provided these new textbooks. The remaining textbooks i.e. from class-III to VIII are being developed gradually with the same strategies and will be provided to the learners from the financial year 2018-19.



3. Development of New Textbook on Mathematics:

As per decision of Govt. of Assam, SCERT, Assam in collaboration with SSA, Assam has developed new Mathematics textbooks for class-I and II during the financial year 2017-18 and provided to7,73,904 learners of class-I and II. A Steering Committee has been notified by the Govt. of Assam. Moreover, a Core Team has been formed for development of the textbook involving the experts from SCERT, DIET, SSA, schools etc.

4. Development of Open Educational Resource (OER):

Gunotsav and National Achievement Survey has specifically shown learning gap in some areas of children, for which, focused intervention is required to improve their learning level. State has identified 64 such grey areas in the line of Learning Outcomes notified by NCERT and has initiated to develop teachers support materials in the form of Self

Learning Materials (SLM) with the expert from SCERT, University, DIET, Teachers etc. These materials will be designed with QR code with the help of expert Institution. The OERs has been uploaded in official websites of Elementary Education Deptt./SSA/SCERT for use as a repository of Open Educational Resources. Also, the materials will be used in Teachers Training Programme.

OBJECTIVES:

- To enhance the capacity of Teacher Educators as well as teachers to bring quality improvement in schools through effective and meaningful resource materials related to course curriculum.
- To provide hand-holding support to Teacher Educators and teachers by making the resource materials easily accessible as and when required.
- To provide the teachers with the necessary pedagogical support.
- To provide conducive framework to encourage teachers to find ways and means of self-improvement.

Outcomes:

- Teachers will be able to use the OERs/contents easily as and when required.
- It will provide flexibility for the teachers to apply new methodologies in the classroom. It will help in children's learning achievement.
- It will also help in developing approaches that help teachers to become reflective practitioners and agents of change in their own contexts.

Coverage of Subjects:

- **Class-II & II :** Langauge-1, Langauge-2, Mathematics and EVS.
- **Class-III to V :** Langauge-1, Langauge-2, Mathematics and EVS.
- **Class-VI to VIII :** Langauge-1, Langauge-2, Mathematics, Science, Social Science and Hindi.
- **Class-IX & X :** Langauge-1, Langauge-2, Mathematics, Science & Social Science.

Scope of the works:

The State has planned to upload the OERs in a special portal which will be opened for all teachers, Teacher Educators and other stakeholders. The contents have been first developed in Assamese and then after the OERs will be translated into English, Bangla and Bodo by language experts.

Editorial Board, Subject Specific Coordinators, Resource Persons and Team Leader: For development of OERs/contents, the Govt. of Assam has notified Editorial Board, Subject Specific Coordinators, Resource Persons and Team Leader for each subject of each class involving persons from University, College, SCERT, DIET, BTC, IASE, SSA, RMSA etc.

Training, Orientation etc.: The capacity of Resource Persons was built by Master Trainers (Subject Experts) through orientation organized at state level.

Supervision and Monitoring of use of OERs/ Contents: To ensure the frequent use of OERs /contents by teachers and Teacher Educators after uploading, the State has formulated a monitoring mechanism from state to school level. The

information regarding use of OERs are maintained properly at all levels. Feedbacks will be taken from teachers, Teacher Educators and others regarding OERs and accordingly further efforts will be taken for better improvement.

5. Improving Learning Outcomes at Early Grade Level under PBBB :

Classes–I & II are important stages for developing the important skill of reading with comprehension and writing. It is important to create enabling environment and opportunities in schools for reading and writing especially for early grades. Children who fail to read in the first two grades of school are likely to fall behind and have difficulty in learning other subjects as well. For this, lots of practice, revision and consolidation of reading and writing, development of oral language etc. are essential for the learners of early grades. Considering these importance, the following activities were conducted :

5.1 Reading Enhancement Programme (REP):

The State is implementing the intervention titled as Reading Enhancement Programme (REP) with the objectives to develop the reading skill with comprehension and writing of class-I & II children and to create enabling environment and opportunities for reading and writing in schools in 20 districts (viz. Barpeta, Bongaigaon, Dhemaji, Dhubri, Dibrugarh, Goalpara, Jorhat, Morigaon, Nagaon, Nalbari, Sivasagar and Tinsukia) covering 4,000 schools of Assamese, Bangla and Bodo mediums (200 schools in each district). Following feedback is received with regard to the initiatives:

- Schools have built a print rich environment that provides children a reading environment.
- Teachers have taken the intervention with dedication and they have devoted more time for language as well as reading.
- Children's reading proficiency with comprehension has increased.
- All children are now interested in reading any kind of learning materials.

5.2 Learning Materials on Reading Enhancement Programme :

Reading materials namely instructional design, chart, card, graded story books, big books etc. have been developed in view of implementation of Reading Enhancement Programme and provided both for teachers and children of selected schools .

5.3 Development, Printing and Distribution of Materials:

The State has proposed to provide the existing reading materials such as workbook, instructional design, chart, cards, big book, graded story books etc. developed in Assamese, Bodo & Bengali medium to newly proposed schools.

6. Learning to Learn programme' in Tea Garden Schools:

Considering the need of bridging the gap between home language spoken by children and the medium of instruction (school language), the State is implementing a programme entitled 'Learning Enhancement Programme' (INJHAR) which is designed for bridging the gap that exists between the home language (SADRI) used by the learners of the Tea-garden community and the medium used at school (Assamese). Considering experience of the orientation given to the teachers and support materials given to children, which has shown improvement, the State has proposed to continue the same during the financial year 2018-19 in 8 districts viz. Dibrugarh, Golaghat, Jorhat, Nagaon, Sivasagar, Sonitpur,Tinsukia and Udalguri district.

7. Training on English :

In collaboration with British Council, 142 teachers of Kasturba Gandhi Balika Vidyalaya (KGBV) and Model Schools were given 5-day residential training on English teaching at state level. Also, 175 Resource Persons (Teacher and Teacher Educators) were given training on pedagogy of English teaching w.e.f. 19th February to 10th March, 2018.

8. Initiatives to Promote Science and Mathematics Learning:

8.1 Development of Activity Book on Mathematics (ABM):

The activity book on Mathematics which was provided to the learner of class III to VIII in the academic year 2017 has helped in the retention of mathematical concepts and skill amongst the learners and children have develop interest in solving the problems in the activity book .

Considering the positive feedback received from the field level, the same was provided to the learners of class III to VIII in four mediums viz. Assamese, Bengali, Bodo & English of Govt., Provincialised, Tea Garden Managed, Local Body Elementary & Composite schools. These were developed through a series of workshops involving subject experts from SCERT, DIET, SSA and schools. The activities in the activity book are supplementary to what is given the mathematics textbook and it will generate interest among the children in solving problems in joyful manner.

8.2 Development of Science Activity Book for Learners of Class VI to VIII:

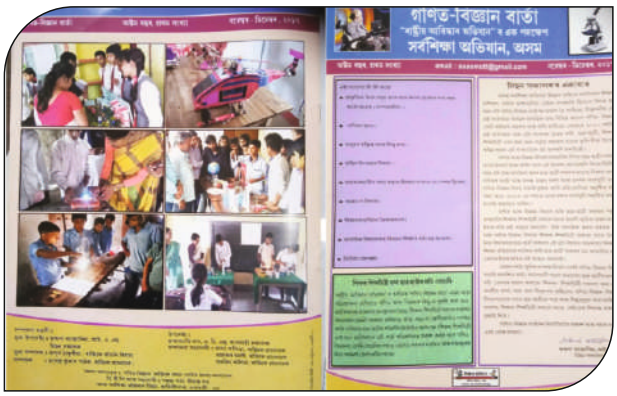
To promote learning by doing and to enhance the analytical skill of the learners, activity book on Science for the learners of Class VI to VIII was developed in a workshop mode at the State level involving Resource Persons from SCERT, DIET, Subject expert, BRP, CRP etc. The activity book on Science was then translated into four mediums viz. Assamese, Bodo, Bangla and English and provided to the learners of class VI to VIII. The activities in the activity book was developed based on the learning outcomes and was designed to generate critical thinking to help the children conceptualise the content by relating it to day to day life.

9. Mathematics Kit for the Learners of Classes I and II (Elementary Level) :

With a view to develop early numeracy skill amongst the learners of class I and II in a joyful manner, Mathematics learning Kit box developed by NCERT consisting of the learning materials and user manual with activities has been developed according to the learning expectations/outcomes of classes I & II and provided to 3,833 REP schools and 3,416 schools at the cluster level (one in each school/cluster).

10. Publication of Quarterly Bulletin on Science/ Mathematics "Ganit Bigyan Barta" (Elementary Level):

Like the previous five years and in order to supplement conventional (in class) education and make Science and Mathematics an enjoyable and interesting pursuit for the learners, quarterly bulletin on Science and Mathematics, which is known as 'Ganit Bigyan Barta' was published during the



financial year 2017-18. The bulletin covers some important topics to stimulate curiosity amongst the learners and develop their reading and writing skills. The bulletin serves as a resource book and distributed in the Upper Primary schools of the State.

11. Initiatives under Rashtriya Avishkar Abhiyan (RAA):

Under RAA, the Higher Education Institutions (HEI) are encouraged and networked to mentor neighbourhood schools with a view to encourage activities in schools for the promotion of Science & Mathematics. To promote learning beyond the classroom, the following activities were organized :

11.1 Gyan Bigyan Mela (Science & Maths Exhibition at the school level & Cluster level):

In order to motivate children to be engaged in learning Science & Mathematics through observation, experimentation, inference drawing, model building, rational reasoning, testability etc., SSA, Assam since its inception has been conducting a good number of activities to provide such a platform and to create child friendly environment for all categories of children.

To enable children to showcase their hidden talents and also to motivate them to be engaged in learning Science & Mathematics through observation, experimentation, inference drawing, model building, rational reasoning, testability etc., "Gyan Mela" was organised at school level and cluster level with the help of teachers, SMCs, Mothers Group, PRIs and Voluntary Organisations as per the guideline sent from the State level.

- In science exhibition, children of Upper primary level participated in a group comprising of 3 members in order to join in quiz programme and

demonstration of models and projects. The students prepared model and project under the guidance of the Science and Maths Teacher.

- School level best performer/ team participated in the cluster level competition.
- Children of age group 10-14 years of Government and Provincialised schools participated in the cluster level convention.
- Retired teachers, Resource Persons, Scientist, Educationist etc. were invited during the programme for delivering popular talk and many districts also collaborated with Arya Bhatta Science Centre .
- The best team was given recognition in the form of certificate or awards.
- The programme was successfully conducted with active participation of children.

11.2 Children Science Club (Avishkar Club) :

The UP level schools were encouraged to form Avishkar Club facilitated by the Science/Maths teachers in order to motivate children to take up scientific activities at the school level.

11.3 Setting up of Mini Botanical/Herbal Garden:

In the schools with the help of teachers and community and children were encouraged to plant and nature different medicinal herbs, vegetables, fruits and flowering plants.

For community sensitization and engagement, the concept and objective of Rashtriya Avishkar Abhiyan has been incorporated in the SMC's training module.

12. Cluster Level Teacher Orientation through Bottom Up Approach:

State is practising a bottom up approach to address the critical academic issues/hard spots faced by learners/teachers in classroom transaction. Under this approach, hard spots/learning gap identified at schools are brought by teachers to the respective cluster level forum, called Cluster Resource Group (CRG) for redressal. The CRG submits the unsolved issues/hard spots to the Block Resource Group (BRG) and then to District Resource Group (DRG) by BRG, if unsolved and to State Resource Group (SRG) by DRGs, if required. These issues are addressed by SRG in monthly Video Conference held with District Resource Group members. The DRG members disseminate the solutions to Block Resource Group and then the process ends at Cluster Level Teacher Orientation, where the members of CRGs orient the concerned teachers in the identified issues/hard-spots.

During the financial year, 1,55,161 teachers have been covered in the monthly cluster meet. Various academic issues like finding of Gunotsav and NAS, remedial teaching, learning outcomes etc. are discussed in these meetings.

13. Provision of On-line Monitoring through CRCC:

In order to effective implementation of SSA activities and improvement in quality of academics, the support and supervision of schools by Cluster Resource Centre Coordinator (CRCC) is very much important. The process of school supervision and monitoring by CRCCs takes place by using several printed forms defined by SSA time to time. Besides, this supervision, online monitoring and supervision mechanism is developed and implemented with the help of CRCCs who have been provided one tablet PC and with the help of this GPS connected tablet PC, the CRCCs are providing online information through specially designed software.

14. Engagement of Asstt. Teachers (Contractual under SSA) :

Initiatives have been taken by the State to address the shortage teachers in elementary schools for last five years. Apart from the rationalization of post of working teacher, the State rationalized vacant post of teachers from low PTR districts to high PTR districts and filled up accordingly during the year 2017-18.

As a part of initiatives to address the High PTR issue including single teacher schools, SSA, Assam had initiated the process of engagement of Asstt. Teachers and engaged 5,545 Assistant Teachers in Lower Primary schools and 9,28 Assistant Teacher in Upper Primary Schools recently (2017-18). Besides, in the month of September, 2017, the State had engaged 10,898 Lower Primary level Assistant Teachers and 1,590 Upper Primary level Assistant Teachers in the elementary level schools of the State under the scheme "Strengthening Elementary Education of Assam- (State Pool of Assistant Teacher)" as per Govt. Notification No. PMA.648/2017/36 dated 06.09.2017. The teachers so recruited have been posted preferably in High PTR and Single Teacher schools of the State.

15. Online Transfer Mechanism:

For the first time in the State, online transfer mechanism has been initiated during the year. A total of 9,550 teachers have been re-deployed on the basis of their mutual transfer prayer petitions and 1,904 teachers of excess teachers schools are re-deployed in zero, single and high PTR schools on the basis of the choice of the teachers. Moreover, 643 contractual teachers and 453 regular teachers have been rationalized in elementary level schools to maintain the PTR.

16. Child Entitlement as per RTE and Schools/Teacher Support Initiatives:

16.1. Distribution of Free Text Book (FTB):

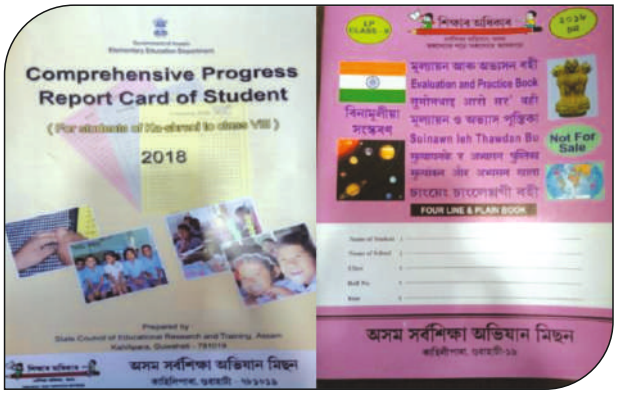
Like the previous year, FTBs were made available to every learner of Government, Provincialised, Recognized and Tea Garden Managed schools of the State on the very first day of the academic session. Textbooks are published in 10 mediums in multi-colour printing and the binding are made with "Perfect Binding and Good Paper Quality". A total of 53,66,238 children are being provided FTBs for the academic year 2018 based on the enrolment in schools found after Data Digitization process. FTBs are printed and distributed up-to block level by ASTPPC and ARPS.

16.2. Free Uniforms for Learners at Elementary Level:

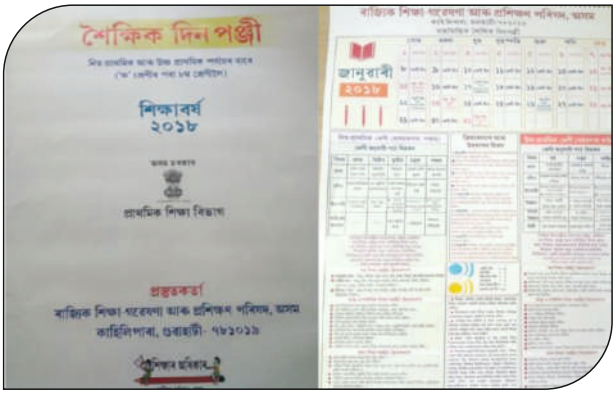
As a RTE entitlement, uniform is provided to the children of Govt. and Provincialized elementary schools in free of cost through concerned School Management Committees (SMC). The purchase and distribution of uniform is done in a decentralized manner with the SMCs. A total of 37,36,348 children were provided school uniform during the financial year 2017-18.

16.3. Distribution of Evaluation Practice Book (EPB) and Comprehensive Progress Report Card (PPRC):

Evaluation Practice Books (EPB) were distributed to the students from class I to class VIII. One copy for classes I & II, 3 copies for classes III to V and 3 copies for classes VI to VIII are being given to the learners at the elementary level. Along with this, Comprehensive Progress Report Card (PPRC) are provided from SSA to the learners for maintaining all achievement data's systematically.



16.4. Academic Calendar:



Academic Calendar prepared by SCERT-Assam is also provided every year to the schools in which the activities are planned for the year and the dates of all the holidays and activities to be performed are given. This Academic Calendar includes the unit wise lesson break up for both LP and UP levels. The Academic Calendar was revised by SCERT, Assam for the year 2018 and distributed in the beginning of the Academic year 2018. The Academic Calendar was also uploaded in the official website.

Community Participation & Special Focus Group

Capacity Building of SMC/SMDC Members:

During the financial year 2017-18, new School Managing Committees (SMCs) have been constituted in all Government schools as the 3 years tenure of existing SMCs were completed. In Assam, as per modified SMC notification, each SMC

has 16 members. To orient the new SMC members, a 3 day non-residential cluster level training was organized. A training module was developed involving various experts from SCERT, National Health Mission, Assam, State Disaster Management Authority & UNICEF. Different areas related to Elementary Education were included in the SMC module. State level KRP training followed by district level RP training was conducted involving DIET faculties etc. The training was monitored randomly by special observer (Retd. teacher/ Retd. faculties of educational institutions) in each educational block. Participant's feedback was captured through a questionnaire and findings will be used for training of SMCs in the forthcoming year. A total of 2,68,607 (93.62%) SMC members were trained against the targeted 2, 86,908 members.

Utsav Vidyarambha :

During the F.Y. 2017-18, State has taken special initiative to complete the admission process of fresh children within 31st December, 2017 and start new classes from the very beginning of the academic session 2018. In view of that State has conducted Utsav Vidyarmbha Programme w.e.f 15th Nov/17 to 1st January/2018 with an newspaper advertisement in local newspapers to increase the number of enrolment in Government & Provincialised Schools. Various activities have been organized during the period of Utsav Vidyarambha programme.

Various activities like SMC meeting, FTB distribution, plantation, new enrolment, school cleanliness, survey of eligible students, rally, community contribution in cash or kind, special drive to bring out of school children in the school, oath training students, teachers, SMC and parents etc. were organised during the period of the program. Districts have implemented this program in convergence with functionaries of line departments like Health & Family Welfare, Social Welfare, Labour department, Forest department etc.

It is observed that the new enrolment in Government & Provincialised Schools has been increased in the month of January due to wide publicity of Utsav Vidyarambha programme.

Summer Camp:

In order to effective involvement in school activities by SMC & Mother Group (MG) members as well as to reduce the probable drop out during the period of summer vacation, various activities as a part of Summer Camp were organized during the F.Y. 2017-18. The activities like recitation, extempore speech, story telling by children & facilitator etc.,

reading & memorization of tables, practice on good hand writing, dance & song, alphabet writing (capital, small , cursive writing), art & craft, field trips (Post office, College, Hospital, Thana) etc. were organised during the period.

Saturday Club:

With an objective to developing the potential of children of elementary schools in co-scholastic areas in a systematic and structured manner, the Saturday Club are constituted comprising of the members from Mother's Group, local youth etc. in elementary schools of the State. The main objective of Saturday Club is to organize co-curricular activities, Scouts & Guide, life skill activities and other cultural program in non-residential mode by involving community people. The Saturday Clubs has organised their activities regularly on 1st, 2nd, 3rd and 4th Saturday. Parents, Mothers Group members and SMC members were also involved in the activities of Saturday Club. The Club has a Chief Co-ordinator and two Co-ordinators. Chief co-ordinator is active member of the Mother Group.

Social Audit:

Social Audit is a process that enables an organization to assess and demonstrate its social, economic and environmental benefit. Considering the importance of Social Audit at school level, State had initiated Social Audit in schools since 2010-11 on an experimental pilot basis with a view to ensure transparency, accountability and participation of community in school development activities, which was upscale later on to all Government & Provincialised Schools.

Like previous year, Social Audit was conducted in all Government & Provincialised Schools. A Social Audit team has constituted at concerned schools. The team comprises of parents, guardians, local educated youth, representative from local NGO, members from Mother Group, representative from SMC (other than President / Member Secretary) and headed by a Retd. teacher/senior citizen of the locality. Orientation of social audit team Co-ordinators was organised at block level. A training module and booklet for report submission was developed for every school. It was observed that the Social Audit programme has great impact on ensuring the community involvement in the school activities which also help in monitoring and support by community to enhance quality learning environment.

School Safety:

According to National Disaster Management guideline for School Safety Policy, school safety programme has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large–scale 'natural' hazards of geological / climate origin, human made risks, pandemics, violence as well as more frequent and smaller – scale fires, transportation and other that can adversely affect the lives of children.

To minimize those risks, Axom Sarba Siksha Abhiyan Mission initiated the following programmes:

- A pool of district level Resource Persons has been trained on School Disaster Management for facilitating schools in preparing School Disaster Management Plan under their jurisdiction in partnership with UNICEF. The District Programme Officer (Community Participation & Special Focus Group) and District Project Engineers were trained in this regard.

- Axom Sarba Siksha Abhiyan Mission organised 4 nos. of district level trainings on School Disaster Management in Majuli and Kokrajhar districts. These training imparted to Cluster Resource Centre Coordinators (CRCCs) who in turn will act as Key Resource Person for the schools. They are responsible for enabling them with facilitation support to prepare and implement school disaster management plans. A total of 120 CRCCs from 2 districts covered through 4 nos. of trainings. These trainings were implemented in partnership with UNICEF, Assam and Indian Red Cross Society, Assam State Branch (IRCS-ASB).

- With a view to aware various stakeholders, safe school components like DRR, safe drinking water, separate toilets for boys & girls, grievance and redressal mechanism, child right issues etc. were incorporated in SMC's training module and all SMC members were trained. Disaster Risk Reduction also incorporated in the School Development Plan.

Observation of National & International Days like National Education Day, Independence Day etc.:

During 2017-18, various important National and International days were observed in all Government & Provincialised Schools. **'National Education Day'** was observed on 11th November, 2017 focusing various pertinent issues of RTE involving functionaries of various departments and district administration. **'Children's Day'** was also observed in the schools on 14th November 2017. 'Independence Day' was observed on 15th August with the involvement of SMCs, Mothers Groups, students and teachers. All schools of the State have also celebrated **'Rashtriya Ekta Saptaha'** and **'Swachh Pawkara'** forthnightly as per instruction of Government of India. State has also observed **'Teachers Day'** on 5th September, **'Gandhi Jayanti'** on 2nd October, **'Yoga Day', 'World Environment Day'** etc.

Award Ceremony of Swachh Vidyalaya Puraskar:

Government of Assam is rolling the launch of Swacch Vidyalaya Awards (SVA) (Clean School Award) on the lines of the Swacch Bharat Swacch Vidyalaya, which will incentivize the schools that are performing well in maintaining the WASH facilities and leading in promotion of good hygiene behaviour

among children in schools. A total of 13 schools were selected for Swachh Vidyalaya Award. On 27th March, 2017, an award ceremony was organized and award was given to the selected schools by Hon'ble Chief Minister, Assam.

Release and Utilization of School Grants:

Annual School Grants:

Annual School Grants under AWP&B, 2017-18 were released to the respective SMCs of all eligible schools through direct bank transfer from State Mission Office, SSA.

Status of release of School Grants		
Activity	**PAB approved (Phy.)**	**Grants released**
Primary	41,474	40,624
Upper Primary	13,597	12,924
Total	**55,071**	**53,584**

For proper utilization of School Grants following steps were taken during the year:

- "School Grants Utilisation Manual" was developed, printed and provided to all School Management Committees(SMC).
- SMCs were given orientation on proper utilization of grants.

Inclusive Educaiton

In the context of Right to Education Act - 2009, implemented from 1st April 2010, the Government of Assam as well as Sarva Siksha Abhijan Mission, Assam has been undertaken various strategy for providing quality education and other basic facility to the CWSNs having the age group of 6-18 years in general schools with an inclusive environment. SSA aims to provide inclusion to all children. It is also trying to support a wide range of approaches, options & strategies for education of the children with special needs.

Total numbers of CWSN covered during 2017-18	**81,782**
Number of CWSN enrolled in schools during 2017-18	**74,100**
Total no. of CWSN covered through Home Based Education during 2017-18	**7,682**

Category-wise Children With Special Needs (CWSN) during 2017-18:

Category	Identified CWSN	Enrolled in School	Covered through HBE
Low Vision (LV)	18253	17374	879
Totally Blind (TB)	1185	915	270
Hearing Impaired (HI)	16458	15697	761
Speech Impaired (SI)	10842	10300	542
Orthapedically Impaired (OI)	11515	10079	1436
Cerebral Palsy (CP)	4410	2945	1465
Mentally Retarded (MR)	9040	7844	1196
Multiple Disability (MD)	4656	3735	921
Autism Spectrum Disorder (ASD)	314	287	27
Learning Disability (LD)	5109	4924	185
Total	**81,782**	**74,100**	**7,682**

District-wise CWSN identified, enrolled and HBE (2017-18):

Sl. No	District	No. of CWSN identified	No. of CWSN enrolled in schools as per DISE	No. of CWSN covered through HBE
1	Baksa	2120	2057	63
2	Barpeta	4741	4650	91
3	Biswanath	2870	2466	404
4	Bongaigaon	2831	2758	73
5	Cachar	4707	4580	127
6	Charaideo	1090	1068	22
7	Chirang	1133	1067	66
8	Darrang	2244	2136	108
9	Dhemaji	2206	1968	238
10	Dhubri	5987	4677	1310
11	Dibrugarh	1730	1606	124
12	Dima Hasao	2498	1818	680
13	Goalpara	3221	2918	303
14	Golaghat	2153	2107	46
15	Hailakandi	1791	1734	57
16	Hojai	1730	1508	222
17	Jorhat	1837	1825	12
18	Kamrup-Metro	992	955	37
19	Kamrup-Rural	2501	2418	83
20	Karbi Anglong	1554	1277	277

21	Karimganj	3418	3048	370
22	Kokrajhar	3250	2955	295
23	Lakhimpur	3475	3368	107
24	Majuli	347	347	0
25	Morigaon	3698	2969	729
26	Nagaon	4742	4513	229
27	Nalbari	2094	1903	191
28	Sibsagar	1483	1455	28
29	Sonitpur	2073	1807	266
30	South Salmara Mankachar	1348	1027	321
31	Tinsukia	2247	1980	267
32	Udalguri	2994	2629	365
33	West Karbi Anglong	677	506	171
	Total	**81,782**	**74,100**	**7,682**

Re-Engagement of IE functionaries:

During the year 2017-18, to evaluate and assess the performance of IE functionaries, various strategies were adopted before re-engagement for the next term.

Aformat was developed at state level as per the job assigned to the functionaries for assessment of their performance. On the basis of the performance appraisal report, the following functionaries were re-engagedat block/GPlevel:

- Total 179 Additional Resource Persons (ARP) was engaged at block level.
- Total 234 Assistant Additional Resource Persons(AARP) was engaged at GP level.

Activity Report of Summer Vacation,2017:

Inclusive education takes place when children with and without disabilities participate and learn together in the same classes. It is about how schools develop and design classrooms, programmes and activities so that all students learn and participate together and the unique needs of every child is addressed.

To fulfill the objective of inclusive education, and also realizing the fact that many of the CWSN enrolled are first generation learners belonging to the most marginalized section of society, it was necessary that some special intervention like Home Based Education, some special academic support in separate setting is required to such children in order to ensure their retention in the school. Hence, IE component of SSA, Assam planned to provide special support to the CWSN through functionaries of IE by involving the whole community during the summer vacation.

Objectives-

- To identify the children whose performance or competency is not upto the mark,
- To provide special support to CWSN those who are unable to cope up with other learner in schools,
- To involved the parents, teacher and community in the process of learning of CWSN,
- To provide support both in and out of schools CWSN and to achieve the competency level of learning through peer group members.

Agenda of the activities conducted during the Summer Vacationwas-

- Conducting Day Care Centre,
- Home visit by RP/ARP/AARP,
- Preparation of IEP,
- Parent counseling,
- Health check up,
- Awareness on Japanese Encephalitis etc.

Method of teaching:

- The teaching was done by using the special teaching learning material.
- Use of self learning materials like activity chart, work book etc. developed by SSA.
- Group teaching with the peer group.
- Individual attention.
- Games, songs & dance.

Day Care Centre:

- Day Care Centers are established in all 145 blocks to provide services like physiotherapy, speech therapy, remedial teaching, pre reading and writing skill on Braille, training on daily living skills, counseling etc. by IE functionaries.
- Total 24,341 CWSN attended Day Care Center.

Maintenance of child profile and Individualized Education Plan (IEP):

- IEP for 11,232 CWSN were prepared for providing need based and goal oriented intervention at school and home.

Project with VAANI (NGO) - 'Giving a voice to deaf children in the state of Assam':

The project aimed at saturating coverage of deaf children in the age group of 0-14 years through a partnership with the ICDS, SSA programmes across the three districts viz. Kamrup, Nalbari and Nagaon.

- Total 750 deaf children and families were supported.
- Total 104 trained resource professionals across 3 districts.

Assessment and distribution of Aids and Appliances:

- Assessment camps were completed in 33 districts for providing aids & appliances to orthopedically impaired, hearing impaired and other children. Total 145 camps were organized at block level.
- A total of 9,520 CWSN were provided aids and appliances.

Community Awareness programme on Inclusive Education:

- GP level awareness meetings on inclusive education were held with parents of CWSN,

teachers, PRI members, Mother Groups, Asha Karmies, Anganwadi Karmies etc. The programme was conducted successfully in 145 venues covering all blocks of the State and covered about 29,685 community people.

- Leaflets were distributed among the school teachers, parents and to other Line Department.

World Disabled Day:

To create awareness on disability issues and their rights, a week long programme namely "Pratibandhi Saptah" was organized from 27th November to 3rd December, 2017 on the eve of World Disabled Day. Various competitions viz. rally, yatra or procession, community awareness meeting were organized during the programme.

Distribution of Braille Books:

- The Braille books for Class I to VIII have been printed and distributed.
- Total 776 CWSN were provided Braille Books for the academic year 2017.

Corrective Surgery:

- Around 71 numbers of surgeries have been completed in collaboration with Shankardeva Netralaya and other Local Civil Hospitals of the districts.

Transport and Escort Allowance:

Transport and escort allowances was provided to the CWSN who are below poverty line, regular in attendance, academically sound and CWSN with assistive devices for schooling and attending Day Care Centre. A total of 18,502 CWSN were provided transport & escort allowances.

Convergence programme with different organization:

Sl. No	Organization	Govt./ Non-Govt.	Support given
1	VAANI	NGO	Provided training for teachers /Rps/ ARPs/ AARPs & parents on early intervention of hearing impaired children.
2	Shishu Sarathi	NGO	• Project is going on at inclusive school under RAISE-NE which is implemented by Shishu Sarathi. • Organized training for IE- RPs, ARPs, AARPs on deaf blindness.
3	Mahendra Mohan Choudhury Hospital, Panbazar	Govt.	• Provided Disability Certificate to the CWSN. • Assessment of children with cleft leap.
4	Social Welfare Department	Govt.	Provided scholarship.
5	ALIMCO	Govt. of India undertaking	Medical assessment camp for OI & MR children and distribution of aids & appliances.
6	NHM	Non-Govt.	• Screening of children at school level by the team RBSK & diagnosis of identified children at PHE level and referred to different hospitals as per their need. • Distribution of spectacles.

Special Training

The RTE Act, 2009 provisioned for imparting Special Training for Out of School Children (OoSCs). The said Act enabled every child to complete elementary education up to class-VIII and that learners would be mainstreamed to age appropriate classes. The term out of school children referred to never been enrolled in schools or dropped out from schools. The parentless children, child labourers etc. were brought under the Special Training intervention. Special Training was provided through Non-Residential and Residential mode.

The Special Training also implemented Seasonal Hostel (Non-Residential Special Training Centre) and Seasonal Hostels (Residential Special Training Centre) were operationalised for migratory learners. Seasonal Hostels (NRSTCs) were run in the vicinity of worksite areas and Seasonal Hostels for migratory children were operationalised in a suitable block.

Extensive effort had been made from the end of SSA, Assam to access, to cover, to provide academic support and mainstream/back to school of out of school children and ensured the regular participation of children and completion of elementary cycle with satisfactory levels of learning as a part of Universal Elementary Education.

1. Identification of fresh Out of School Children (OoSCs): (Data digitization with Photograph):

Survey for identification of Out of School Children was carried out along with U-DISE in the month of October, 2016. Survey was conducted in all habitations of the State. Survey format was developed and provided to all districts for survey of each and every habitation. It was not just survey of out of school children, but also collection of photograph of identified out of school children. This was the second year this initiative had been carried out in the State.

1.1 Collection of out of school children with name and photograph: The survey format necessitated obtaining of information of a child of the areas like habitation name, habitation code, block, cluster, village, name of child, age, gender, education qualification, drop out or never enrolled, caste, category of child, name of neighbourhood school along with DISE code etc. The format signed by BMC, DQM, CRCC, EV/AEV, Head teacher of the school and the concerned SMC President were accepted at block for data entry by block MIS Co-ordinator. The final data was received at SMO for data collection of photograph. The photographs were collected online and offline mode by the concerned CRCCs in their tablets through their user ID and password.

	SLNO	DISTRICT	BLOCK NAME	CLUSTER NAME	CLUSTER CODE	VILLAGE	HABITATION	HABCD	CHILD NAME	CHILD ID	PHOTO OF CHILD	GUARDIAN/PARENTS	GENDER	COMPLETED AGE AS ON 31st SEP'2017	CASTE	MINORITY/TEA TRIBE /NONE
View Profile	601	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	ABHISEKH MUNDA	C1815032250281		GULSON MUNDA	M	12	OBC	Tea Tribe
View Profile	602	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	GUPI SAWACHI	C1815032250231		ASHOK SAWACHI	M	10	OBC	Tea Tribe
View Profile	603	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	HIMESH MUNDA	C1815032250211		GUSAN MUNDA	M	10	OBC	Tea Tribe
View Profile	604	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	KARAN TANTI	C1815032250261		SUDHIR TANTI	M	8	OBC	Tea Tribe
View Profile	605	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	MONISHA SAWACHI	C1815032250210		ASHOK SAWACHI	F	12	OBC	Tea Tribe
View Profile	606	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	NIKITA MUNDA	C1815032250241		DAYA MUNDA	F	10	OBC	Tea Tribe
View Profile	607	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	PREM MUNDA	C1815032250271		HABIL MUNDA	M	8	OBC	Tea Tribe
View Profile	608	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	ROHIM GHATOWER	C1815032250291		SUKRAM GHATOWER	M	12	OBC	Tea Tribe
View Profile	609	DIBRUGARH	KHOWANG	RANGCHALI BAMUNBARI	1815030010	BAMUNBARI T.G.	BAMUNBARI NO 2 HULA BARI LINE	1815022502	RUPA GHATOWER	C1815032250221		MALOTI GHATOWER	F	8	OBC	Tea Tribe

1.2 Verification and cleaning of OoSC: The duplicate/fake names of OoSCs identified were verified at cluster level by cluster level committee. Prior to cleaning drive, computerized digital software was developed at State Mission Office, SSA, Assam. The district wise out of school children data have been entered into the software and returned back to the districts for taking photographs. In this regard, handout on photo digitization software was sent to all districts for genuine collection of OoSC data and cleaning of duplicate OoSCs. Cleaning and erasing of duplicate/fake OoSCs was done as per data available from the previous exercise executed by SSA, Assam, during the data digitization programme of students enrolled in formal Government schools.

Out of School Children (OoSCs) were identified for the financial year 2017-18 as follows:

#	District	Lower Primary [6 - 10 years age group]			Upper Primary [11 - 14 years age group]			Total out of school children
		Out of school children as per House Hold Survey			Out of school children as per House Hold Survey			
		Boys	Girls	Total	Boys	Girls	Total	
1	Baksa	299	139	438	277	238	515	**953**
2	Barpeta	1209	570	1779	1541	464	2005	**3784**
3	Bishwanath	649	290	939	311	158	469	**1408**
4	Bongaigaon	976	569	1545	496	172	668	**2213**
5	Cachar	928	503	1431	1015	393	1408	**2839**
6	Charideo	151	111	262	99	92	191	**453**
7	Chirang	273	168	441	328	232	560	**1001**
8	Darrang	1563	744	2307	711	417	1128	**3435**
9	Dhemaji	130	89	219	76	117	193	**412**
10	Dhubri	2751	1507	4258	3377	1396	4773	**9031**
11	Dibrugarh	654	630	1284	250	331	581	**1865**
12	Dima Hasao	160	101	261	89	61	150	**411**
13	Goalpara	1075	413	1488	1150	288	1438	**2926**
14	Golaghat	359	310	669	388	240	628	**1297**
15	Hailakandi	485	98	583	526	250	776	**1359**
16	Hojai	1451	784	2235	599	454	1053	**3288**
17	Jorhat	178	160	338	88	79	167	**505**
18	Kamrup-M	1287	1152	2439	150	166	316	**2755**
19	Kamrup	1114	427	1541	1110	500	1610	**3151**
20	Karbi Anglong	583	615	1198	283	282	565	**1763**
21	K. Anglong (W)	314	233	547	152	154	306	**853**
22	Karimganj	616	290	906	523	188	711	**1617**
23	Kokrajhar	978	517	1495	424	417	841	**2336**
24	Lakhimpur	840	394	1234	862	368	1230	**2464**
25	Majuli	18	9	27	20	17	37	**64**
26	Morigaon	2425	2391	4816	1252	1055	2307	**7123**
27	Nagaon	3880	2094	5974	1602	1215	2817	**8791**
28	Nalbari	394	251	645	585	354	939	**1584**
29	Sivasagar	121	100	221	45	52	97	**318**
30	Sonitpur	789	848	1637	911	550	1461	**3098**
31	S. S.Mankachar	493	431	924	625	269	894	**1818**
32	Tinsukia	856	749	1605	391	398	789	**2394**
33	Udalguri	340	328	668	212	176	388	**1056**
Total		**28339**	**18015**	**46354**	**20468**	**11543**	**32011**	**78365**

2. Intervention wise coverage & Mainstreaming of OoSCs:

2.1 Coverage of Learners under Direct Enrolment:

The age group of 6 & 7 years were directly enrolled in the schools during the enrolment drive programme. This programme was conducted in convergence with community members and officials of Community Participation & Special Focus Group (CP&SFG) component in the month of December, 2017. The district-wise enrolment of learners covered through Direct Enrolment as follows-

Direct Enrolment (OoSC) during 2017-18				
#	District	Boys	Girls	Total
1	Baksa	36	28	64
2	Barpeta	87	62	149
3	Biswanath	112	72	184
4	Bongaigaon	339	264	603
5	Cachar	25	11	36
6	Charaideo	53	26	79
7	Chirang	65	47	112
8	Darrang	231	193	424
9	Dhemaji	32	14	46
10	Dhubri	478	225	703
11	Dibrugarh	327	246	573
12	Dima Hasao	0	0	0
13	Goalpara	232	172	404
14	Golaghat	34	18	52
15	Hailakandi	31	18	49
16	Hojai	86	37	123
17	Jorhat	4	2	6
18	Kamrup [Metro]	88	65	153
19	Kamrup	97	68	165
20	Karbi Anglong	242	188	430
21	Karimganj	119	64	183
22	Kokrajhar	92	62	154
23	Lakhimpur	133	76	209
24	Majuli	2	1	3
25	Morigaon	0	0	0
26	Nagaon	332	209	541
27	Nalbari	138	48	186
28	Sivasagar	69	43	112
29	Sonitpur	48	34	82
30	South Salmara Mankachar	68	56	124
31	Tinsukia	89	54	143
32	Udalguri	54	33	87
33	West Karbi Anglong	134	102	236
Total		**3,877**	**2,538**	**6,415**

3. Seasonal Migratory children (Non-Residential Intervention):

It was an intervention for school going children, but these children were compelled by the situation to migrate with their parents to the worksite areas as against their will. Parents migrated seasonally to worksite areas every year to make their living. Migration occurs at a variety of scales like within district, within State, beyond State etc. One of the most significant migration patterns had been **rural to urban migration**—the movement of people from the countryside to cities in search of opportunities.

In the month of October/November of every year, families from different districts migrate to other areas to work in brick kiln, stone queries, road construction projects etc. within the State and sometimes to other nearby State. Most of these families bring their children to worksite along with them. As a result entire family gets involved in improving economical status of the family. The consequent of the same was that large numbers of children had to leave school mid way. Seasonal migration of families had been a major cause of dropout of children from elementary education throughout the State. In case of Assam, most of the

District-wise coverage and centres were operationalised as follows:

#	District	Targeted centres	Total nos. of centres opened	Targeted learners	Total learners covered
1	Baksa	10	10	350	350
2	Barpeta	21	21	778	718
3	Bongaigaon	10	10	562	405
4	Darrang	24	24	752	752
5	Dhubri	27	27	1077	1050
6	Goalpara	8	8	350	350
7	Golaghat	10	10	550	300
8	Jorhat	5	5	150	150
9	Kamrup (Metro)	12	12	402	401
10	Kamrup	16	16	812	802
11	Karbi Anglong	3	3	112	77
12	Kokrajhar	5	5	250	250
13	Lakhimpur	6	6	280	162
14	Morigaon	21	21	580	580
15	Nagaon	83	83	2186	2014
16	Nalbari	10	10	339	323
17	Sivasagar	12	12	785	685
18	Sonitpur	29	29	973	847
19	Udalguri	1	1	60	60
Total		**313**	**313**	**11,348**	**10,276**

families migrated to the worksite areas like brick kilns, stone queries, printing factories, sugarcane factories, road construction etc.

Project Approval Board [PAB] had approved 10,276 learners to be covered under the intervention in 313 targeted centres during 2017-18. Accordingly, 11,888 learners had been covered. Centres for migratory learners were operationalised in the vicinity of the worksite areas. The centres for migratory learners were operationalised for five [5] months only.

3.1 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 (EVs), District Quality Managers (DQMs) and District Programme Officer (Special Training). Once the worksites were closed down these learners were issued migration card from District Mission Co-ordinator (DMC). Migration card reflects his continuation of classes, achievement of competencies, detail information of centres he/she underwent Special Training etc. DMCs of receiving districts forwarded detail information about the learners to sending districts for re-enrolling in the original schools after returned back to their native place. It had been the duty of the sending districts to track down and re-enrolling the learners in original schools.

4. Seasonal Hostels (Residential Intervention):

It was one of the innovative activities implemented by SSA, Assam. The seasonal hostel was meant for the children whose schooling was affected by seasonal migration of the family. The objective of this intervention was to ensure continuation of classes in their original school itself at the same time when their parents migrate to other districts/States for making their livelihood to the work places – mainly in the brick kilns of Assam.

It was a precautionary measure taken by the State to prevent children from getting drop out from elementary education. These categories of children were the most probable dropouts.

Parents left their children in Season Hostels and they attended their original school and return back to the hostels for night halt. These hostels served them as their homes till returned of their family members from worksite areas. In the hostel, free food and lodging was provided to all children. Seasonal Hostels were opened for five [5] months only. The venue for accommodation of hostellers were selected and arranged by concerned districts. PAB approved Seasonal Hostels for Kokrajhar and Morigaon districts only during 2017-18.

5. Residential Special Training Centres (RSTC):

This was a residential mode of special training provided to out of school children. The age groups of 8 to 14 years were enrolled in RSTCs. It was a special intervention implemented in the State for special category of children who were never enrolled or dropped out. Preference were given to parentless, one parent, children without guardian and child labourer were enrolled in RSTCs. Special training was provided for maximum of 2 years and minimum of 3 months as mandated by RTE.

Coverage Status of Seasonal Hostel (Residential) during 2017-18

#	District	Total target approved	Total learners covered	Total Centres Operationalised	Venue (Govt. abandoned/community hall/school)	Total nos. of Caretaker	Other staff
1	Kokrajhar	100	100	2	School (extra room)	2	4
2	Morigaon	100	100	2	School (extra room)	2	4
Total		**200**	**200**	**4**		**4**	**8**

All learners were served with free food and lodging, stationery materials, academic materials, uniforms, school bags, TLMs, sports materials etc. Besides, other programmes like health and hygiene programme, self defense, prevocational training, preparation of wall magazine etc. were conducted. In the State, there had been total of 91 RSTCs of which 66 had been boys RSTCs and 25 Girls RSTCs. PAB approved 3,708 fresh learners and 5,159 continued learners during 2017-18. Accordingly, a total of 8,857 learners had been covered in the State. Subsequently, total 4,886 learners from RSTCs have been mainstreamed in formal schools during 2017-18.

6. Non Residential Special Training Centres (NRSTC):

Under this intervention, 7 to 14 year's age group of out of school children was covered. This intervention had three sub divisions viz. NRSTC-Rural, NRSTC-Urban, NRSTC-Religious Madrassa. All three parts were implemented as a separate component under Special Training Unit. Same facilities were provided to all children only the children category differs from one another.

District wise Coverage of Fresh & Continued Learners of NRSTC intervention during 2017-18

#	District	Approved Target during 2017-18			Total learners covered during 2017-18		
		Fresh	Continued	Total	Fresh	Continued	Total
1	Baksa	468	619	1087	468	619	1087
2	Barpeta	2617	1407	4024	2617	1407	4024
3	Biswanath	658	99	757	658	99	757
4	Bongaigaon	811	1086	1897	881	1086	1967
5	Cachar	1062	748	1810	1062	748	1810
6	Charaideo	329	436	765	329	436	765
7	Chirang	499	204	703	499	204	703
8	Darrang	1050	1073	2123	1050	1073	2123
9	Dhemaji	256	342	598	256	342	598
10	Dhubri	5182	426	5608	2249	426	2675
11	Dibrugarh	1113	1219	2332	1113	1219	2332
12	Dima Hasao	311	97	408	115	97	212
13	Goalpara	1031	770	1801	1031	770	1801
14	Golaghat	786	202	988	786	202	988
15	Hailakandi	475	642	1117	380	451	831
16	Hojai	797	541	1338	797	541	1338
17	Jorhat	414	399	813	414	399	813
18	Kamrup[Metro]	2441	2450	4891	2441	2370	4811
19	Kamrup	1802	792	2594	1802	792	2594
20	Karbi Anglong	1138	623	1761	1136	623	1759
21	Karimganj	496	582	1078	496	582	1078
22	Kokrajhar	1348	1644	2992	1348	1644	2992
23	Lakhimpur	632	428	1060	632	428	1060
24	Majuli	42	0	42	42	0	42
25	Morigaon	2284	2319	4603	2284	2319	4603
26	Nagaon	2513	1539	4052	2449	1539	3988
27	Nalbari	517	254	771	517	254	771
28	Sivasagar	191	612	803	191	612	803
29	Sonitpur	1086	117	1203	435	117	552
30	South Salmara Mankachar	641	237	878	641	237	878
31	Tinsukia	2107	1815	3922	2107	1815	3922
32	Udalguri	470	501	971	470	501	971
33	West Karbi Anglong	298	471	769	30	471	501
Total		**35,865**	**24,694**	**60,559**	**31,726**	**24,423**	**56,149**

- There were 98 NRSTC-Rural centres with 98 Education Volunteers and 18 Additional Education Volunteers.
- There were 606 NRSTC-Urban Centres with 600 Education Volunteers and 355 Additional Education Volunteers.
- There were 456 NRSTC-Religious Madrassa Centres with 456 Education Volunteers and 39 Additional Education Volunteers.

7. Support to Religious Madrassa:

PAB approved 53,672 (22,491 continued learners and 31,181 fresh learners) during 2017-18. Out of which, 22,491 continued learners and 26,069 fresh learners had been covered in 294 Support to Religious Madrassa Centres. The district-wise coverage of learners were as follows-

District wise Coverage of Fresh & Continued Learners of Support to Religious Madrassa- 2017-18

#	District	No. of OoSC approved for Special Training in 2017-18			No. of OoSC covered in 2017-18		
		Fresh	Continued	Total	Fresh	Continued	Total
1	Baksa	179	127	306	179	127	306
2	Barpeta	704	1856	2560	704	1856	2560
3	Biswanath	496	507	1003	496	507	1003
4	Bongaigaon	677	723	1400	0	723	723
5	Cachar	1552	670	2222	486	670	1156
6	Chirang	255	0	255	87	255	342
7	Darrang	1811	1678	3489	1811	1050	2861
8	Dhubri	2726	1577	4303	2692	1577	4269
9	Goalpara	1379	895	2274	1379	895	2274
10	Golaghat	359	545	904	359	545	904
11	Hailakandi	685	513	1198	163	513	676
12	Hojai	2365	1585	3950	2365	1583	3948
13	Kamrup[Metro]	100	100	200	90	100	190
14	Kamrup	1023	482	1505	449	482	931
15	Karimganj	763	460	1223	375	460	835
16	Kokrajhar	592	1143	1735	592	1143	1735
17	Lakhimpur	1464	271	1735	642	271	913
18	Morigaon	4716	1831	6547	4716	1831	6547
19	Nagaon	5451	4818	10269	5051	4818	9869
20	Nalbari	731	336	1067	731	336	1067
21	Sonitpur	1834	1040	2874	1834	1040	2874
22	South Salmara Mankachar	969	861	1830	716	861	1577
23	Udalguri	350	473	823	152	473	625
Total		**31,181**	**22,491**	**53,672**	**26,069**	**22,116**	**48,185**

8. Mainstreaming of Special Training Centres:

PAB approved 3,708 fresh and 5,159 continued learners to cover OoSC under RSTC intervention during the financial year 2017-18.

8.1 Mainstreaming Status of RSTC:

District wise Target & Mainstreaming Status of RSTC learners during 2017-18										
#	District	No. of OoSCs approved for Special Training in 2017-18			No. of OoSC Covered in 2017-18			No. of OoSC mainstreamed in age appropriate class in 2017-18		
		Fresh	Continued	Total	Fresh	Continued	Total	Fresh	Continued	Total
1	Baksa	150	200	350	150	200	350	0	100	100
2	Barpeta	200	450	650	200	450	650	0	450	450
3	Biswanath	52	145	197	52	145	197	0	145	145
4	Bongaigaon	100	200	300	100	200	300	0	100	100
5	Cachar	150	272	422	150	272	422	0	272	272
6	Charaideo	35	65	100	35	65	100	0	65	65
7	Chirang	135	232	367	135	232	367	0	232	232
8	Darrang	100	250	350	100	250	350	0	170	170
9	Dhemaji	76	150	226	76	150	226	0	150	150
10	Dhubri	300	253	553	290	253	543	0	253	253
11	Dibrugarh	150	135	285	150	135	285	0	135	135
12	Dima Hasao	100	107	207	100	107	207	0	107	107
13	Goalpara	75	162	237	75	162	237	0	162	162
14	Golaghat	100	100	200	100	100	200	0	100	100
15	Hailakandi	150	100	250	150	100	250	0	100	100
16	Hojai	61	39	100	61	39	100	0	39	39
17	Jorhat	104	55	159	104	55	159	7	55	62
18	Kamrup[Metro]	51	49	100	51	49	100	0	49	49
19	Kamrup	100	130	230	100	130	230	0	130	130
20	Karbi Anglong	212	336	548	212	336	548	0	336	336
21	Karimganj	175	285	460	175	285	460	0	285	285
22	Kokrajhar	200	229	429	200	229	429	0	229	229
23	Lakhimpur	150	290	440	150	290	440	0	290	290
24	Morigaon	100	100	200	100	100	200	0	100	100
25	Nagaon	139	203	342	139	203	342	0	203	203
26	Nalbari	100	192	292	100	192	292	0	192	192
27	Sivasagar	15	35	50	15	35	50	0	35	35
28	Sonitpur	68	70	138	68	70	138	0	70	70
29	South Salmara Mankachar	60	37	97	60	37	97	0	37	37
30	Tinsukia	100	100	200	100	100	200	0	100	100
31	Udalguri	100	100	200	100	100	200	0	100	100
32	West Karbi Anglong	100	88	188	100	88	188	0	88	88
Total		**3,708**	**5,159**	**8,867**	**3,698**	**5,159**	**8,857**	**7**	**4,879**	**4,886**

8.2 Mainstreaming Status of NRSTC:

District wise Target & Mainstreamed Status under NRSTC intervention during 2017-18							
#	District	No. of OoSCs approved for Special Training in 2017-18			No. of OoSC mainstreamed in age appropriate class in 2017-18		
		Fresh	Continued	Total	Fresh	Continued	Total
1	Baksa	468	619	1087	0	619	619
2	Barpeta	2617	1407	4024	0	1407	1407
3	Biswanath	658	99	757	503	99	602
4	Bongaigaon	811	1086	1897	0	1086	1086
5	Cachar	1062	748	1810	0	748	748
6	Charaideo	329	436	765	114	436	550
7	Chirang	499	204	703	314	204	518
8	Darrang	1050	1073	2123	0	1073	1073
9	Dhemaji	256	342	598	0	342	342
10	Dhubri	5182	426	5608	0	426	426
11	Dibrugarh	1113	1219	2332	0	1219	1219
12	Dima Hasao	311	97	408	0	97	97
13	Goalpara	1031	770	1801	0	770	770
14	Golaghat	786	202	988	0	202	202
15	Hailakandi	475	642	1117	62	642	704
16	Hojai	797	541	1338	0	541	541
17	Jorhat	414	399	813	82	399	481
18	Kamrup[Metro]	2441	2450	4891	0	2370	2370
19	Kamrup	1802	792	2594	0	792	792
20	Karbi Anglong	1138	623	1761	183	623	806
21	Karimganj	496	582	1078	319	582	901
22	Kokrajhar	1348	1644	2992	0	1644	1644
23	Lakhimpur	632	428	1060	0	428	428
24	Majuli	42	0	42	0	0	0
25	Morigaon	2284	2319	4603	0	2319	2319
26	Nagaon	2513	1539	4052	0	1539	1539
27	Nalbari	517	254	771	261	254	515
28	Sivasagar	191	612	803	0	612	612
29	Sonitpur	1086	117	1203	0	117	117
30	South Salmara Mankachar	641	237	878	0	237	237
31	Tinsukia	2107	1815	3922	0	1815	1815
32	Udalguri	470	501	971	0	501	501
33	West Karbi Anglong	298	471	769	0	471	471
Total		**35,865**	**24,694**	**60,559**	**1,838**	**24,614**	**26,452**

9. Programmes conducted under the Special Training Component:

9.1 Supply of Academic Materials, Registers for Centres & School Bag:

Basic materials required for running of Special Training Centres such as condensed materials, registers, school bag, fire extinguisher and sports materials against each child and centre was provided during the financial year 2017-18.

9.2 Academic Materials:

Academic condensed materials were printed and supplied to learners of Special Training Centres. Condensed materials like Sikhan Puthi 01 to 09 (for class I to VIII), Readiness Package, Comprehensive Continuous Assessment (CCA) tools, Individualised Education Plan (IEP), IEP-handbook, Evaluation Work Book (EWB) were printed and provided.

9.3 Pre-Vocational Training Programme:

Pre-vocational training programme was organized to the learners of upper age i.e. 12 & above from RSTCs and NRSTCs and at least 20 upper age learners against each RSTC.

The said programme was conducted only in RSTCs as it had a residential set up. The district prepared a detailed database regarding eligible learners for imparting pre-vocational programme as per proforma forwarded from SMO. The pre-vocational programme was implemented at centre/block level or at convenient place.

9.3.1 Area of Pre Vocational Training programme:

#	For Boys	#	For Girls
1	Computer Typing	1	Cutting and Knitting
2	Cycle Repairing	2	Embroidery
3	Pottery	3	Toys Making
4	Handicraft	4	Gardening
5	Shoes Repairing	5	Computer Typing
6	Toys Making	6	Cooking & Kitchen Skills

9.3.2 Role and responsibility of District Level Committee for selection:

- The DMC will formally invite the NGOs to be involved in the above mentioned areas and convene a district level meeting on or before 28th December, 2017.
- In the meeting, power point presentation on working areas of NGO and their achievement so far to be screened. After the presentation, the Selection Board Members will select the NGOs for implementation of the programme centre wise. In case of differences in short listing of NGOs the decision of the Deputy Commissioner /Principal Secretary of BTC/DHAC & KAAC would be final. Time schedule for the training will also have to be finalized in the meeting. One NGO/SSI would be eligible for one centre only against the concerned district.

9.3.2 Duration of the Programme:

The training programme was organized for the period of two months. The said programme was started from 2nd January, 2018 and continued up to 31st March, 2018. The training was organized at the end of the school. Time schedule was prepared by the NGOs against each programme which was adhered strictly after discussion with SSA.

9.3.4 Engagement of the Master Trainers:

The selected NGO deputed one Master Trainer who is well versed in the concerned area for imparting vocational training. The selected NGOs also provided maximum 5-6 required machines /instruments including raw materials and Trainer/Instructor etc.

The programme was highly appreciated by the Government, other agencies, guardians and public.

10. Self Defense Programme for Girls of RSTCs:

The Self defense training for the girl's who were resided at RSTCs were organized for 90 days w.e.f. 2nd January, 2018 up to 31st March, 2018. It was seen that it had enhanced the confidence level of girl child and it was very necessity to combat sexual harassment, extortion, kidnapping of girl child and other atrocities towards girl child.

The State also proposes to conduct the self defense training for girls staying at RSTCs of Assam. The programme would be conducted for 3 months with the help of Coach/Expert during the financial year 2018-19.

Seasonal Hostels, Migratory Learners & Support to Religious Madrassa) were procured at district level @150/- per child and supplied to all learners.

13. Observation of Special Days at Centre level:

The programme like Independence Day, National Education Day, Children Day, Teachers Day, Republic Day etc. were celebrated in all Special Training Centres viz, RSTCs, NRSTCs (Rural & Urban), Support to Religious Madrassa. These programmes were organized with the help of Education Volunteers and supervised and supported by District Quality Managers (DQMs) and District Programme Officer (Special Training).

11. School Bags:

School bags were provided for all learners of Special Training during the financial year 2017-18.

12. Supply of Stationery items/TLMs (Teaching Learning Materials):

The stationery items/TLMs for the Special Training Centres (RSTCs, NRSTCs-Urban & Rural,

14. Health Check up at Centre level:

During the financial year 2017-18, the health check up programme was conducted for learners of

Special Training Centres. The health check up programme was conducted in convergence with the National Health Mission (NHM) and Public Health Centre (PHC). After the enrolment, all RSTC learners had to undergo health check up and followed by periodical health check. The Para-Medical personnel were invited to the Special Training Centres for health check up of learners. During this programme awareness on health and hygiene was imparted to all learners by the visiting team.

15. Preparation of Wall Magazines, Mirror & Signboard :

This programme was conducted to bring about innate qualities and identification of talented learners of Special Training Centres. The learners prepared wall magazines in each and every Special Training Centres. This programme helped children to think and translate it to innovative art, poem writing, story writing, jokes etc. At every quarter wall magazines were replaced with new the thinking and creative writing ability amongst the school dropout and never enrolled children of RSTCs & NRSTCs.

Every centre was provided with a mirror. The mirror in the centre prompted children to come to the centre with clean and neat dress. The signboards were provided to centres for easy location of the center by the visiting officials or local authorities.

16. Supply of Uniform:

Uniform was provided to the fresh learners of Residential and Non-Residential Special Training Centres during 2017-18.

17. Success Stories of HSLC passed Candidates from RSTC & NRSTC in 2017:

#	No. of candidate appeared HSLC in 2017	Total passed in 2017	1st Division	2nd Division	3rd Division	No. of students secured Letter Marks
1	488	429	57	178	194	42

Success Story of Ms. LILINA URANG (a mainstreamed student from RSTC):

Ms. Lilina Urang was a 16 years old youth player from Hilikha Tea Estate, Titabor under Jorhat district, Assam. She represented India in Bangkok, Thailand to participate in the **"3rd International JEET KUNEDO Championship of Thai Martial Art Festival, March, 2018". Ms. Lilina Urang, the genius girl who finally won the Gold Medal at Bangkok, Thailand on 15th March, 2018 and she became the World Champion under 42-45 kg category.**

Ms. Lilina Urang is a daughter of marginalized family belongs to Tea Community. She was a never enrolled girl and her father is Shri Singhlal Urang and mother is Shri Pusny Urang. Her parents are illiterate.

During the year 2008, as a result of survey conducted by SSA, Jorhat, it was come to light that Ms. Lilima Urang who lived in Hilikha Bagan Tea Garden of Bokaholla cluster under Titabor block, Jorhat district was a never enrolled girl child due to poverty. Finally, she had enrolled in Titabor Girls RSTC on 30th December, 2008. She continued her study in the RST centre up to the standard of Class-VIII. During her stay at RSTC, SSA provided various supports to the learners of RSTC for all round development including self defense training and pre-vocational training etc. She was mainstreamed in Kharitia High School in class-IX on 31st December, 2012 as per her age appropriate class following RTE norms. Ms Lilima Urang was not so much brilliant in academic but very talented and ***she showed great enthusiasm in sports particularly in the field of self defense.***

After mainstreaming, she was a regular competitor on **JEET KUNEDO Martial Art.** She had already participated at **"National Level School Games"** from 2013-14 to 2016-17. She won Gold Medal in JEET KUNEDO Martial Art in the year 2013-14 and 2015-16 at 59th and 61st National Level School Games and Bronze Medal winner at same category and same games in 2014-15 and 2016-17. Ms Lilina Urang and her parents offered thankful gratitude to Sarva Siksha Abhijan, Assam for the guidance/education/self defense training and for the platform provided to her.

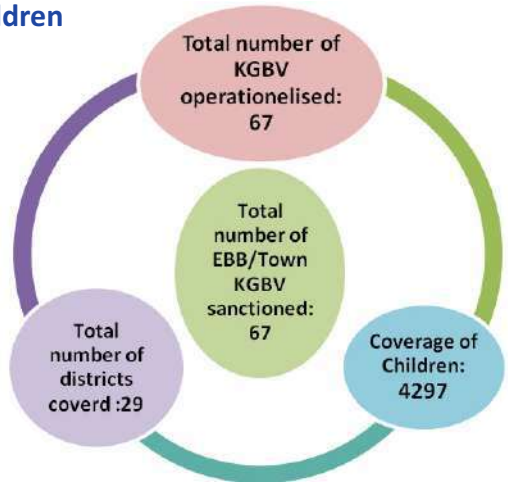
Kasturba Gandhi Balika Vidyalaya

Kasturba Gandhi Balika Vidyalaya (KGBV) was launched by Government of India to make the education system more responsive to the needs of marginalized girls and to enhance their access and retention. The scheme provides upper primary and secondary level education for drop out and never enrolled girl's belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Minority communities and children of families of Below Poverty Line (BPL).

Under the scheme, KGBVs were set up in the Educationally Backward Blocks (EBB), towns and minority concentrated areas all over the country.

The criteria for selection of Educationally Backward Block (EBB)s is based on rural female literacy below the national average 46.13 % and gender gap in literacy is above the national average of 21.59 % (as per Census of India 2001). There are 81 EBBs in Assam as per the norms mentioned.

Coverage of Blocks and total number of children



Up-gradation of KGBVs

Till the year 2017, Kasturba Gandhi Balika Vidyalaya (KGBV) covered children up to class VIII. From the academic year 2018, all the KGBVs have been upgraded to secondary level (Class VI to Class X).

Social Category-wise coverage in KGBV:

Scheduled Caste (SC)	*Schedule Tribe (ST)*	*Other Backward Class (OBC)*	*Others (General Category/ BPL)*	*Minority (Muslim)*	**Coverage of CWSN**
264 (6.1 %)	1221 (28.4%)	850 %)	464 (10.8%)	1498 (34.9%)	150

Class-wise enrollment in KGBV:

Class VI	Class VII	Class VIII	Class IX	Total
1,261	1,234	1,005	797	4,297

Achievements:

Mainstreaming: During the academic year from 2011 to 2017, the intervention for KGBV was limited up to class VIII and children were mainstreamed to the formal schools as they pass out class VIII from KGBV. A total of 4,275 children have been mainstreamed from KGBV.

Year wise mainstreaming:

Year	2011	2012	2013	2014	2015	2016	2017	Total
No. of Children	241	342	503	674	650	863	1002	4275

In the year 2018, it was decided to extend the KGBVs up to secondary level by Govt. of Assam. Accordingly, in the AWP&B, 2018-19, Govt. of India has approved the extension of KGBV up to secondary level (Class X). In January 2018, a total of 797 children passes out class VIII from KGBVs and are continuing their secondary level in KGBVs.

Performance of KGBV Girls who passed out HSLC (Class Xth standard) examination in 2017:

Total appeared in HSLC 2017 (class X)	*Total Passed*	*1st division*	*2nd division*	*3rd division*	*Total number of children got letter marks*
425	***286***	***51***	***171***	***64***	***32***

- Ms. Sima Choudhury, KGBV, Gobardhana under Barpeta district has secured 1st div. (85 %) with letter in all subjects (5 subjects).
- Ms. Baby Rani Pegu, KGBV, Sisiborgaon under Dhemaji district has secured 1st div. (75%) with letter marks in 3 subjects.
- Ms. Jilu Moran, KGBV, Itakhooli under Tinsukia district has secured 1st div. (72 %) with letter marks in 4 subjects.

Activities Conducted during 2017-18

Opening of 10 new KGBVs sanctioned in 2017-18:

10 new KGBVs were opened in the year 2017-18 in 10 EBBs in the districts viz. Dhubri, Goalpara, Hojai, Morigaon, Nagaon, South Salmara Mankachar, Tinsukia and Udalguri.

Capacity Building:

- 3 numbers of District Programme Officers (DPO), i/c KGBV and 3 numbers of Full Time Asstt. Teachers of KGBVs took 5 day training as KRPs for the programme entitled "**Orientation programme for the Stakeholders of KGBV on Vocational Skill Development for N.E States"** organized by North East Regional Institute of Education (NERIE), Umiam, Shillong w.e.f 20-24 November, 2017.
- 3 Day State level training on **"Introduction to Learner Centred Teaching"** for Asstt. Teachers of

KGBV was organised by British Council, India and Axom Sarba Siksha Abhijan Mission and was held in three phases i.e. 29th-31st January, 2018 (1st phase), 19th – 21th February, 2018 (2nd phase) and 26-28th February, 2018 (3rd Phase). Total **114** Asstt. Teachers from 57 KGBVs (2 teachers from each KGBV) attended the training programme. The focus of the training was mainly to give teachers insight into new concepts such as language chunks, games for language classrooms, basic class room management skills such as classroom language and instruction micro teaching.

Classroom/Academic transaction in KGBV:

The formal curriculum recognized by the Elementary Education, Govt. of Assam and prescribed textbooks and examination system of the State are followed in the KGBV schools. As per academic calendar of the State, classes are conducted in every KGBV. Subject wise trained teachers as per NCT norms have been appointed in KGBVs.

Regular supervision, monitoring and support are being provided to KGBVs by the DACG, BACG members. Further, District Mission functionaries of SSA, DIET faculties and head teachers of nearby schools monitor the academic progress of the children and give necessary support to the teachers.

After completion of the bridge course in KGBV, the child is mainstreamed in the formal course in KGBV and evaluation is done as per formal school system i.e. quarterly (four evaluation in a year).

The CCE is strictly adhered to in line with the formal school academic calendar and record kept at the centre. The detail progress report is sent to parents/guardians.

Self Defense/Martial Art Training:

Martial art training like Tae Kwon Do, Judo, Muay Thai, Karate is taught to all the girls of KGBV by trained instructors. After successful completion of self defense training, students are given Certificates by recognised Martial Art Training Institutes.

Specific Skill training:

Specific skill training like weaving, computer training, food processing, craft activities(includes cushion, table cloth, soft toys, flowers etc.), screen printing, embroidery, tailoring, agarbatti making etc. started for all the children of KGBVs. Trained instructors were engaged to impart training to the children on specific skill.

Awareness Programme on Child Rights and issues related to abuse, exploitation of children:

A day long awareness programme was organised on 27th and 28th November, 2017 in collaboration with CHILDLINE, Kamrup at KGBV, Goroimari and KGBV, Chamaria under Kamrup district. The awareness programme included screening of special video on child abuse and other child rights issues, sharing by Resource Persons, role play by children of KGBV on child abuse, exploitation etc. and interaction with children and parent/guardian.

Sports activities:

Various sports activities like badminton, carom, volley ball, chess, skipping etc. are learned by children of KGBV. Sports materials like volley ball with net, chess, skipping rope, badminton rackets etc. were provided to every KGBV.

Life Skill Education :

Classes of life skill education were conducted once in a week to all 67 KGBVs by trained teachers. The following were the 10 core life skill taught in KGBVs:

1. Self-awareness.
2. Empathy.
3. Effective communication.
4. Interpersonal relationship.
5. Critical thinking.
6. Creative thinking.
7. Decision making.
8. Problem solving.
9. Coping with emotions.
10. Managing stress.

Apart from the 10 core life skills, topics like awareness on rights and child protection issues and understanding substance abuse were taught to the children as a part of life skill training. For every life skill activities were given to the children like role play, group discussion, games, sharing experiences, quiz on various topics like awareness of health and hygiene, nutrition etc. Imparting life skill training to the children of KGBV has helped them to cope with difficulties in day to day life by learning to make informed decisions, solving problems, thinking creatively and critically, building healthy relationship through effective communication.

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

Adolescent stage & adolescent health & hygiene education with special emphasis on menstrual hygiene management was given to the girls of KGBV. KGBV teachers were trained on adolescent issues and MHM at the State level. The teachers gave the said training to the girls of KGBV which is very important for girls to live healthy, productive and dignified lives and to be able to manage menstrual process effectively.

Music/Drama/Musical Instrument:

Children learnt various co- curricular activities like dance & drama, playing musical instruments like harmonium, tabla etc., folk stories, folk songs, recitation etc. Children of KGBVs also participated in various co-curricular events like debates, cultural activities and won awards. All these activities helps in all round development of the girls.

Health Check up of KGBV Children:

In order to excel in academic and co-curricular activities, a healthy body and mind is very important. In order to ensure good health and proper physical and mental development of every child in KGBV, the following activities were undertaken:

- Bi-monthly health screening for all the learners of KGBV was conducted in association with NHM/PHC.
- Treatment of all minor ailments, including malnutrition was done.
- Integration of adolescent nutrition education, health promotion, menstrual health and hygiene by experts was done to prevent disease and promote health.
- Health profile of all the learners is maintained in all the KGBVs.
- The food menu in all the KGBVs is made as per the daily requirement of adolescent children and is displayed in Kitchen, Office room noticeable by the learners, staff and visitors.

Safety and Security of KGBV Girls:

- Each KGBV having a boundary wall and security lights in the front and back sides of KGBVs.
- Convergence with nearest police station. Once in a week, police patrolling.

- No male members from staff or outside are allowed within the main living area of children and in the bathroom & toilet areas.
- Attendance of the girls roll-called for twice in a day.
- The entry and exit details in the inward-outward registers maintained by Warden.
- Entry for the unknown individuals is forbidden in the KGBV campus without permission, after the scheduled time or at night – the entry of the male individual is restricted after 6 pm.
- Main gate and collapsible gate are kept lock.
- The Warden, Full time Lady Teachers, Matron and a Watchman has to be compulsorily present at night.
- Emergency numbers of Police Station, District/Block Officials, Fire Brigade etc. written on the walls of the KGBV.
- Letter to all the districts mentioning point wise safety instructions to be taken for ensuring safety and security of girls residing in KGBVs.

Inclusive Education in KGBVs:

- Resource Persons under Inclusive Education component of SSA visit KGBVs and give need based support to CWSN children and teachers.
- Aids and appliances are given to CWSN girls studying in KGBVs as per need.
- Medical assessment camps: CWSN children studying in KGBVs attended the medical assessment camps organized by IE component with the help of NHM, PHC camps, Block, Civil Hospitals, Medical Colleges, Medical Trust. The expert team assesses and recommends various support services to the identify CWSN according to disabilities in the camp. The educational, vocational and other rehabilitation options are also being decided at the camp and rehabilitation Support Services, Educational Support Services etc. are given for ensuring quality education to CWSN in inclusive setup with non disabled peer group, to make them socially integrate.
- All the new permanent KGBV buildings have barrier free access.

Observance of National/International Day:

Important days celebrated in KGBVs like 'Independence Day', 'World Environment Day', 'Gandhi Jayanti', 'Teachers Day', 'Global Hand Washing Day', 'National Education Day', 'Children's Day' etc.

Quarterly Wall Magazine in KGBV:

Children in KGBVs get an opportunity to showcase their talents in various areas like poetry, art, story writing, article etc. in quarterly wall magazine which was prepared every quarter in all the KGBVs.

Parent Teacher Meet (PTM):

Monthly PTM was organised in all the KGBVs to discuss the academic and co-curricular progress of the children, health status of the child and other issues of KGBV were discussed. Issues like child right, girls education, health and nutrition, gender issues etc. were also discussed in PTM.

Supply of Educational Materials, Stationary, TLM to KGBV:

Necessary materials like sweater, uniform, inner garments, bed sheet, pillow cover, chappal, toiletries, sanitary pads, sports material, musical instruments, weight machine, textbooks, condensed materials, reference books, evaluation workbooks, note books and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener etc. were given to all the children of KGBV. In addition, content based TLMs were also procured in KGBVs.

Field Visit to Enhance Learning:

Field visits were arranged for children of all the KGBVs to places like Bank, Post Office, Higher Educational Institutions and Historic places of importance within the district to give them practical experience of the world and enhance their learning.

Monitoring of KGBVs

Monitoring of all the KGBVs were done by SSA functionaries at the State, District and Block level apart from regular monitoring at KGBV level. Quarterly review meetings were held at State and District levels where all the issues were discussed and steps taken for smooth functioning of KGBVs. To provide additional academic support to the learners of KGBV, DIET faculties and Head Teachers of the nearby schools were also involved.

Management of KGBVs:

All possible measures were undertaken to ensure efficient management of all the KGBVs especially in terms of health & hygiene and safety & security of girls. Convergence with nearest police station, National Health Mission, monthly health check up, quarterly detail health check up, clearance of garbage with appropriate authority, maintaining a visitor's register with fixed timings, access to 108 services where available, proper disposal of garbage, cleanliness by students, sensitization of girls by teachers on hygiene practices, cleaning litter and not allowing water to-accumulate etc. were few steps taken in this regard.

Permanent Building of KGBV:

Construction of permanent building of 57 KGBVs has been completed and KGBVs are functioning in their own building.

Residential School for Boys

Total 3 Residential Schools for Boys are functioning in 3 districts of Assam namely Cachar, Kamrup (Metro) and Majuli. Out of these, 2 Residential Schools for Boys in Cachar and Kamrup (Metro) districts are exclusively for the large number of urban deprived children in the age group of 10 to 14 years, particularly homeless, street children, children without adult protection. 1 Residential school for Boys in Majuli district which was sanctioned in the year 2016-17 is for children of small hamlet in the age group of 10-14 years who face problem to attend the school regularly because locations of these char area are temporary in nature and easily submerged by river's flow and often small streams divide these habitations /chars making communication difficult among the small hamlets. These 3 (three) Residential schools for Boys are operationalised with **100** children capacity in each school as per target.

Social Category wise children in RBS:

District	SC	ST	Muslim Minority	Others	Total Enrollment
Cachar	35	47	11	7	100
Kamrup (M)	14	18	38	30	100
Majuli	37	53	0	10	100
Total	**86**	**118**	**49**	**47**	**300**

Year-wise Mainstreaming:

Year	District	Total Mainstreamed
2015	Cachar	30
2016	Cachar	26
	Kamrup-M	5
2017	Cachar	26
	Kamrup-M	12
2018	Cachar	21
	Kamrup-M	18
Total		**138**

Disadvantage Category:

#	Name of District	Children from Access less Habitations	Homeless	CWAP including Run away children	Orphans	Children affected with HIV/AIDS	Children of sex worker	Child Beggars	Children of Nomadic families	Rag Pickers	Child belonging to BPL Families	others	Total
1	Cachar	48	13	10	1	0	0	0	0	5	23	0	100
2	Kamrup(M)	0	1	62	0	0	0	0	0	4	33	0	100
3	Majuli	23	0	22	5	0	0	0	5	3	25	17	100
Total		**71**	**14**	**94**	**6**	**0**	**0**	**0**	**5**	**12**	**81**	**17**	**300**

Class-wise Enrollment:

District	Class VI	Class VII	Class VIII	Total enrolment
Cachar	50	22	28	100
Kamrup(M)	67	22	11	100
Majuli	57	43	0	100
Total	**174**	**87**	**39**	**300**

Achievements:

Mainstreaming: During the academic year from 2015 to 2018, a total of **165** children passed class VIII from Residential School for Boys in Cachar and Kamrup (Metro) districts and mainstreamed to class IX in formal schools.

- **Performance of Residential School for Boys Students who passed out HSLC (Class Xth standard) Examination:**

✓ ***Sri Rakesh Das from Residential School for Boys, Kamrup(Metro) got 1st div. with 75.16% marks with letter in Hindi and Assamese subjects.***

✓ ***Total 2 children from Residential School for Boys, Cachar passed HSLC in the year 2017 with 2nd div. and cleared the Javahar Navodaya Vidyalaya entrance exam. and got admission in class IX in JNV, Silchar.***

Year of Mainstreaming	Total Mainstreamed to Class IX	Year of appearing Class X- HSLC	Total appeared Class X- HSLC	Total passed out	Pass percentage	1st div.	2nd div.	3rd div.	Total no. of students secured letter marks
2015	30	2017	11	4	36.4%	-	2	2	-
2016	31	2018	15	7	46.7	1	2	4	2
Total	**61**		**26**	**11**	**73.3%**	**1**	**4**	**6**	**2**

Activities Conducted during 2017-18:

Curriculum:

The formal curriculum recognized by the Elementary Education, Govt. of Assam and prescribed textbooks and examination system of the State are followed in the Residential School for Boys.

Bridge Course:

The boys enrolled in Residential School have dropped out of schooling cycle at some stage and few of them have never enrolled in school. Considering that the Boys come to school with varied experiences and different learning levels, a bridging module to achieve grade 6 competencies is conducted before they fully take up the State curriculum which is followed in Residential School.

Evaluation:

After completion of the bridge course, the child is mainstreamed in the formal course in Residential School and evaluation is done as per formal school system i.e. quarterly (four evaluation in a year).

The 4th and final evaluation is conducted in the Residential School in the month of December, in which marks of all the previous evaluations are calculated and final grade is given to the child. After final evaluation, children are promoted to the next higher classes.

The CCE is strictly adhered to in line with the formal school academic calendar and record kept at the centre. The detail progress report is sent to the parents/guardians.

Awareness Programme on Child Rights and issues related to abuse, exploitation of children:

A day long awareness programme was organised on 20th November, 2017 in collaboration with CHILDLINE, Kamrup (Metro) at Residential School for Boys, Guwahati under Kamrup (Metro) district.

The awareness programme included screening of special video on child abuse and other child rights issues, sharing by Resource Persons, role play by children of Residential School for Boys on child abuse, exploitation etc. and interaction with children and parent/guardian.

A day long awareness programmes on child abuse and other child rights issues was organised in Residential School, Silchar under Cachar district in collaboration with Childline, Cachar.

Observance of World Day against Child Labour, 2017:

Children and staff of Residential School for Boys, Kamrup (Metro) participated in week long programme on World Day against Child Labour,

2017, organised by Department of Labour and Welfare and Axom Sarba Siksha Abhijan in partnership with UNICEF, Assam. The children of Residential School for boys took part in art and poetry recitation competition on the theme 'Child Labour'. Children from other schools of Guwahati also participated in the poetry and art competition. Children of Residential School for Boys also performed a group song on stage in presence of dignitaries from Govt. of Assam, Axom Sarba Siksha Abhijan, UNICEF, Assam, Department of Labour and Welfare. Following were the prizes won by children of Residential School for Boys, Guwahati under Kamrup (Metro)district:

- **Sri Shiv Kumar Rabha and Sri Sachin Boro got 1st Prize** and **3rd Prize** respectively in the Drawing Competition held on 6th June, 2017 on the occasion of State-wide Campaign to observe World Day against Child Labour, 2017 in Assam.
- **Sri Dipankar Barman** received 3rd prize for the "Poetry Workshop" held on 6th June, 2017.

Observance of International Day Against Drug Abuse and Illicit Trafficking:

On 26th June, International Day against Drug Abuse and Illicit Trafficking was organized in Residential School, Silchar where Resource Person from district office shared the ill effects and made the children aware about trafficking.

Educational Exposure for children of Residential School for Boys:

All the children of Residential School for Boys, Guwahati under Kamrup (Metro)district and teachers visited Srimanta Shankardeva Kalashetra on 6th of May, 2017 to see the 'Science Exhibition' organised by SCERT, Assam. It was a learning experience by the children where they interacted with children of other schools of Guwahati and got the opportunity to see various science models and other science related and creative work done by the children.

Observance of National/International Day:

'World Environment Day' was celebrated by the children of Residential School for Boys. Children planted saplings in and around the school campus on the occasion and they were made aware of the importance of protecting their environment. 'National Education Day', 'Independence Day', 'Teachers Day', 'Gandhi Jayanti', 'Global Hand Wash Day', 'Rabha Divas', 'Tithi of Shankardeva and Madhabdeva', 'Sukafa Divas' etc. was also celebrated in RSBs, Cachar and Kamrup where children participated in various curricular and co-curricular activities.

Health Screening of RBS Children:

- Bi-monthly health screening for all the learners of RBS was conducted in association with NHM/PHC. As per need, children were given medicines, vitamins etc.
- Treatment of all minor ailments, including malnutrition was done.
- Referral of children requiring secondary and tertiary care to the appropriate facility for Specialist review, appropriate investigations, treatment of the disease and follow-up.
- Health awareness camp was also organised from time to time to educate the children about nutrition education, health and hygiene promotion, by experts to prevent disease and promote health.
- Health profile of all learners is maintained in both the Residential Schools.

Swacha Abhiyan:

Awareness rally on Swacha Abhiyan organised by Residential School for Boys, Silchar in Cachar district in which all the boys participated in the rally. Art competition was organized amongst the children and speech on the importance of cleanliness was given by few children. A cleanliness programme was also done by the children in an around the campus.

Student Parliament:

Children of Residential School for Boys have set up their "Student Parliament" and arrange meetings on last Saturday of the month. In the meeting, children discuss various issues related to their roles & responsibilities related to school, their personal as well as scholastic development and over all development.

Supply of TLM, Stationary and Educational Materials to RSB:

Necessary materials like sweater, uniform, inner garments, bed sheet, pillow cover, chappal, toiletries, sports material, musical instruments, textbooks, condensed materials, reference books, evaluation work books, note books and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener etc. were given to all the children of Residential School for Boys. In addition, content based TLMs on Science and Mathematics etc. were also procured in both the residential schools.

Parent Teacher Meet (PTM):

Parent teacher meet was held in all the 3 Residential Schools for Boys where different issues related to health, academic progress of the children and other issues were discussed with parents/ guardians of the children.

Cultural Activities:

Instructors were engaged for imparting training on singing, drama, playing of musical instruments etc. in the RBS hostel to make the environment in the hostel joyful and also to bring out the talent of children.

Art & Drawing activities:

All children of Residential Schools were given art & drawing activities. Children become very interested in the activities. Some children were found having excellent skill in art and participate in various competitions. Necessary materials for art education were also supplied to the children.

Construction of permanent building of Residential School for Boys:

Construction of permanent building for Residential School for Boys in Cachar and Kamrup (Metro) districts has been started.

Girls Hostel

Girls' Hostel sanctioned during 2017-18 in Majuli district was operationalised with coverage of 100 girls. This Girls Hostel is for specific category of children of upper primary level belonging predominantly to the SC, ST, OBC and Minorities in difficult areas.

Social Category of Children

District	SC	ST	OBC	Muslim Minority	Others	Total Enrollment
Majuli	37	53	10	0	0	100

Class-wise Enrollment:

District	Class VI	Class VII	Class VIII	Total Enrolment
Majuli	53	47	0	100

Activities Conducted during 2017-18:

Specific Skill Training:

Specific skill training like weaving, craft activities, embroidery etc. were given to all the children of Girls Hostel.

Sports Activities:

Various sports activities like badminton, carom, volley ball, chess, skipping etc. are learned by children of Girls Hostel. Sports materials like volley ball with net, chess, skipping rope, badminton rackets etc. were provided to the Girls Hostel.

Music/Drama/Musical Instrument:

Children learnt various co-curricular activities like dance and drama, playing musical instruments like harmonium, tabla etc., folk stories, folk songs, recitation etc.

Health Check up of the Children:

In order to ensure good health and proper physical and mental development of every child in Girls Hostel, the following activities were undertaken:

- Under Rashtriya Bal Swasthya Karyakram (RBSK), health cards were made for every learner of Girls Hostel.
- Bi-monthly health screening for all the learners was conducted in association with NHM/PHC. Essential medicines were given as per need.
- Integration of adolescent nutrition education, health promotion, menstrual health and hygiene by experts was done to prevent disease and promote health.
- Health profile of all the learners is maintained in the Girls Hostel.
- The food menu in the Girls Hostel is made as per the daily requirement of adolescent children.
- Quality of drinking water in Girls Hostel has been checked at district PHE department regularly.

Safety and Security of Girls:

- Girls Hostel is having a boundary wall and security lights in the front and back sides.
- Convergence with nearest police station. Once in a week, police patrolling.
- No male members from staff or outside are allowed within the main living area of children and in the bathroom & toilet areas.
- Attendance of the girls roll-called for twice in a day.
- The entry and exit details in the inward-outward registers maintained by Warden.
- Entry for the unknown individuals is forbidden in the campus without permission, after the scheduled time or at night – the entry of the male individual is restricted after 6 pm.

Parent Teacher Meet (PTM):

Monthly PTM was organised in the Girls Hostel to discuss the academic and co-curricular progress of the children, health status of the child and other issues of Girls Hostel were discussed. Issues like child right, girls education, health and nutrition, gender issues etc. were also discussed in PTM.

Field Visit to Enhance Learning:

Field visits were arranged for children to places like Bank, Post Office, Higher Educational Institutions and Historic places of importance within the district to give them practical experience of the world and enhance their learning.

Supply of Educational Materials, Stationary, TLM to Girls Hostel:

Necessary materials like sweater, uniform, inner garments, bed sheet, pillow cover, chappal, toiletries, sanitary pads, sports material, musical instruments, weight machine, textbooks, condensed materials, reference books, evaluation work books, note books, and other learning materials like pen, pencil, geometry box, eraser, colour pencil, sharpener etc. were given to all the children. In addition, content based TLMs were also procured in Girls Hostel.

Observance of National/International Day:

Important days celebrated like 'Independence Day', 'World Environment Day', 'Gandhi Jayanti', 'Teachers Day', 'Global Hand Wash Day', 'National Education Day', 'Children's Day' etc. were celebrated in Girls Hostel.

Research, Evaluation Monitoring & Supervision

National Achievement Survey:

National Achievement Survey (NAS) was conducted in the State in class III, V and VIII along with rest of the country on 13th November, 2017. The survey was sample based. The survey was conducted in class III, V and VIII.

The implementing agency of the survey was SCERT, Assam and responsibility of monitoring was of SSA, Assam. The class wise subjects covered are:

Class	Subjects
III	Language, EVS, Mathematics
V	Language, EVS, Mathematics
VIII	Language, Mathematics, Science, Social Science

The survey was conducted in 27 districts. However, schools of newly created 6 districts were also covered. A total of 4,500 schools were covered under the survey. Class wise coverage of schools and students is as follows:

Class	Number of schools	Number of students
III	1,621	25,759
V	1,549	24,424
VIII	1,330	30,654
Total	**4,500**	**80,837**

State average score is as follows:

Class	Subjects			
	Language	Maths	EVS/Social Science	Science
III	72	70	69	-
V	60	61	64	-
VIII	54	49	51	50
Total	**186**	**180**	**184**	**50**

District wise average is as follows:

DISTRICT	CLASS-III				CLASS-V				CLASS-VIII			
	EVS	LANGUAGE	MATHS		EVS	LANGUAGE	MATHS		LANGUAGE	MATHS	SCIENCE	Social Science
BAKSA	68.36	67.44	70.70		66.69	63.68	63.68		53.54	46.90	47.64	49.53
BARPETA	70.99	76.50	72.44		68.07	65.16	68.39		54.17	54.87	54.05	53.33
BONGAIGAON	76.04	79.15	78.61		72.65	67.53	73.73		57.68	57.58	55.91	57.93
CACHAR	69.37	70.83	71.16		65.45	64.7	63.27		58.62	57.56	51.91	52.29
CHIRANG	67.93	73.45	69.99		62.31	57.41	59.09		50.41	48.96	47.91	50.75
DARRANG	70.18	74.41	72.09		66.65	61.02	61.73		50.52	46.29	46.56	46.56
DHEMAJI	58.82	60.19	55.83		48.29	46.37	46.83		48.10	39.07	43.63	45.32
DHUBRI	66.50	70.76	67.76		68.69	62.39	68.23		54.42	55.83	50.34	48.74
DIBRUGARH	62.06	66.07	63.09		51.35	50.15	49.37		55.48	45.03	48.48	48.86
DIMA HASAO	64.51	65.11	64.29		63.46	60.65	58.84		60.37	54.63	54.33	57.75
GOALPARA	65.97	69.12	67.22		63.17	55.39	60.35		45.31	45.00	46.62	43.66
GOLAGHAT	56.81	62.76	57.00		55.08	53.45	51.87		50.45	39.17	42.91	42.91
HAILAKANDI	68.10	72.65	70.26		70.00	67.42	68.67		59.22	61.62	51.58	54.28
JORHAT	62.35	64.95	64.10		53.72	50.93	53.76		55.13	41.96	47.80	46.70
KAMRUP (M)	65.67	68.10	64.33		59.71	59.05	59.05		57.58	46.77	50.06	50.97
KAMRUP	67.83	70.76	68.18		63.84	57.24	60.58		58.13	52.82	53.34	53.90
KARBI ANGLONG	67.86	68.98	69.38		54.67	51.14	51.54		48.48	44.02	47.27	45.77
KARIMGANJ	61.39	67.99	65.25		64.95	65.71	61.63		57.23	51.89	51.04	50.92
KOKRAJHAR	74.25	77.53	74.49		72.93	66.09	69.95		57.63	56.22	55.84	56.20
LAKHIMPUR	71.09	73.07	69.99		66.73	62.64	65.49		57.41	53.13	55.96	53.61
MORIGAON	74.72	78.75	76.17		72.99	69.92	71.37		56.63	56.82	56.10	58.78
NAGAON	81.33	84.71	82.31		73.26	69.95	72.6		56.71	52.9	53.95	53.44
NALBARI	75.25	76.88	73.27		62.74	58.44	63.74		59.22	51.69	52.65	50.99
SIBSAGAR	63.31	66.41	62.95		59.79	57.39	59.19		53.45	39.64	45.43	45.49
SONITPUR	71.12	74.61	70.67		56.98	53.37	54		44.36	37.71	39.31	40.48
TINSUKIA	61.42	60.74	60.34		54.72	54.50	52.84		52.34	41.36	47.54	45.61
UDALGURI	66.72	72.91	68.82		62.32	59.58	61.95		51.39	43.46	44.87	49.01

State average score is as follows:

Class	Subject	Highest Average Score		Lowest Average Score	
		%	District	%	District
III	Language	84.71	Nagaon	60.19	Dhemaji
	EVS	81.33	Nagaon	56.81	Golaghat
	Maths	82.31	Nagaon	57.00	Golaghat
V	Language	69. 99	Nagaon	46.37	Dhemaji
	EVS	72.99	Morigaon	48.29	Dhemaji
	Maths	73.73	Bongaigaon	46.83	Dhemaji
VIII	Language	60.37	Dima Hasao	44.36	Sonitpur
	Maths	61. 62	Hailakandi	37.71	Sonitpur
	Science	55.96	Lakhimpur	39.31	Sonitpur
	Social Science	58. 78	Morigaon	40.48	Sonitpur

Comparative picture of State average against National average is as follows:

Class III							Class V							Class VIII							
EVS		Language		Maths			EVS		Language		Maths			Language		Maths		Science		Social Science	
National	State	National	State	National	State		National	State	National	State	National	State		National	State	National	State	National	State	National	State
65	69	68	72	64	70		57	64	58	60	53	61		57	54	42	49	44	50	44	51

It is seen that the state average is higher than national average in all subjects for all three sample classes except in Language, Class VIII

It is seen that the state average is higher than National average in all subjects for all three sample classes except in Language, Class VIII.

***Post NAS initiative*:**

- The District Report Cards (DRC) have been shared with all districts.
- Orientation on reading and understanding of DRC in terms of overall performance, gender and social category specific performance, performance against Learning Outcomes (class and subject wise) has been given to state, district, block cluster and school level functionaries.
- Emphasis was given on wider dissemination and designing of strategies for improvement of Learning Outcomes as well.

Shaala Siddhi:

Implementation of Shaala Siddhi: A comprehensive programme of school evaluation as a means for school improvement was continued in the Upper Primary schools and MV schools where the programme was initiated in 2016-17

Management Information System and Computer Aided Learning

Manpower:

Level	Structure
State Level	One System Analyst, three State Programmers, One Technical Support Manager, One Associate Programmers and 8 Electronic Data Processors.
District Level	One Programmer, Two Electronic Da ta Processors.
Block Level	One Block MIS Co-ordinator and One Electronic Data Processor.

All the state, district and block MIS have been set-up having desktop, laptops with required UPS and printer and networking under NIC. There are mini data centre with servers in 21 districts offices connected with lease line of BSNL.

Computer Aided Learning (CAL):

There are various ICT initiatives were taken under Computer Aided Learning in the elementary schools of Assam. The initiatives are like multi-media desktop computers, multi-media projectors, solar power computer lab etc. Since 2003-04 under Sarba Siksha Abhijan, a total of 3,267 schools having class VI to VIII are covered through different initiatives.

Digital Initiative under CAL:

#	Types of digital initiatives under CAL	Number of school covered
1	Multi-media desktop computers	2,503
2	K-Yan projectors with e-contents	229
3	Multi-media projectors with e-contents	520
4	Solar power computer lab	15
	Total	**3,267**

Development of E-Contents:

Multi-media contents for the classes VI to VIII were developed on selected hard spots of English, Mathematics and Science subjects. The contents were developed in three regional languages viz. Assamese, Bodo and Bengali.

Moreover, pre-loaded e-contents also provided with multi-media projectors with interactive screen so that teacher can use in classroom transaction.

For each of the above initiatives, training of existing teachers was imparted on basic computer operation, use of contents etc. Two teachers from each of the school [one teacher teaching English and one Science teacher] were trained.

Use of Digital Initiatives:

Online School Academic Monitoring System:

In order to streamline the CRCC monitoring process, SSA implemented an automated system, which includes data collection using electronic devices. Because these devices are internet connected, the collected data are real time in nature. Because the data is in electronic format, intelligent data mining algorithms is implemented to extract the most important information in a prompt manner. This information is utilized for prioritizing actions. CRCC Academic Monitoring (CAM) software system provided real-time monitoring capabilities. The system is now hoisted at www.ssaassamportal.in

A CRCC should visit all schools at least once in every month. So, whenever, CRCC visit a school he/she reported the academic activities through the system in on-line mode. In case of non-availability of connectivity, the report should be uploaded from nearby place where available. The system has four modules-

- Attendance tracking of teacher and students,
- Tracking of lesson plan as per academic calendar,
- Tracking of training received by individual teacher,
- Classroom observation by CRCC.

Average attendance of teachers and student for the academic year 2017:

Teachers	82%
Students	64%

Unified District Information of School Education [U-DISE]: The U-DISE 2017-18 data collection started as per the National calendar. The block level training of head teachers' were completed within 30th September, 2017. The finalization of U-DISE DCF at National level was very late, so the data collection process started in the month of November only and finally data entry was completed within March, 2018.

Student Data Management Information System [SD-MIS]: The SDMIS was also started in the month of September, 2017. The DCF having 35 column for elementary and 44 column for secondary was distributed to the schools. Since, Assam has own SDMIS portal that contains students data digitization including photograph, so the existing students educational status were tracked using promotion and transfer using drop box concept. As per the new integrated scheme the data of students belongs to class IX to XII was also incorporated in the system. The secondary and Sr. Secondary students of State Board, CBSE and ICSE board were also collected from the schools by distributing the soft copy format and uploaded into the existing system.

Human Resource Management Information System [HR-MIS] of Teachers and Staff of Elementary and Secondary Schools:

Teachers are the integral part of the education system. It is very important to keep up-to-date database of all teachers of the elementary

education. The information of teachers available in the U-DISE is not sufficient enough for decision making process. Since, the information of service related matter is required at every point of time, so, Government of Assam, Education Department has decided to create a HR-MIS for teachers under the Elementary Department. The service related data of teachers of Government, Provincialized elementary schools was available in hard copies with the department. However, for the activities like rationalization, teacher transfer, Shaala Siddhi, information of teachers, it was required to be computerized to enable quite access and easy updating regularly. The main objective of HR-MIS is to maintain the records of all teaching and non-teaching staff under Elementary Education. The following major points are covered in HR-MIS.

- ❑ Personal details.
- ❑ Basic official details.
- ❑ Academic & professional details.
- ❑ Training details.
- ❑ Working experience details.
- ❑ Salary account details.
- ❑ Promotion / demotion details.
- ❑ Awards receiving details.
- ❑ Retirement transfer/attachment/deputation.

Total targeted staff are covered in HR-MIS is 2,43,495 out of which, 2,25,905 are teachers and 17,590 are non-teaching staff.

Teacher Support and Attendance Monitoring:

The objectives of the system is to ease of academic activities of teacher for improvement of quality education in the elementary schools. This programme is conceived with a view to improve the functioning of the schools and ensure that teachers are supported to provide better quality of education. It is intended to lessen the burden of teachers in the administrative and personal issues which they face from time to time. It is also intended to lessen the burden of multiple documentation happening at various levels by creating common and shared databases. The various reports required from time to time can be compiled and updated periodically and can be used by all levels of education system. The system also would be monitoring the presence of teachers and students who are both critical to ensure that learning happens.

Each school is provided Tablet and Finger Print Device and other accessories. Teachers can provide bio-metric attendance and send request for other service related matters including academic facilities. The target beneficiaries for Morigaon and Darrang districts are 10,465 teachers and 2,86,464 students of 2,639 schools. The following services are available in the system.

- E-salary based on biometric attendance and on-line leave availed.
- Updation of service records of all the teachers in the HR-MIS system.
- Updation of all records of earned leave of teachers.
- Compilation of TAN/PAN number of each teacher in a systematic manner.
- Compilation of all the GPF/NPS contributions and missing credits.
- Keeping ready all the reports which are to be made available to the children.
- Provision of training on maintenance of records, timelines, uploading/ communication to the headquarter in time.
- Monitoring of MDM.

School Infrastructure Management Information System [SI-MIS]:

SI-MIS was created in all the Government & Provincialized schools of the State. The Infrastructure system contains details about the following components.

- Classroom.
- Head Master Room (HRM).
- Library.
- Other room.
- School boundary and details of existing boundary wall.
- Toilet facility for Boy's, Girl's, common toilet, toilet for CWSN and toilet for teachers and staff.
- Drinking water facility.
- Electricity.
- Play ground.

- Kitchen shed for Mid Day Meal, utensil, container and availability of gas stove and cylinder.
- Ramp and rail.
- Existing furniture and other assets.

On-line FTB Distribution System:

One of the major activities of the SSA is to provide Free Text Book to the eligible students viz. all Girls, SC and ST Boys and it is most important to distribute the Free Text Book to the students in the 1st day of the academic year. In Assam, all the preparations were made on timely distribution of the Free Text Book. To keep record and ensure the delivery of Free Text Book on the 1st day of school, an on-line system was developed and implemented for on-line monitoring of issue and dispatch of books. More than 3 crore books distributed during the month of December, 2017.

Inventory MIS:

There are various reading materials viz. Evaluation Practice Books, Readiness package and other items developed by SSA for the learners are being distributed in schools/ KGBVs/RSTCs. To keep track of records of dispatch of the materials properly, a Stock Management System is implemented in SSA, Assam to help in smooth transportation of goods receipt and dispatch to the destinations.

Hardware System Management Information System:

A hardware system has been developed to keep track of the machine status at district, block and school level. The system helps to monitor the system status at any point of time which is directly link to the system inventory.

Out of School Children (OoSC) Management Information System:

The information of out of school children is captured in on-line system. The habitation wise survey was done by CRCC and makes the data entry in a prescribed format as per RTE Act with mapping with nearby school. After the entry of the children, the concerned again visited the habitation and takes the photograph of the children and upload it.

Web site:

The web site of SSA are regularly updated and maintained at NIC. Further, Government of Assam has created portal for SSA under standardization of web sites (e-Prastuti) of all department in the year 2017-18.

Video Conferencing:

For frequent review of activities, interaction through video conferencing is more suitable. Since, State Mission Office of SSA at Kahilipara is connected with NIC through lease line with LAN, an end point of NIC video conferencing facility is set-up at State Mission Office for frequent review and follow-up of the various activities with the districts. During the year till March, 2018 from the State Mission Office, total 21 video conferences was conducted with the districts related to academic issues (monthly teacher meet), Gunotsav and students data digitization including review meeting with Government of India.

Civil Works

The civil works component works to create conducive physical environment for learning in school as per provision of RTE Act-2009. To motivate the children and to enroll and attend in school regularly, the building environment of school should be attractive and comfortable. Provisions are also made for barrier free environment to access for CWSN. A massive programme was undertaken for providing toilet in toilet less schools and successfully completed. Though full effort was given for providing toilet in each school, but due to some ground problem like erosion of land and washed away by flood, some gap again reflected in DISE, 2017-18.

The classroom is designed with natural light, ventilation, display, storage to ensure equity & quality. All the districts have taken into account in convergence of different activities like additional class room, toilet block and water facility with MSDP, PHE Deptt., Govt. of Assam, PSUs, Corporate etc. classroom and other facilities with other scheme.

PAB had approved Rs.6769.07 lakh for fresh work under AWP&B, 2017-18, for which the expenditure was Rs.1515.93 lakh (22.40 %) up-to 31st March, 2018 due to fund crunch and less priority activity as per approved minutes. The expenditure of spill over civil work activities was Rs.1792.621 lakh against approved spill over amount of Rs.4268.06 lakh. Overall 30% fund has been utilized against approved budget of Rs. 11037.11 lakh under civil work component.

Physical and financial progress during 2017-18 as approved under AWP&B, 2017-18 up to 31st March, 2018 [fresh works]

#	Activity	Sanction during 2017-18	Completed	Approved outlay for 2017-18 [Rs. in lakh]	Fund released [Rs. in lakh]	Remarks
1	Addl. Class Room	888	-	4722.86	-	
2	Separate Girls' Toilet	354	-	853.86	707.15	293 units are in progress and 72 units are not taken up due to land dispute
3	Major Repair	365	-	761.12	761.12	365 units are in progress
4	Addl. Class Room for up-gradation of UPS	18	-	95.32	47.66	6 units are in progress and 12 units are not taken up due to land dispute.
5	Residential School Building for Boys'	2	-	335.91	-	Work order has been issued to start the work in both sides
Total		**1627**		**6769.07**	**1515.93**	

Project Management

The vitality of the role of Project Management in SSA is seen in all activities undertaken in a financial year. The functionality of this component of course is headed by the various activities. The functions pertaining to salary of officials in State, District and Block levels under General Head of the Budget are managed through Project Management. Moreover, the TA/DA of the officials, office contingency and other management cost including the expenses incurred against official supervision & monitoring, hiring of vehicles, seminar, review meeting, documentation, media & publicity and other office related activities are exercised under Project Management. The salary to direct individual bank accounts of Asstt. teachers under SSA are made centrally (electronic transfer). The direct fund transfer to SMC's bank account for School Grant, Teachers' Salary, fund for civil works, etc. were major tasks conducted under Project Management during the financial year 2017-18. The Plan of Action for the financial year 2017-18 was based on the approved AWP&B, 2017-18. The Procurement Plan for 2017-18 has been prepared & uploaded in the official web-site of SSA Assam and National web portal in time. These processes help in completing the scheduled activities in time. Another achievement was made regarding confirmation of SMC's bank account by developing a site named monitoring for SMC's bank account it has been made accessible to 145 blocks of the State.

In-house meeting at State Mission Office:

Conduct of in–house review meetings for sharing the activities, approved by Government of India and a related activities with the State Government is a prime and regular task during 2017-18. Video conferencing with district and block level officials to review the activities were done at a regular interval.

Video Conference on U-DISE for Planning:

Video conferencing with district officials was conducted for sharing doubts on U-DISE for finalization of the data.

Supervision & Monitoring/District visits:

The supervision and monitoring of SSA activities is one of the major tasks to check the right implementation of the activities in cluster, block and district levels.

Implementation of Shagun :

An online monitoring web portal launched by MHRD, Government of India on 18th January, 2017. The Shagun is a system where the financial and physical progress of components can be monitored directly. The update information of components is uploaded monthly, quarterly or annually. The portal depicts the real picture of success/progress of the State. The formulation of AWP&B, 2017-18 of SSA,

Assam is revolved round the structural design of Shagun. The monthly, quarterly and annual updating of progress of component wise activities are monitored through Shagun.

Review cum Training for District and Block level Functionaries:

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

Training on GST at State Level:

A state level training on GST was conducted at State Mission Office by inviting experts of the Commissioner of Taxes, Govt. of Assam. All Finance and Accounts Officers of the districts and officials of State Mission Office were participated.

Monthly Review Meeting with Block Accountants:

For strengthening the supervision and monitoring of finance and accounts activities under SSA at different levels, there was a provision for conducting monthly review meeting with Block Accountants at district level, where Finance and Accounts Officer (FAO) have reviewed the monthly progress of the finance and accounts activities of the block offices and take stock about the up-date of books of account of the SMCs etc. Further, monthly review meetings with Finance and Accounts Officers were also being conducted at SMO where progress of expenditure were reviewed on regular basis in concurrence with approved Plan of Action and AWP&B, 2017-18. Further, status of mandatory field visit of FAO, JAO and Block Accountants, collection of Utilization Certificates from School Managing Committees in connection with different types of annual grants, grants of civil works, status of compliance of audit observations etc. were taken care of. This acts as an effective monitoring tool for maintaining transparency and thus helps in accelerating the pace of expenditure.

Convergent Meeting with other Departments:

Convergence with other departments is a regular activity of SSA, Assam to increase the support and co-ordination among different Organizations/ Departments towards SSA. To strengthen the support and co-ordination among different organizations, various meetings, workshops etc. were organized with NHM, UNICEF, Krishna Kanta Handique State Open University, SCERT-Assam, Social Welfare Department, Don Bosco University etc. A series of activities has been conducted in convergence with Department of Labour during World Labour Day against Child Labour (WDACL) across the State and all District Administration through a weeklong series of activities starting from 6th June, 2017 and culminating on 12th June, 2017

Accounts

RTE-SSA framework provides detailed guidelines/norms for implementation of the SSA programme. The financial management under the Sarva Siksha Abhiyan, Assam is governed by the Manual on Financial Management and Procurement (FM&P Manual of MHRD). Further, SSA Assam also follows different provisions & rules as laid down in the Service Rules and Financial Regulation [SR & FR] of SSA Assam, 2003.

Presently, the financial assistance under SSA programme has been made on ***90:10*** sharing arrangement between Central Government and State Government in case of North Eastern States. Complete accounts in respect of financial transactions of SSA Assam in State Mission Office as well as subordinate offices (i.e. District Mission Offices and Block Mission Offices) are maintained in double entry methods of accounting. To coup up with the computerized accounting system, Axom Sarba Siksha Abhijan Mission has been maintaining parallel accounts in **"Tally-ERP.9"** in the State Mission Office as well as District Mission Offices.

Axom Sarba Siksha Abhijan Mission releases fund i.e. Annual School Infrastructure Grant, Uniform Grant, Teacher's Salary and all types of Civil Works fund directly to the SMC's bank accounts through bank transfer. Further, SSA Assam releases monthly salary of all SSA teachers (contractual) to their individual bank accounts directly from State Mission Office. These processes have reduced the time in release of fund to the actual beneficiaries' accounts. Further, this process also reduced the file works in district and sub-district level offices and surplus time thus generated is being effectively utilized in the supervision and monitoring of scheduled programme activities under SSA.

Internal Control and Supervision & Monitoring:

Axom Sarba Siksha Abhijan Mission had prepared district wise Plan of Action (POA) and Procurement Plan for goods, works & services for the financial year 2017-18 based on PAB approved AWP&B, 2017-18. The Plan of Action helps planning and allocating financial resources in realistic manner. SSA, Assam had duly up-loaded the procurement plan 2017-18 in the official web-site of SSA, Assam. This process helps in maintaining transparency in procurement and completing the scheduled activities in time and smooth manner.

For strengthening the supervision and monitoring, the activities of finance and accounts under SSA at different levels, periodical review meeting with Block Accountants were conducted at district level where Finance and Accounts Officer (FAO) have reviewed the monthly/quarterly progress of financial activities of the block offices, SMCs, RSTCs, KGBVs etc. and also reviewed the progress of collection of utilization certificates in respect of different grants released to the concerned School Management Committees etc.

In addition, periodic financial training has also been imparted to the Block Accountants at district level, where different aspect of financial management for SMCs like proper maintenance of books of accounts, procurement procedure, preparation of annual accounts, TDS issues etc. were discussed and trained to Block Accountants.

Further, during the year 2017-18, a state level training on GST was conducted at State Mission Office by the expert of the Commissioner of Taxes, Govt. of Assam, where all FAOs of the districts was present .

The financial reporting under SSA i.e. monthly/ quarterly/annual monitoring reports (MMR, QPR), receipts and payments accounts etc. helps in regular monitoring of expenditure and also help in effective flow of fund to the district and sub-district levels. The State Implementing Society has also undertaken intensive monitoring through community based approaches that allows social audit. During the financial year 2017-18, a good numbers of School Managing Committees across the State have been covered under the social audit.

Training of President & Member Secretary of SMCs on Accounts:

As a part of *capacity building programme*, SSA, Assam has conducted a 3 day cluster level training of SMC members i.e. President, Member Secretary and four other members of every SMC (including TG managed schools). Out of three days training programme, one day was exclusively kept for accounts training.

SSA, Assam has been releasing fund directly for School Infrastructure Grants, Schools Maintenance Grants and different Civil Works grants etc. to the School Managing Committees since its inception. Therefore, proper training on procurement procedures, maintenance of accounts etc. are the utmost necessity. This training programmee have direct bearing impacts on the capacity building at the grass root level in respect of accounts keeping by the teachers who are not from accounts background.

Implementation of Public Financial Monitoring System (PFMS):

The PFMS is a Central Sector Plan Scheme which is being implemented by the Office of Controller General of Accounts in partnership with National Informatics Centre. The scheme has established a common transaction-based on-line fund management and payment system and MIS for the Plan Schemes of Government of India. The main objective of PFMS is to establishment of an effective fund management system, an effective expenditure network and it can monitor the idle fund lying in the bank accounts of implementing agencies. PFMS provides immediate validation of bank accounts, prompt electronic credit to the beneficiary's bank accounts.

During 2017-18, SSA Assam has conducted State level workshop on PFMS, where experts from PFMS Cell, Govt. of Assam were present as RP and all FAOs/ MIS staff of SSA districts and staff of Accounts Branch of State Mission Office participated. Most of the district offices, block offices and School Managing Committees (SMCs) have already been registered under CPSMS and re-mapped under PFMS was done. In recent future, it will works as a best monitoring tools for regular financial monitoring of the registered agencies under SSA. Through this portal, Govt. of India can monitor the quantum of unspent fund (grants etc.) available at field level.

Audit

Statutory Audit for the F.Y. 2016-17:

Accounts of State Implementation Society (SIS) and District Implementation Society (DIS) of SSA are audited annually. During 2017-18, a total of 27 C&AG empanelled CA firms was engaged to conduct Statutory Audit of accounts of State Mission Office, 27 District Mission Offices, 145 Block Mission Offices, KGBVs etc. for the financial year 2016-17 and selected SMCs for the period 2008-09 to 2016-17. Audit work was completed within the stipulated time at all levels. The Annual Audit Report, 2016-17 was also forwarded to MHRD,Government of India accordingly.

During the period of audit, 54 outstanding paras of previous years have been dropped by the Chartered Accountants on presentation of audit compliance report against 159 outstanding audit paras leaving 105 paras pending. The compliance report of remaining paras is furnished to the next audit each year for necessary settlements.

SMC Audit [F.Y. 2008-09 to 2016-17]:

Audit of accounts of School Managing Committee (SMC) is a part of Statutory Audit. Same Statutory Auditors conducted the audit of 3,172 SMCs (100% at school level) out of 3,240 targeted SMCs in 27 districts receiving grants of 1.00 lakh and more (preferably civil works grants) covering the financial years 2008-09 to 2016-17 (i.e. for 9 financial years) during the period of Statutory Audit.

The Chartered Accountants have been provided supports to the Member Secretary/President of concerned SMCs and concerned Block Accountants for capacity building in maintenance of accounts as well as proper utilization of SSA funds for the purpose it was sanctioned during the period of audit. It helps in demystified community based approach in creating awareness towards social accounting and social monitoring with full transparency as well as in generating an environment of accountability in the minds of schools/officials and the communities as a whole.

Internal Audit (on concurrent basis) for the F.Y. 2017-18:

Total 28 C&AG empanelled Chartered Accountants was engaged for conducting Internal Audit (on concurrent basis) for the f.y. 2017-18 covering the unit of State Mission Office, 27 District Mission Offices, 145 Block Mission Offices, KGBVs and selected SMCs. During the year, audit of 4th quarter of 2016-17, 1st, 2nd & 3rd quarters of 2017-18 have been conducted.

Necessary remedial measures have been taken for rectifications of errors, if any, pointed out by the Internal Auditors, which helps in minimizing the audit observations during the Statutory Audit.

Moreover, on introducing the above audit, the quality, capacity of the accounts personnel involved in district, blocks, SMCs including SIS have been increased in maintenance of accounts.

Grievance Redressal-Toll Free Centre on RTE

The Grievance Redressal-Toll Free Centre on RTE is functioning at State Mission Office, SSA, Assam through Toll Free No. 18003453525 since October, 2013 in order to register and address complains and grievances related to implementation of RTE Act, 2009 in the State. The RTE Act, 2009 envisages a strong grievance redressal mechanism and this toll free help line service is a step toward realizing the goal under the Act.

Timing of the Toll Free Centre: 9.30 AM to 5.00 PM on all working days.

Awareness and Dissemination:

- All schools are instructed to display the toll free number (No. 18003453525) in prominent places on the school building.
- Awareness through sharing meeting at block and district levels, magazine, journal advertisement and printed brochure are disseminated from time to time.

Month-wise calls registered for the year 2017-18:
Status Report:

Month	No. of calls registered
April, 2017	18
May, 2017	20
June, 2017	4
July, 2017	5
August, 2017	5
September, 2017	1
October, 2017	8
November, 2017	0
December, 2017	6
January, 2018	4
February, 2018	8
March, 2018	6
Total	**85**

Status Report:

#	Particulars	Total
1	Total number of complaints/grievances received	**85**
2	Total number of complaints redressed	**85**
3	Total number of cases under investigation	**0**

For the year 2017-18, a total of 85 complaints related to SSA-RTE activities like teacher absenteeism/irregularities, irregularities in mid-day-meal, functioning of school, students entitlement, violation of norms, corruption etc. were registered. All the 85 cases have been redressed at the district level.

সর্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো

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