

YEAR: 2013-14
STATE : ASSAM

INTEGRATED
ANNUAL WORK PLAN
&
BUDGET

RMSA

ICT @ School

IEDSS

Construction & running of Girl's Hostel

&

Vocationalisation of HS Education



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Chapter – 1

Profile of the State

CHAPTER - 1

PROFILE OF THE STATE

1. 1 :: Geo- Physical Features and Administrative Divisions

Location:

Deemed as 'paradise unexplored', North East India - a region with suave hills, carpeted with greenery, lie deep in the lap of easternmost Himalayan hills in north-eastern part of India. The region is connected to rest of India by merely 20 km of wide land (at Siliguri, West Bengal) and Assam is the gateway to the North-eastern states.

Brahmaputra valley land (of Assam) is the most populated, and houses almost half of population of North-East India. Shrouded by mighty Himalayan hills, the entire North-East region is believed to be one of the most beautiful region in South Asia in terms of fetching immense opportunities of eco-tourism. The dense forests lying in foothills of Himalayan hills are stunning in their natural beauty, and are home to many of wildlife parks. As the whole region is abode to majestic Himalayan hills, beautiful valleys and dense forests, the opportunity of nature based tourism is immense. Abundance of eco- activities like Trekking, Rafting, Nature Walk, Jungle Exploration and Wildlife Viewing indulge tourists predominantly in discovering the exquisite natural heritage of the region.

Assam comprises of Cachar valleys, Brahmaputra hills, Mikir mountain and Barak plains. It shares its borders with Mizoram, West Bengal, Nagaland, Tripura and Arunachal Pradesh. The state of Assam presents a striking treasure of natural abundance. Assam is a state of multi-ethnic societies with a heritage belonging to the Golden Era of Indian History. Some of the oldest tribal communities like Mongoloids and Australoids are found in the state of Assam.

Assam extends from 89° 42' E to 96° E longitude and 24° 8' N to 28° 2' N latitude, has an area of 78,438 km² out of which 20% area is hilly in nature with a wide range of flora and fauna. The State is divided into two important physical regions- the Brahmaputra or Assam Valley in the North and the Barak or Surma Valley in the South. The virgin forests of Assam are yet another source of economic sufficiency of the place both in terms of providing various natural resources as well as setting things in place for a blooming Tourism Industry which turn making a decent contribution to the State Exchequer. Hence, the location of Assam itself suggests an enriching geographical extravaganza.

The State has a population of 31.169 crores with a population density of 397 persons per km² and the sex ratio is 954 (females per one thousand males). An agrarian economy since time immemorial, more than 80% of Assam's workforce is engaged in the agricultural and allied activities while the urban population is about 13% only. The literacy rate of the State is 73.18% of which the male and female literacy rates are 78.81% and 67.27% respectively.

Geo-Physical features of Assam:

Entering the state of Assam, the Brahmaputra becomes a braided river, and, along with its tributaries, creates the flood plain of the Brahmaputra Valley. The Brahmaputra Valley in Assam is approximately 80 to 100 km wide and almost 1000 km long. The width of the river itself is 16 km at many places within the valley. Revered and respected, the Brahmaputra River is the most important natural feature of the State. Originating in Tibet as the Tsang-po, it journeys eastwards for hundreds of kilometers before breaking through the Himalayas. Then known as the Siang, it traverses 300 kilometers of the forested hills of Arunachal, before it is met by the Lohit, a river with deep associations for the Assamese people. From this union is born the Brahmaputra, the 'Son of God'. It now commences its regal passage of almost 800 kilometers in Assam. Sweeping southwards beyond Dhubri, it then enters Bangladesh, moving powerfully towards the Bay of Bengal.

The geo-physical character of Brahmaputra and its tributaries have resulted in carrying of enormous quantity of sediments from the hills & on reaching the plains deposition of the same on their own beds and on the flood plain. The same has resulted in rise of the river bed, shifting of river course and intensive deposition of sand along the bank-zone affecting the life and livelihood of the people extremely.

Each flood season it forsakes its earlier channels to cut new swathes through the soil. As the water recedes, alluvial deposits remain in the river, giving rise to sandy islands. Some of these islands are very large, and the annually enriched soil has attracted cultivation and semi-permanent settlement. Amongst the largest is Majuli Island, steeped in culture and tradition, and almost a thousand square kilometers in area.

With the 'Tropical Monsoon Rainforest Climate', Assam is a temperate region and experiences heavy rainfall and humidity. There is a distinct monsoon season in which a large part of the annual rainfall is concentrated. There are also two months of cyclonic activity preceding the monsoon, and rainfall at other times of the year as well. The topography and the warm and humid climate are conducive to plant and vegetation growth. Assam is home to 51 forest and sub-forest types, and the confluence of diverse patterns of vegetation.

In the whole, the situation so far as desertification in Assam is concerned, human interventions (deforestation, boulder/sand mining) which accelerate the erosion on the upper reaches, needed to be stopped immediately and at the same time an intensive study should be carried out on pattern and extent of sand deposition to work out and include specific livelihood (may be agro-based) for this decertified regions to ensure livelihood opportunities for the people inhabiting these regions.

Assam is one of the richest biodiversity zones in the world. There are a number of tropical rainforests in Assam. Moreover, there are riverine grass lands, bamboo orchards and numerous wetland ecosystems. Many of these areas have been protected by developing national parks and reserved forests. The Kaziranga and Manas are the two World Heritage Sites in the region. The Kaziranga is the home for the rare Indian one-horn Rhinoceros, while Manas is a tiger sanctuary.

Climate:

Summer: 18° – 35° C; winter: 7° – 26° C; Rains are heavy. Parts of Assam are the wettest places in the world. Rainy season is from June to September.

Geographical data of Assam

Geographical Data		
Density	397/km ²	
Area	78,438 km ² (of this 20% is hilly terrain)	
State Boundaries	East	Arunachal Pradesh, Nagaland and Manipur
	West	West Bengal and Meghalaya
	North	Arunachal Pradesh
	South	Nagaland, Manipur, Mizoram, Meghalaya and Tripura
International Boundary	North	Bhutan
	West	Bangladesh
Geographic	Latitude	24° to 28° North
Coordinates:	Longitude	90° to 96° East

A Brief History of the State:

The migration of people from South- East Asia and from southern China to Assam in fact pre-dates the movement of the Aryan people. Although blurred by the mists of time, the history of ancient Assam has much to do with the march of communities in search of abundant and productive land, of which there was plenty. The land of the Kiratas and the kingdom of Pragjyotisha, with its capital at present day Guwahati, is cited in Vedic literature. At the time when the epic battles of the Mahabharata were being fought in the plains of Northern India, the Pragjyotisha Empire extended to the Bay of Bengal. In the Puranas and later works, the land of Kamarupa is referred to. The Kamakhya Temple near Guwahati is referred to in the Vishnu Purana. According to the Kalika Puran and the Jogni Tantra, the realm of Kamarupa included not only the valley of the Brahmaputra, but also Bhutan, Rangpur, Koch Bihar, Mymensingh and the Garo Hills. According to Hiuen Tsang's descriptions in the seventh century, the Kamarupa country was about 17,000 miles in circuit.

The foundations of present-day Assam are attributable to yet another migration from the east, of the Tai Ahoms, in the 1311 century. Led by their redoubtable general Sukapha, an Ahom army crossed the Patkai range into the Brahmaputra valley, to establish an empire that would eventually extend throughout the valley. It was only in 1826, six hundred years later, that the Ahom Empire would give way to a century and a quarter of British rule. The Ahoms brought new technology to Assam, provided a framework of peace and stability, resisted Mughal incursions and invasions, and introduced and maintained a uniquely structured, complex and efficient system of administration. They established integrative and assimilative systems of governance, reaching out to the already established communities of the valley, and to the tribes of the adjacent hills, in the process forging the character of the mosaic of modern day Assam. It was only in the early years of the 19th century, weakened by internal strife and rebellion, and by a Burmese invasion that the edifice of the Ahom Empire finally crumbled.

The British moved into Assam to secure the eastern flanks of their empire. They stayed on to develop commercial interests in tea, oil, coal and timber. The map of the North East was drawn and redrawn many times to suit the interests of administration, commerce and empire. At Independence, the province of Assam embraced almost the

entire region. This legacy was modified in succeeding decades as hill States emerged to meet the aspirations of their people. Today the homogeneity of nomenclature of the North East masks the heterogeneity within the region, and the fact of seven States, "The Seven Sisters", bound by age-old ties of culture and interface, and current day commonalities of aspirations towards development.

Assam is the meeting ground of diverse cultures. The people of the enchanting state of Assam are an intermixture of various racial stocks such as Mongoloid, Indo-Burmese, Indo-Iranian and Aryan. The Assamese culture is a rich and exotic tapestry of all these races evolved through a long assimilative process. The natives of the state of Assam are known as "Asomiya" (Assamese), which is also the state language of Assam. The state has a large number of tribes (Bodos, Karbi, Kachari, Miri, Rabha, Mising etc.), each unique in its tradition, culture, dresses and exotic way of life. A majority of the Assamese are Vaishnavas who do not believe in idol worshipping and perform Namkirtan where the glory of Lord Vishnu is recited.

From time immemorial, the people of Assam have traditionally been craftsmen. Artists, sculptors, masons, weavers, spinners, potters, goldsmiths, artisans of ivory, wood, bamboo, cane and hide have flourished in Assam from ancient times.

Weaving is one traditional craft that every Assamese woman takes pride in. The Assamese women produce silk and cotton clothes of exquisite designs in their looms. Assam is renowned for its exquisite silks namely Eri, Pat and the world famous Muga silk. Gandhiji complimented the Assamese weavers as artists who could weave dreams in their looms. The Gamucha is one of the most easily recognizable cultural symbols of the Assamese besides Tamul-Paan (areca nut & betel leaf) which is an integral part of almost all socio-religious ceremonies.

Bird Eye View of Assam: Administrative Divisions

Administrative Divisions	
No. of Districts	27
No. of Lok Sabha Constituency	14
No. of Rajya Sabha Seat	7
No. of Assembly Constituency	126
No. of Zilla Parishad	20
No. of Anchalik Panchyat	189
No. of Sub-Division	56
No. of Revenue Circle	184
No. of Community Development Block	239
No. of Educationally Backward Block	81
No. of Gaon Panchayat	2202
No. of Town	126
No. of Village/Ward	26395
No. of Habitations	77,817

The Assam Government has taken various initiatives and interventions to promote education in the state right from the Primary and pre-Primary level through the free and compulsory education for students up to the age of 14 years.

The medium of instruction at the school level is generally Assamese; however, some schools also use English, Bodo, Bengali etc. as their medium of instruction.

Specific areas with concentration of Tribal, SC and other focus groups, including Minorities:**i) Scheduled Tribe:**

The tribal communities of Assam, popularly known as 'Sons of the Soil', covers 15.64 per cent of the total population of Assam. The Scheduled Tribe population, as per 2001 census report is 33,85,700 as against the total population of 2,33,38,000 of the State.

The Constitution order of 1950 was amended in 1976 wherein the Scheduled Tribes of Assam were re-categorised as Scheduled Tribes (Hills) and Scheduled Tribes (Plains). According to the amendment, the Scheduled Tribes (Hills) are those tribes who are indigenous to the two Autonomous Hill Districts of Karbi Anglong and North Cachar. They are Karbi, Kuki, Dimasa, Garo, Hajong, Mizo, Khasi, Jaintia, Hmar, Lokers, Powis, Man (Tai speaking), Chakma, Syntheng Panar, Syntheng, War, Bhoi, Lyngngam and Naga tribe. Recognition of these tribes as Scheduled Tribes is limited to the two Autonomous Hill districts only.

The indigenous tribes of the plains districts of Assam are recognised as Scheduled Tribes (Plains) and their recognition is limited to the plains districts only. They are: Bodo, Mising, Rabha, Sonowal, Lalung (Tiwa), Deori, Thengal (Mech), Hojai and Borman. By a subsequent amendment order, the Singphos and Khamtis have been recognised as Scheduled Tribes (Plains) and likewise three hill Scheduled Tribes, namely Garo, Hajong and Dimasas have also been recognised as Plains Tribes, but the Bodos living in the hill districts and Karbis living in the plains districts in large numbers are not recognised as Scheduled Tribes in the respective places. As a consequence the Census data on the population of Scheduled Tribes does not reflect the correct figures. If these categories of tribes are counted the actual tribal population of the State may exceed 20 per cent of the State population.

The tribal communities of Assam have their individual languages, cultural traits, rites and rituals. For centuries the tribal communities have been sharing ethnicity and language with Assamese mainstream. Their cultures and ways of life have interacted and overlapped with the culture of the mainstream over many years. Assamese language has become the lingua franca amongst different ethnic groups of the Brahmaputra Valley. Likewise in the Barak Valley where Bengali is predominant, the Bengali language and culture have influenced the tribes residing there. Basically all the ethnic tribes of Assam were Hindus—worshippers of various deities. Vaishnavism as propagated by the great saint Srimanta Shankardev has substantially influenced the tribesmen of Assam. But of late a large number of tribesmen have embraced Christianity. The rate of conversion has accelerated in the recent past.

The Government of Assam had adopted a resolution in 1945, to protect the tribal people in areas predominantly inhabited by them against influx. On the basis of that resolution, after the independence of the nation, the Assam Land and Revenue Regulation, 1886, was amended in December 1947. In the amended Regulation, provision for creation of protected tribal belts and blocks and restriction of transfer of land in such protected areas were added. Since then as many as 17 belts and 30 blocks were created in the plains districts of Assam covering 85,80,842 bighas of land. But no successive State governments have cared to implement the provisions of the protected belts and blocks. As a result the protected belts and blocks have converted to the pleasure ground for the land hungry illegal migrants. Eventually the ever increasing illegal migrants have outnumbered the tribal people in most of the tribal belts and blocks. Many

social and political thinkers disgracefully heaved a sigh of sorrow that the illegal migrants have been given more liberty in respect of settlement and other developmental spheres than the ethnic tribes by the successive State governments for the sake of vote bank politics. It is an irony of fate for primitive classes of tribesmen that instead of evicting the unauthorised illegal migrants, the ethnic tribes are continuously evicted from the protected belts and blocks in a calculated process. As a result the primitive tribes are now roaming about like Gypsies in search of new settlement and livelihood. According to those social and political thinkers the facts of abolition of the 'line system' and the subsequent introduction of the "Grow More" programme coupled with the non-implementation of the provisions of the law relating to tribal belts and blocks are the roots of the foreign national problem in the State.

With the object of fulfilling economic, educational and linguistic aspirations, preservation of land rights, socio-cultural and ethnic identity of the respective tribes and speeding up infrastructure development in their areas, autonomous councils have been created. The two districts of Karbi Anglong and North Cachar were granted autonomy as far back as in 1952 under Article 244(2) read with Sixth Schedule of the Constitution of India. In the same way the Bodol and Territorial Area Districts (BTAD) comprising four plains districts was also granted autonomy in 2003.

Autonomous Councils for Mising, Rabha and Tiwa were created in 1995 and for Sonowal, Deori and Thengal were created in 2005. All these 6 Autonomous Councils are not under 6th Schedule of the Constitution, but these were created by legislating statute for the respective tribes in the State Assembly.

The Government has special concern and commitment for the well-being of the Scheduled Tribes (also referred to as STs/Tribals) who suffer as a Group due to their social and economic backwardness and relative isolation. The total population of Assam in 2001 Census has been 26,655,528. Of them, 3,308,570 persons are Scheduled Tribes (STs), constituting 12.4 per cent of the total population of the state. The state has registered 15.1 per cent decadal growth of ST population in 1991-2001.

Recognising the special needs of STs, the Constitution of India made certain special safeguards to protect these communities from all the possible exploitation and thus ensure social justice. While Article 14 confers equal rights and opportunities to all, Article 15 prohibits discrimination against any citizen on the grounds of sex, religion, race, caste etc; Article 15(4) enjoins upon the State to make special provisions for the advancement of any socially and educationally backward classes;

Article 46 enjoins upon the State to promote with special care the educational and economic interests of the weaker sections of the people and, in particular, the STs and promises to protect them from social injustice and all forms of exploitation.

The special commitment of the National Policy on Education, 1986 (revised in 1992) to improve the educational status of STs continues to be the major strength in launching special interventions and incentives to improve the accessibility for the tribals who live in the far-flung remote areas and remain isolated. Therefore, efforts for universalising primary education continued, especially through the programme of Sarva Shiksha Abhiyan. One of the special features of this programme is the participation of ST parents/ guardians in the activities of schools, which ensures ownership of the programme, even by the most disadvantaged.

Among STs, Boro represents nearly half of the total ST population of the state (40.9 per cent). Miri (17.8 per cent), Mikir (10.7 per cent), Rabha (8.4 per cent), Kachari (i.e. Sonowal Kachari) (7.1 per cent), and Lalung (5.2 per cent) are the other major STs each having 5 per cent or above of total STs. Along with Boro they constitute 90 per cent ST population of the state. Besides them, Dimasa constitutes 3.4 per cent and Deori 1.2

per cent of the total ST population of the state. The rest of the Scheduled Tribes are very small in their population size.

The ST population in Assam is predominantly rural with 95.3 per cent rural and only 4.7 per cent urban population. Of the eight major STs, Dimasas have recorded the highest 10.4 per cent urban population, followed by Mikir (8.3 per cent). On the other hand Miri have recorded the lowest 1.8 per cent urban population.

ii) Scheduled Caste:

The total population of Assam in 2001 Census has been 26,655,528. Of them, 1,825,949 persons are Scheduled Castes (SCs), constituting 6.9 per cent of the total population of the state. The state has registered 10 per cent decadal growth of SC population in 1991-2001. There are sixteen (16) notified SCs, and all have been enumerated in 2001 Census. Kaibartta (31.8 per cent) and Namasudra (30.4 per cent) are the two major SCs in the state sharing more than half of the total population. Patni (8.3 per cent), Jhalo (4.2 per cent), Muchi (3.9 per cent), Sutradhar (3.4 per cent), Bhuinmali (3.2 per cent), Hira (3 per cent), Dhupi (2.7 per cent), Brittil Bania (2.6 per cent), and Jalkeot (1.3 per cent) also have sizeable population in the state. SCs namely Lalbegi, Mahara, Dugla, Mehtar, and Bansphor each accounts for less than one per cent.

Among the districts, Cachar (14.4 per cent), Karimganj (13 per cent), Marigaon (12.9 per cent), Hailakandi (10.9 per cent), and Bongaigaon (10.3 per cent) are the main SC concentrated districts in Assam, each having more than 10 per cent SC population. These five districts together share 32.4 per cent of the total SC population of the state.

According to 2001 Census, 85 per cent of the SCs are living in rural areas. Individual SC wise, there is wide variation with regard to their rural-urban distribution of population. A high of 27.9 per cent urban population has been recorded among Dhupi, followed by Brittil Bania with 23.3 per cent. On the contrary, Patni has recorded the lowest of 7.3 per cent urban population. Namasudra, Hira, Muchi, and Kaibartta are predominantly residing in rural areas having more than 85 per cent rural population.

iii) Tea tribe:

The 'Tea tribe' of Assam is allegedly deprived of their rights by authorities concern and for this reason mainly, they are still backward in all fronts. 'Tea tribe's also popularly called the Adivasi. In fact, this tribe is backward in all the fields, economically, socially, education and health. Perhaps, such demands are raised because of the very feeling of negligence and alienation among such communities. The "Tea tribe" has been striving to be accorded with the Scheduled Tribe (ST) status in Assam since the independence. Sources reveal that 25 per cent literacy rate in the community are figured with the official government that reflects the degree of the community's backwardness.

It is pertinent to note that in the early 19th century, the Adivasis were being brought to Assam from central India by the British to work in the tea gardens. And further settled in the surrounding agricultural land. The Adivasis are mainly concentrated in the districts of Assam like Sonitpur, Nagoan Jorhat, Golaghat, Dibrugarh and Tinsukia, Bongaigaon and Kokrajhar. It has also been reported that they speak Santhal dialect.

Significantly, the 'Tea tribe' is reportedly ceased to be recognized as tribal because the rules stipulate that a person's tribal identity is irrevocably linked to his or her place of origin.

iv) Educationally Backward Minority:

The Ministry of Minority Affairs has declared the list of 90 minority concentrated districts (MCDs) in the country, which remain backward due to low levels of either socio-economic indicators or access to amenities or both and are in urgent need of attention. Each of the 90 districts has been selected on the basis of a "substantial" minority population and their standards are well below the national average. The maximum numbers of districts that need immediate attention fall in Assam which has 13 having a huge minority population.

Of the eight parameters used in selection of districts, four are based on socio-economic factors such as literacy, female literacy, work participation and female participation. Other four parameters are access to amenities like pucca house, safe drinking water, electricity supply and safe sanitation.

As per Ministry of Minority Affairs, Gol, the Minority concentrated districts of Assam are as follows:-

Sl. No.	Name of the Minority concentrated Districts
1	Kokrajhar
2	Dhubri
3	Goalpara
4	Bongaigaon
5	Barpeta
6	Darrang
7	Morigaon
8	Nagaon
9	Cachar
10	Karimganj
11	Hailakandi
12	Kamrup
13	NC Hills

1.2. Socio-Economic Profile:

A brief account of socio-economic status, including key indicators of income distribution, poverty level, occupational structure, etc.

One of the ancient states of India, Assam possesses a heritage that has found mention in the earliest pages of history. Some of the oldest tribal communities like Mongoloids and Australoids are found in the state of Assam. This is sufficient enough to prove the existence of the Assam in the pre-historic periods. On the basis of the geographical location, various tribal sects of different corners of Assam symbolize a different social custom and culture. Among the prominent tribal communities that are still found in Assam the names of Dimasas, Karbis, Khasis, Bodo Kacharis, Lalungs, Garos and Jaintias are worth of mention.

The virgin forests of Assam are yet another source of economic sufficiency of the place. The good quality woods of these dense forests are a common yet vital input for the flourishing furniture industry of Assam.

As a whole it can be said that location of Assam suggests an enriching geographical extravaganza.

Key Economic indicators:

Nature has been bountiful in Assam. Assam is endowed with petroleum, natural gas, coal, limestone and many other minor minerals such as magnetic quartzite, kaolin, clay and feldspar. A small quantity of iron ore is also available in western parts of Assam. The State possesses an estimated 320 million tons of coal reserves, oil and natural gas reserves sufficient to sustain current production levels for at least another fifty years, and a vast, though largely untapped potential for power generation. Location wise there are several positive attributes. Guwahati is the communications and transportation hub for much of the North East. The State's waterways can transport goods cheaply and efficiently. There is an extensive and growing railway network, one that is being converted in substantial part to broad gauge. The State is well placed to service the needs and markets of other States of the North East. A modicum of incremental investment would allow access to other countries, in particular to the growing economies of South East Asia.

There are four oil refineries, several large and medium sector manufacturing industries, including sugar mills, textile spinning units and processing houses, cement plants and fertilizer units. All of this is in addition to the traditional strengths in tea and jute. There is potential to set up industries in the hydrocarbon sector - gas cracker plants, aromatic complexes and downstream and ancillary industries.

Despite this, Assam's economic development is lagging behind that of the rest of the country - and the gap is increasing. At Independence, Assam's per capita income was only marginally less (a difference of 4 percent) than that of the average for the country. In 1998, the average per capita income for the country was over 1.8 times that of Assam. The relative stagnancy in the growth of income is attributable in turn to the inability of each of the component sectors to grow at rates that would allow the State to reach the levels attained by the rest of the country.

In the agriculture sector, the overall growth rates since the 1980s has been a little over 2%, rates not sufficient to generate surpluses for investment, or create purchasing power in the rural sector to provide a market for local industries. Not only do floods wreak annual havoc, but the accompanying uncertainty prevents farmers from taking risks and making investments in land improvement, and in higher cost, albeit high yielding, technologies and practices.

Industrial diversification and growth has been constrained by the inadequacy and quality of complementary infrastructure, the geographical isolation of the region, and the lack of well developed markets.

The inability to build on the promise afforded by the horticulture sector is largely attributable to the deficiencies in complementary investments, in storage, rural transportation networks and in market facilities. For the same reasons, fisheries, poultry farming and dairy are yet to acquire the momentum required to raise incomes substantially and sustainably.

There are 848 tea gardens, accounting for about 11 percent of the State's income, producing approximately 400 million kgs of tea, including 160 million kgs for export suffered setbacks, and consequent economic activity, income and employment are at levels much lower than even a decade ago.

Gross Domestic Product (GDP) per Capita:

The growth rate of GSDP in the State during the 9th Plan period was 1.51 % which increased to 5.33% during the 10th Plan period. Due to special developmental initiatives of our Government the State has been able to achieve an annual average growth rate of 6.86% during the 11th Plan period and is expecting a growth rate of 8.42% (advance estimates) by the end of the 11th Five Year Plan. If we can maintain the present trend of accelerated growth rate with the help of the multiplier effects of progress already achieved, then we can hope for a projected growth rate of around 9.38% during the 12th Plan period. Agricultural growth rate of the State was negative during the 9th Plan period. This improved steadily during the 10th and 11th Plans. With projected average growth rate of 4.81%, we have been able to achieve the national target of 4% agricultural growth rate during the 11th Plan. This achievement is all the more remarkable if we take into account the fact that the actual projected national growth rate of agriculture during the 11th Plan period is 3.06% against the target of 4%. The agricultural growth rate is expected to be 5.01% during the 12th Plan period. Assam's average annual growth rate in the industries sector during the 11th Plan period has been projected to be 4.45%, which is expected to rise to 4.65% during the 12th Plan period. Similarly, against the projected average growth rate of 8.86% during the 11th Plan period, the service sector in the State is projected to grow at an average annual rate of 12.50%.

As per advance estimates the GSDP of the State in terms of constant (2004-05) prices in 2011-12 will be Rs.80465.13 crore as against Rs.74214.94 crore in 2010-11 (Quick Estimate), signifying a growth rate of 8.42%. As per advance estimates, the growth rates of agriculture and allied sectors, industry and the services sector during 2011-12 are expected to be 6.43%, 7.19% and 9.74% respectively. As per advance estimates for 2011-12 the per capita GSDP of Assam at current prices is expected to be Rs.37,481/- as against Rs.34,201/- in 2010-11 (quick estimate). The per capita income of Assam on the basis of NSDP (current price) in 2011-12 is estimated to be Rs.33,633/- as against Rs.30,569/- in 2010-11 (quick estimate).

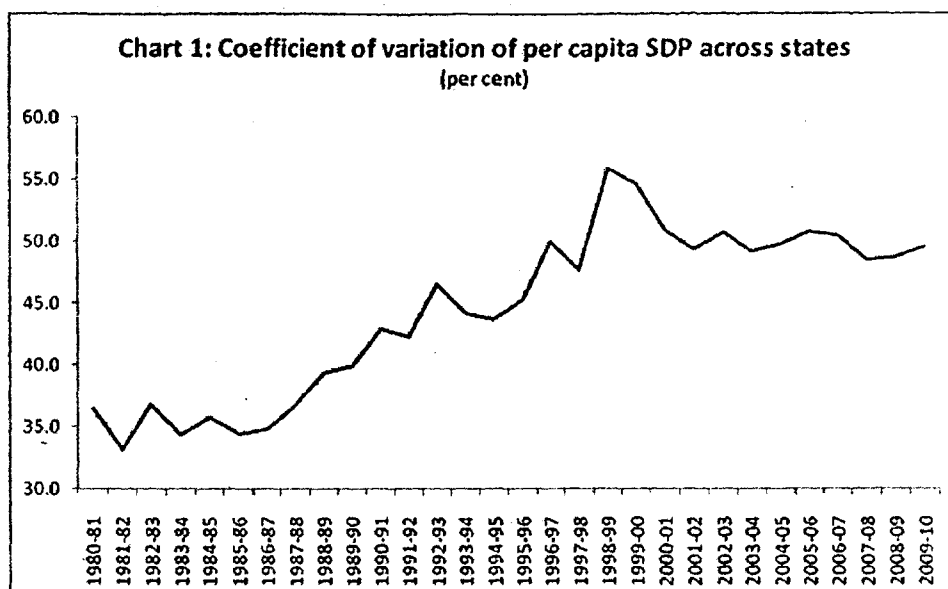
On the price front the Wholesale Price Index (WPI) of agricultural commodities in Assam (base 1993-94=100) stood at 272 in 2010-11 as against 249 in 2009-10 and 221 in 2008-09, displaying increases of 9.24% and 12.67% respectively. The all India WPI (base: 2004-05) for all commodities increased from 130.81 in 2009-10 to 143.32 in 2010-11 showing an increase of 9.56%.

The average Consumer Price Index (CPI) for working class population (base: 2001=100) in Assam during the first ten months of 2011 has been calculated at 174 as against 162 for the corresponding period of 2010.

The remarkable financial turnaround of the State became distinctly visible from 2005-06. In that year, for the first time we could achieve the unique distinction of posting primary, revenue and fiscal surpluses. In subsequent years also we have been able to maintain the trend of fiscal stability as measured by these parameters. In 2010-11, we had ended the year with a modest revenue surplus of Rs 58 crore. The fiscal deficit to GSDP ratio in 2010-11 was also only 1.91%, well below the FRBM target of 3%.

The Twelfth Finance Commission recommended 28% and 15% as the acceptable levels of debt-GSDP ratio and the ratio of interest payment to total revenue receipts respectively. The Assam FRBM (Amendment) Act, 2011 and the 13th Finance Commission recommendations prescribed 28.2% as the prudent limit of Debt-GSDP ratio for Assam in 2010-11. The outstanding debt liabilities of Assam as per 2010-11 (BE) stood at 27.8% of GSDP, which is well within the prescribed limit. Assam is one of the best performing States in this regard. As per 2011 population census, the per capita debt of Assam is Rs.8,180/-, which is well below all India average of Rs.15,040/-. State finances at present are in quite comfortable position.

**(extract of budget speech of Chief Minister, Assam in 2012-13)*



1.3. Demographic Structure

Growth of Population:

Assam is getting urbanized, but at a snail's pace. While an overwhelming 86 per cent of the state's populations live in rural areas, only 14 per cent are urban residents as per the Census 2011. Out of 3, 11, 69, 272 people in the state, 26,780, 516 live in rural areas, contributing to the decadal growth of 15.35 per cent. In 2001, the decadal growth of population in rural areas was 16.51 per cent. In case of urban population, which is 4,388,756 in the 2011 census, the decadal growth is 27.61 per cent, a decline from the decadal growth of 38.24 in 2001. The highest growth of population at 24.40 per cent was in Dhubri district bordering Bangladesh, while the growth has decreased to 20.74 per cent from 21.87 per cent in Karimganj. The population growth in the state during 1991-2001 was 18.92 per cent.

According to the census of India 2011, the population of Assam stands at 31,169,272 of which 15,954,927 are males and 15,214,345 females. The decadal growth rate of population of the state during the decade 2001-2011 is 16.93%. Following table shows some important features of population of Assam:

Demographical structure of Assam (Distribution of population by rural and urban areas and by social categories, Literacy rates etc) as per Census data:

Sl.	Particulars	Unit	1991	2001	2011
1	Population	Lakh	224	267	311.6
2	Decadal growth	Percent	24.24	18.92	16.93
3	Density	Per sq. km.	286	340	397
4	Sex ratio	Females per 1000 males	923	935	954
5	Literacy	Percent	52.89	63.25	73.18
6	Urban Population	Percent	11.10	12.90	14.08
7	Rural population	Percent	88.90	87.10	85.92
8	S.C. Population	Percent	7.40	6.85	6.9
9	S.T. Population	Percent	12.83	12.41	12.4

Source: Census 1991, 2001 & 2011.

Literacy:

Literacy rate in Assam has seen upward trend and is 73.18 percent as per 2011 population census. Of that, male literacy stands at 78.81 percent while female literacy is at 67.27 percent. In 2001, literacy rate in Assam stood at 63.25 percent of which male and female were 75.23 percent and 51.85 percent literate respectively.

In actual numbers, total literates in Assam stands at 19,507,017 of which males were 10,756,937 and females were 8,750,080.

Highlights of comparison of Demographic profile of the State with the country:

India/ States	Population 2011			Percentage Decadal Growth	
	Persons	Males	Females	1991-01	2001-2011
INDIA	1,210,193,422	623,724,248	586,469,174	21.34	17.64
ASSAM	31,169,272	15,954,927	15,214,345	18.85	16.93

Source: Census 2011

Population Density:

Population density					
India/States	Population 2011			Population density (Per Sq. Km.)	
	Persons	Males	Females	2001	2011
INDIA	1,210,193,422	623,724,248	586,469,174	324	382
ASSAM	31,169,272	15,954,927	15,214,345	340	397

Source: Census 2011

Sex Ratio:

Sex Ratio					
India/States	Population 2011			Sex Ratio	
	Persons	Males	Females	2001	2011
INDIA	1,210,193,422	623,724,248	586,469,174	933	940
ASSAM	31,169,272	15,954,927	15,214,345	932	954

Source: Census 2011

Distribution of Population in Assam:

	Male	Female	Total	% to Total Population
Rural	13,689,739	13,090,777	26,780,516	85.92%
Urban	2,265,188	2,123,568	4,388,756	14.08%
Total	15,954,927	15,214,345	31,169,272	
SC	943674	882275	1825949	6.9%
ST	1678117	1630453	3308570	12.4%
Muslim	4252691	3987920	8240611	30.9%

Source: Census 2011

1.4. Structure and Administration of Secondary Education

Brief discussion on the current structure of school education in general and secondary education in particular :

Secondary education is the education of the adolescents- the most storming, yet most formative years of human life. Building on the childhood, human beings graduate to adulthood through adolescents as productive members of the society. Thus, development of a society or a state or a nation is inseparable from education of the adolescents and secondary education. Given the stage of our national development, secondary education provides the largest single educated, though unskilled, manpower to all sectors of economy. Secondary education has, hence, the single most significance to national development.

Higher education that guards the development of frontiers of our nation stands on the shoulder of secondary education. A weak shoulder can offer only weak support. Primary education draws its teaching personnel from secondary education; weak secondary education can hardly produce strong and dependable teachers for our primary schools. It is necessary to understand the seminal importance of *secondary education as the connecting link in the educational structure.*

Though expansion of secondary Education has not been on the agenda of policies on education, improvement of its quality has been recognised as a major concern. This very concern was the basis of setting up of the *Secondary Education Commission in India (1953)* with the objective to diagnose the growth pattern of secondary education and suggested measures for its reorganization and improvement. Subsequently, the *Report of the Education Commission (1964-66)* also looked into different aspects of development of secondary education. It articulated goals and objectives of education for all stages in the context of national development priorities. The *National Policy on Education, 1986* recommended the implementation of a national curricular framework with a common structure (10+2+3) throughout the country. It also envisaged the building of a national system of education in which all students will have access to education of a comparable quality along with providing condition for access. The Programme of Action (POA), 1992 worked out modalities for implementation of the NPE and specified programmes for development of facilities for qualitative improvement of education.

The POA 1992 recognised the increased demand for secondary education and backed the NPE 1986 by calling for a *planned expansion of secondary education facilities* all over the country. The need for higher participation of girls,

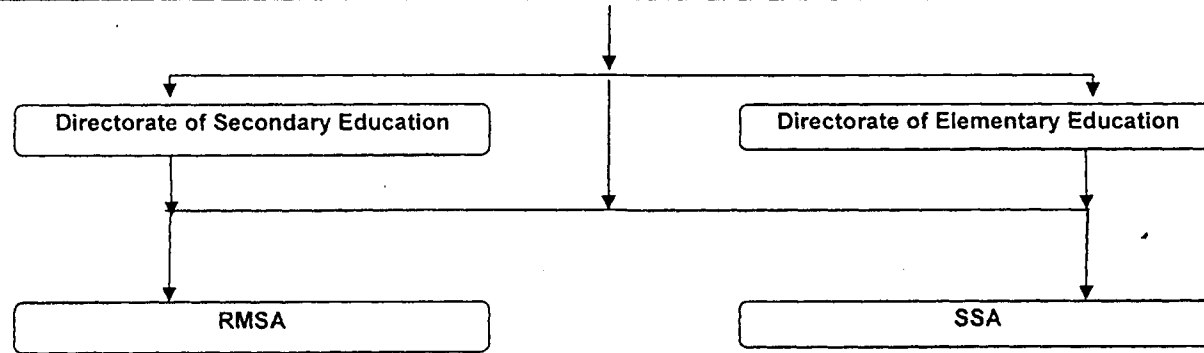
SC/ST, transformation and reorganization of Boards for secondary education and vesting them with autonomy so that they have the ability to improve the quality of secondary education, equipping the secondary level institutions with computers so that the children develop necessary computer skills to be effective in ongoing developments in technological world was stressed.

The Directorate of Secondary Education functioning under the Education Department of Assam is responsible for administrative control, Development & Expansion, Inspection & Supervision, Monitoring & Evaluation of Secondary and Higher Secondary Education including Jr. College with plus two (+ 2) stage of Higher Secondary Section.

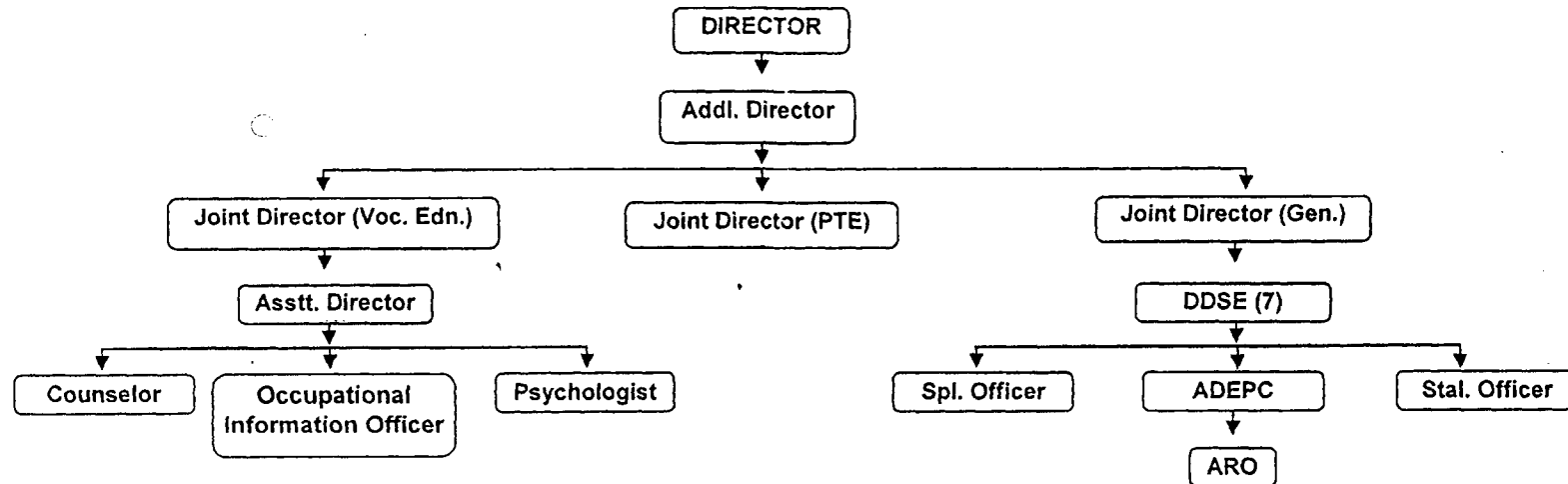
Acts & Rules administered by the Department:

- (a) "The Assam Secondary Education (Provincialisation) Act, 1977".
- (b) "The Assam Secondary Education Act, 1961" for constitution of the Board of Secondary Education, Assam (SEBA).
- (c) "The Assam Higher Secondary Education Act, 1984 for constitution of the Assam Higher Secondary Education Council (AHSEC).
- (d) "The Assam Madrassa Education (provincialisation) Act, 1995 for provincialisation of the services of the employees of the senior Madrassa, Title Madrassa and Arabic College."
- (e) Assam Secondary Education (Provincialisation) service Rule-2003.
- (f) The Assam Govt. Aided Junior College Management Rules, 2001.

DEPARTMENT OF EDUCATION, ASSAM (SCHOOL LEVEL)



DIRECTORATE OF SECONDARY EDUCATION, ASSAM



Type/Number of Educational Institutions in the State:

TYPE OF INSTITUTION	
No. of Primary Schools (Govt./Prov.)	30,054
No. of Primary with Upper Primary Schools (Govt./Prov.)	944
No. of Upper Primary Schools (Govt./Prov.)	4,919
No. of Upper Primary Schools (Recognised)	5175
No. of Secondary Schools (Govt./Prov.)	2757
No. of Higher Secondary Schools having Secondary section (Govt./Prov.)	647
No. of Junior College	53
No. of Polytechnic Institute (including one Textile and one Handloom)	8
No. of DIET	18
No. of CTE/ B. Ed. College	10
No. of BTC	19
No. of Normal Schools	7

Existing educational Management Information System (SEMIS) for planning, ICT, IEDSS**ICT@School scheme :**

ICT@School scheme is being implemented in the State of Assam in 2850 schools under BOOT model through Assam Electronics Development Corporation Ltd (AMTRON). Out of 2850 schools, 641 schools are being implemented as per old ICT@School scheme where as in 2209 schools, ICT is being implemented under revised guideline of MHRD, GOI.

1.5. :: Data base for plan formulation:

Primary data source: The primary data source is U-DISE, 2012-13 collected from the schools through DCFs.

Secondary data source: The secondary data sources are Census of India, 2011, Economic Census, data from Directorate of Secondary Education, Board of Secondary Education, Assam Etc.

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Chapter – 2

Implementation Status of AWP&B

CHAPTER - 2

IMPLEMENTATION STATUS OF A.W.P. & B

2.1 :: Overview of the Programme :

2.1 (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

World Bank's report on Secondary Education in India: Universalizing Opportunity (2009) highlights the significance of secondary education in breaking the intergenerational cycle of poverty and in determining the country's economic growth. It recommends the use of innovative methodology and public-private partnership model for facilitating secondary education in India. The report puts forward several suggestions aimed at improving secondary education in India. These include increased investments in additional classrooms and teachers, improved curriculum and textbook development; more effective teacher education and training; introduction of new educational technologies; improved teacher management and accountability systems; and examination reforms that will improve access, quality and equity of secondary education.

Secondary education is a stage of education that is imparted after primary education and before higher education. Both primary education and higher education are closely related to secondary education as it is a bridge between two. In fact it is the stepping stone to university education and other professional education. After the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education.

The CABE suggests the guiding principle for universalization of secondary education as follows.

- The guiding principles of Universal Secondary education should be Universal access, equality and social justice, relevance and development, and structural and curriculum consideration.
- There have to be norms for schooling .such norms should be developed for each state with common National parameters as well as state specific parameters.
- Each state should develop a perspective plan for universal secondary education. Decentralized micro level planning should be the main approach to planning and implementation of universal secondary education.
- The immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalization of secondary education.

Based on the "CABE" guidelines the Road map towards expansion and reforms for universalisation secondary education in the state has been designed.

Nevertheless, with larger numbers of children from Assam are now finishing Elementary school, the demand for secondary schooling – Grades IX to XII – is growing. An

increasing share of these students will come from rural and lower income groups, who will be less able to afford private secondary education. This includes insufficient and uneven distribution of school infrastructure; lack of trained teachers and inefficient subject wise teacher deployment; sub-optimal use of private sector to expand enrollment capacity; insufficient schooling opportunities etc. The challenges now for the Government of Assam (GoA) are to dramatically improve access, enrollment and quality in secondary education, simultaneously.

Hon'ble Prime Minister in his Independence Day Speech, 2007 has inter-alia stated that, "We are setting out a goal of universalizing secondary education. This is clearly the next step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the Scheme for Universalisation of Access for Secondary Education (SUCCESS). We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme".

With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

It is well recognized that eight years of education are insufficient to equip a child to step into the world of work and develop their reasoning and decision-making capacity so that they become a responsible citizen. Therefore the supply of secondary education would improve with the following measures:

- i. Innovative public-private partnership models including reform of the current grant-in-aid system;
- ii. Classrooms and other school infrastructure, especially in rural areas;
- iii. Recruitment and capacity building of more teachers;
- iv. Introduction of double-shift teaching;
- v. Expanded use of open learning and new methodologies to complement and supplement face-to-face teaching.

The improvement in demand side also needs to be done

- i. Improvement in the quality of class VIII students;
- ii. Provision of cash and kind assistance for poor and disadvantaged students;
- iii. Public campaign to change attitudes about benefits of schooling;

Further to improve the quality of secondary education there are some options which needs to be emphasised upon:

- i. Strengthened secondary education teacher training colleges & institutes;
- ii. Peer-based, mentor-led, subject-specific professional development of teachers;

- iii. Teacher performance standards and increased community monitoring of student learning;
- iv. Financial incentives and technical assistance for State boards to align both curriculum and examinations to the National Curriculum Framework;
- v. Improvements in textbook development and distribution;
- vi. Participation in international assessments of student achievement at the secondary level;
- vii. Initiation of mentorship system will immensely help to provide guidance to the students, to share with their mentors if the students face any problems either academics or personal;
- viii. Apart from lecturing method of teaching due importance should be given for practical experiments, learning by games, motivation and involvement of students for participation in the class, encouraging team work etc.
- ix. Teacher's feedback should be collected from the regular students so that the teacher's performance can be evaluated.

Under these circumstances, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), the Centrally Sponsored Scheme for Universalisation of Access to and Improvement of Quality of Education at Secondary Stage (SUCCESS) is introduced in the State since 2009-10.

The Goal and Objectives of RMSA:

In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects.

Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from underprivileged society and the children Below Poverty Line (BPL) families.

- To provide a secondary school within a reasonable distance of any habitation, this should be 5 kilometer for secondary schools and 7-10 kilometers for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%).
- Universal retention by 2020.
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and EBM (Educationally Backward Minorities).

Approach and Strategies relating to Access, Participation, Quality Improvement, Equity:

The expansion of secondary education, growth rate and various indicators etc. are required to be analyzed differently and periodically. Availability of schooling facilities, schools according to the type and management, physical and teaching/learning facilities, average number of instructional rooms, ratio of upper primary to secondary schools, un-served habitations, pupil-teacher ratio, average number of teachers in a school, trained & female teachers, subject specialization and qualifications of teachers, student enrolment,

retention rate etc. are some of the important indicators that required an in-depth analysis in preparation of Plan and budget.

Access and Participation :

(i) To Improve Access

- ↳ To improve physical access to secondary classes in terms of material, resources and infrastructure, certain action has been initiated in support with State PWD.
- ↳ The expansion and strengthening of existing schools and higher secondary schools have been undertaken according to the need that is reflected from the SEMIS data.
- ↳ GIS based school mapping exercise has already been completed through Mission for Geo Applications (MGA), Ministry of Science & technology, New Delhi and proposal for new schools or up-gradation of UP schools to be submitted after critical analysis of findings of the mapping at district and state level. Thereafter, the target for opening new schools or upgradation of upper primary schools is finalized in phased manner in the state.
- ↳ Access facilities in the hilly & isolated areas also to be provided keeping in view the specification of RMSA framework and relaxation, if any deserved, due to specific geographical and social reasons.
- ↳ To improve the access, hostel facilities for SC/ST and girl children to be provided and free of cost textbooks, uniforms etc. are proposed to be distributed.

(ii) Strengthening of Existing Schooling Provision:

- ↳ Access is not only availability of school but also availability of basic minimum facilities in the school. Therefore, all the secondary schools in the state to be provided with basic minimum facilities such as minimum required furniture, drinking water, toilet blocks, electricity and a play ground. Necessary steps have been undertaken for all the schools to provide with the facility of ramps, earthquake resistant buildings, etc. according to the requirement of the school and locality in phased manner.
- ↳ State is targeted to provide minimum required physical infrastructure in all secondary schools i.e. at least one class room for each section, 1 Integrated Science Laboratory, 1 Library, 1 Computer Lab, 1 Art and Craft Room, Toilet block and drinking water facilities.

It is also to be stated that, to meet the demand in access, emphasis is required to be given in implementation of Civil works activities and the provision of following civil works activities should be available to achieve the target of 100% GER by the end of 2017-

- ↳ Establishment of New Secondary school & Up gradation of UP school to Secondary school
- ↳ Establishment of New HS school & Up gradation of Secondary school to HS school
- ↳ Integrated Science Laboratory
- ↳ Subject wise Laboratory for HS sections
- ↳ Lab Equipments
- ↳ Headmaster/Principal Room
- ↳ Teachers quarter
- ↳ Computer Room
- ↳ Girls Activity Room
- ↳ Art/Craft/Culture Room
- ↳ Library
- ↳ Separate Toilet Blocks for Boys

- ↪ Separate Toilet Blocks for Girls
- ↪ Drinking water Facility
- ↪ Barrier Free Access in Sec & HS schools
- ↪ Special Toilet for CWSN in Sec & HS schools
- ↪ Repairing and Renovations-Major under special circumstances
- ↪ Retrofitting measures in existing schools having pucca building

Quality Improvement :

The classroom practices and day to day activities in the Secondary level need to be modernized with innovative approaches. The learning resources for the secondary school age children are also very important in addition to classrooms teaching and textbooks are laboratory, library, ICT support and other educational programmes. Quality improvement will have whole school approach on infrastructure, curricular development & pedagogical renewal, school based learning resources including materials, recruitment of teachers, capacity of teachers and motivational issues, teaching learning methodology.

- ↪ Infrastructure mapping / confirmation survey has been conducted for finalisation of requirement of quality related infrastructure.
- ↪ In order to facilitate the activities, necessary e-learning equipments could not be installed in the High and Higher Secondary Schools. A separate classroom equipped with the e-learning equipments, computer, LCD Projector and sound equipments to be set up. Expertise to be outsourced to prepare and telecast the necessary lessons. Such arrangements will motivate the students to learn with interest and interaction with the Resource Persons and the students of other schools.
- ↪ The Directorate of Secondary education (DSE) in the state also to be strengthened through capacity building in terms of infrastructure and human resources.
- ↪ Curricular structure and syllabus are the main pillars for quality secondary education and interventions for reform of these areas one of the prime aspects of RMSA has been initiated in the state.
- ↪ All reform agendas was proposed to be undertaken in purview of the NCF-2005. Govt decisions and Rules & norms are to be amended for ensuring the good educational administration, modernization / e-governance and power delegation to the PRIs & local bodies / de-centralization of planning & implementation;
- ↪ To improve the quality and learning achievements, the instructional time is to be improved. The more time needs to be allotted to the students as learning opportunity time so that students can interact/ have dialogue with teacher and practice.
- ↪ The Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC) who are the nodal agency to improve the quality and evaluation system in the state. Apart from SCERT, B. Ed Colleges these agencies will be assigned for development, implement and monitor the quality interventions in the state. Curricular and examination renewal process will be undertaken through these agencies.

- ✚ Teaching learning material also plays important role in making learning environment more conducive and improves the quality of education as a whole. But scope of utilisation of teaching learning material (TLM) at secondary level is to be provided in large scale.
- ✚ Creation of Learning resources including laboratory, library etc and other materials like Text books, workbooks, TLMs & e-TLMs etc need to be prioritised in the plan. Art / craft/ Culture rooms are to be construct at the earliest and utility of the support structure for the same needs to be ensured
- ✚ A minimum of five subject-specific teachers for all the five core-subjects of secondary classes in each school will be maintained. All the teachers in place for secondary classes are required to be qualified and trained. Adequate teachers will be ensured for additional enrolment where the pupil teacher ratio will be maintained at 30:1.
- ✚ For the professional development of teachers and modernisation in teaching practices, every teacher will undergo in-service training for at least 5 days per year. For the teachers of the special school will be trained separately through a 10 days residential training at state level with the separate unit cost. Since there is no separate teacher for CWSNs in schools and resource persons or experts on the issues are also very less at district or block level, one Sr. Teacher will be designated as co-ordinator on CWSN issues in the school and the teacher will be trained at state level (Foundation Course for 21 days) under RCI. Training related to school management & leadership for Head teachers / Principals, Music teachers, Hindi teachers, Sanskrit teachers etc will also be conducted separately.
- ✚ Teachers' attendance rate in schools will be increased and to monitor the attendance of both students and teachers' School Management and Development Committee (SMDC) and other persons will be involved. On line monitoring through Interactive Voice Response System (IVRS) is being introduced in the state. Moreover, teachers' performance will be measured on the basis of learning achievements of children but on the other hand, to improve the commitment the teachers will also be awarded. Teachers working at remote villages will be provided with residential quarters under RMSA.
- ✚ Academic Support and Monitoring Groups at State level (State Level Resource Group) and at District level (Quality Assurance Group) are being constituted with eminent academicians / citizens of the state for providing support in development of training modules, training of Master Trainers and on-site support to teachers training at district level. QAG members will inspect the schools regularly to improve the overall quality of education of the schools.
- ✚ Existing teaching learning process in the secondary schools of the state will be renewed and child centred and activity based teaching learning process will be introduced in the schools.
- ✚ Visioning workshop at state level is proposed to be organised for drawing a strategy regarding the teaching learning process in the secondary schools of the state. Interactive meetings and consultations will also be organised various level with the stakeholders.
- ✚ Workshops planned for discussion and planning of pedagogical interventions will also be proposed for DBSE, SMDCs, PRI and public representatives.
- ✚ All pedagogical interventions will be ensured for children of specific groups such as STs, SCs, linguistic minorities and urban poor with detail mechanism of proper class room transaction.
- ✚ To have positive suggestions for improving school environment a Quality Assurance Group consists of 3 (three) eminent persons from each district has been constituted. The eminent persons are noted writer, academicians, retired principals of educational

institutions, retired Govt. officers. The group will inspect 2 Provincialised secondary and higher secondary schools per day for 10 days in a month (minimum) for 5 months.

Equity

Although equity related to gender is not a major problem in Assam but community specific constrains in minority groups, SC,ST and OBC and area specific constrains in hill, Char and Tea garden areas are seen in education sector. The activities proposed to be conducted for awareness and motivation for the girls children like - Organisation of Games & sports and cultural programmes, Organisation of Health & hygiene programme would make the girls children empowered. Building of leadership capacity and confidence of the children was also a positive inputs of the programme. Another activity - "Life skill programme- Self defense training" helped the children in self empowerment, motivation and building self confidence.

Though gender disparity is not a major problem in Assam but there are reasonable number of girl children who are deprived from educational opportunities due to lack of awareness of guardian, teachers, confidence of the girl children, motivation and courage. Again the girl children attain adolescent age become victims of social constrains like child marriage; drop out from school in these areas. Also in some cases these girl children become victim of negligence in terms of health, nutrition. Keeping in mind all these constrains, a number of activities to minimize the problems facing by the girls have been designed for the state.

- ↳ Following strategies have been proposed and undertaken under RMSA for equity -
- ↳ The Panchayat Raj and Municipal Bodies, Teachers, Parents, other stakeholders and School Development & Management Committee will be oriented on the gender issues.
- ↳ Distribution of free textbooks for all the enrolled children, distribution of bicycles for the girl children, hostel facilities and scholarship for the children of socially backward communities particularly SC/ST and OBC are proposed under the plan.
- ↳ Free transportation facility for especially for BPL, SC, ST, OBC, Minority and Tea Tribes would be provided for girls learners going to nearby Secondary schools in remote areas to check the drop out.
- ↳ To encourage the regular attendance free pass facility by the State Transport Corporation should be made available for the Girls learners of rural areas and needy most girls and the process will be started after a school wise assessment in secondary sections in addition to class-VIII.
- ↳ The safety, security and convenience of girl children enrolled in secondary classes will be ensured while in the school premises and in classrooms.
- ↳ 50 bedded girls hostel will also be proposed in girls schools and 25 beded hostel for girls will be proposed for co-education school during the plan period in remote and isolated areas and provision for warden teacher (female) will also be kept within the hostel.
- ↳ Other relevant interventions NCC, Scouts & Guides, Hazard Safety Cadet Corp, teacher training guide captain training , leader trainer training will be arrange for the girls in secondary schools in addition to life skill, self defense training etc for development of girl students.

- ↳ The SC, ST, OBC and Minority categories of members will be insisted to be a member of SMDC. Representation from the Tea Tribe community will also be ensured in SMDCs.

2.1. (B) ICT@School scheme:

In recognition of the importance of role of ICT in education, the Computer Literacy and Studies in Schools (CLASS) Project was introduced as a pilot project in 1984-85 with the use of BBC micros. The project was adopted as a Centrally Sponsored Scheme during the 8th Plan (1993-98) and its scope was widened to provide financial grants to educational institutions and also to cover new Government and Government aided secondary and higher secondary schools. The use and supply of software was limited with coverage confined only to higher secondary Schools.

The National Task Force on Information Technology and Software Development (IT Task Force), constituted by the Prime Minister in July, 1998 made specific recommendations on introduction of IT in the education sector including schools for making computers accessible through the Vidyarthi Computer Scheme, Shikshak Computer Scheme and School Computer Schemes. Smart Schools were recommended on a pilot basis in each State for demonstration purposes. It was also stipulated that 1 to 3% of the total budget was to be spent on provision of computers to all educational Institutions upto Secondary and Higher Secondary level during the next five years. Based on the experience gained so far, a need for a revision of the scheme of ICT @ Schools was felt on the following grounds.

1. Expansion with emphasis on quality and equity: A need was felt to expand the outreach of the scheme to cover all Government and Government aided secondary and higher secondary schools in the country with emphasis on educationally backward blocks and areas with concentration of SC, ST, minority and weaker sections. Along with that, there is a need for ensuring dependable power supply where the electricity supply is erratic and internet connectivity,-including broadband connection.
2. Demonstration effect: There is a need to set up smart schools at the district level to serve as demonstration models for neighbouring schools.
3. Teacher engagement and better in-service and pre-service training: Since ICT education will be imparted to all secondary and higher secondary students, an exclusive ICT teacher is required for each school. Similarly, there is a need for pre service as well as in service training of all teachers in effective use of ICT in teaching and learning process.
4. Development of e-content: There is also a need to develop and use appropriate e-content to enhance the comprehension levels of children in various subjects.
5. A strong mechanism for monitoring and management needs to be set in place at all levels for ensuring optimal delivery of set targets.
6. The Scheme envisages that the School Management Committee, Parents Teachers Association and local bodies would be involved in the programme management along with the setting up of an online web-based portal for real-time monitoring and transparency. In addition, independent monitoring and evaluation is envisaged.
7. Accordingly, the Scheme has been revised, with the approval of Cabinet Committee on Economic Affairs (CCEA) on 9th January 2010, for implementation during the remaining period of 11th Plan.

Components of the Scheme :

The scheme has essentially four components.

- ☞ The first one is the partnership with State Governments and Union Territories Administrations' for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- ☞ The second is the establishment of smart schools, which shall be technology demonstrators.
- ☞ The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- ☞ Fourth one relates to the development of e content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

Assam School Project (Under Rajiv Gandhi Computer Literacy Programme)

Supply of computer hardware, software and connected accessories and provision of computer education services in 770 Government Higher Secondary schools in Assam on BOOT (Build, Own, Operate and Transfer) basis in following phases.

- ☞ Phase-I – 140 Schools (Period of contract 2003-2008)
- ☞ Phase-II – 200 Schools (Period of contract 2004-2009)
- ☞ Phase-III – 230 Schools (Period of contract 2005-2010)
- ☞ Phase-IV - 200 Schools (Period of contract 2006-2011)

Responsibilities of the Government:

- ☞ To provide 20ft x 20ft room for setting up the computer lab in the schools.
- ☞ To provide 1-phase/3-phase power connection (wherever possible) inside the room allotted for setting up systems.
- ☞ To bear fuel expenses for the generator wherever provided by the school

Responsibilities of Partners:

- ☞ Supply of Computer Hardware, Software and connected accessories and provide computer education services
- ☞ To supply generator to all 570 schools
- ☞ To provide and maintain in working condition Computer Hardware, Software and necessary infrastructure like UPS, furniture, two ceiling fans & two tube lights on BOOT basis during the contract period.
- ☞ To provide two full-time instructors at each school
- ☞ To impart professional computer education to students of Classes IX to XII for 2 periods per week for each class as per the syllabus.
- ☞ To impart general awareness courses, including Internet and e-Mail, to students of Classes V to VIII for 2 periods per week for each class as per the syllabus.
- ☞ To provide Multimedia Educational software for providing Computer Education.
- ☞ To provide Spoken English course to students of Classes V to XII.
- ☞ To impart Multimedia based Computer Aided Education would be made available covering 4 subjects, viz. English, Science, Mathematics and Social Science for Standards V to XII.

- ↻ To develop and supply the courseware for the students for computer education.
- ↻ To supply adequate stationery and consumables at each centre.
- ↻ To impart training to at least 5 (five) Government teachers per year in each school.
- ↻ To provide testing and certification in Computer Education for the students at the end of every academic year.
- ↻ To provide required equipment including Hardware, UPS, furniture, Ceiling Fans, Tube Lights and Exhaust Fan.
- ↻ To obtain Telephone & Internet connections.
- ↻ To provide Electrical Sub-meter.
- ↻ To provide licensed software and suitable software for sharing the Internet connecting and logging usage.

Vision:

ICT sets to achieve not only to provide IT Literacy to all the School children of the State but also help in building a new generation of talent that has a changed mindset. With such IT related initiatives taken by the Govt. of India, the youth population will engage themselves in educating themselves in computer related fields and thus create employment opportunities for themselves. It will help Assam to build an immense potential of IT talent – and one day the youth of Assam will prove themselves in the National IT arena. This is designed to build an IT literate Assam.

Goal:

All the secondary schools across the State are to be covered under ICT@School scheme during XII five year plan. As ICT is being implemented in BOOT model for a period of 5 (five) years, they may be converted into Smart Schools after completion of 5 (five) years term.

Objectives:

1. To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and promotion of ICT literacy.
2. To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
3. Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
4. To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.
5. To provide an effective learning environment for children with special needs through ICT tools.
6. Promote critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.
7. To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

Approach and strategy relating to quality improvement:

The enrolment of the students in the schools is increasing day by day. As per the guidelines of MHRD for implementation of ICT@SCHOOL scheme, 10 nos. of computers are provisioned at a student computer ratio of 40:1.

2. 1. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

IEDSS is a Government Scheme and our organization is the implementing agency. The main aim of this project is to provide educational and schooling opportunity to complete secondary schooling in an inclusive and enabling environment and support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII.

Aims and objectives of IEDSS Scheme:

- ↳ To Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling in an inclusive and enabling environment.
- ↳ Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level.
- ↳ Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme:

The scheme covers all children studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy, and may eventually cover speech impairment, learning disabilities, etc. Girls with disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for their developing potential. Setting up of Model inclusive schools in the State.

- ↳ Every child with disability will be identified at the secondary level and his educational need assessed.
- ↳ Every student in need of aids and appliances, assistive devices, will be provided the same.
- ↳ All architectural barriers in schools are removed so that students with disability have access to classrooms, labs, libraries and toilets in the school.
- ↳ Each student with disability will be supplied learning materials as per his/her requirement.

- ↳ All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- ↳ Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- ↳ Model schools are set up in every state to develop good replicable practices in inclusive education.

2.1. (D) Girls Hostel scheme

For the promotion of girls' education and to eliminate gender disparity, efforts have been made to bring larger number of girls to the schools and to retain them. The programmes/schemes like Mahila Samakhya, Kasturba Gandhi Balika Vidyalya, National Programme of Vocational support to Primary Education (NP-NSPE). etc. are some of examples for the promotion of girls education.

Girls Hostel is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls' Hostel in Educationally Backward Blocks (EBBs) in the country. The Scheme has replaced the earlier NGO driven Scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organisations for running Girls' Hostels.

Objective :

The gender disparities still persist in rural areas, particularly among the disadvantaged communities like SCs, STs, OBCs and Minorities. Significant gaps in enrolment of girls at the elementary and secondary levels as compared to boys are visible.

The main objective of the Scheme is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. Another objective of the Scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students.

Target Group

The girl students in the age group of 14-18 yrs. studying in classes IX and XII belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the Scheme. Students passing out of KGBV will be given preference in admission in hostels. At least 50% of girls admitted will be from SC, ST, OBC and Minority communities.

Strategy for Construction of Hostels:

- ↳ It is proposed to construct one hostel with the capacity of 100 girls in each of the

- ↳ 81 educational backward blocks in the state. Wherever there is space in KGBV compound, the hostels would preferably be constructed there. Such hostels would be under the administrative control of concerned KGBV. Students passing out of KGBV will be given preference in admission in hostel. In case, there is no spare space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel may be constructed in the compound of a secondary/ higher secondary school selected by the State/UT Government. The hostel will be under the administrative control of the Headmaster/Principal of concerned school. However, students of neighbouring schools will also be eligible for staying in the hostel.
- ↳ The minimum living space available to each inmate should be 40 sq. Feet excluding kitchen, toilet and other common space.
- ↳ The buildings will be designed as earthquake resilient and will be fitted with basic fire safety equipments. Efforts will also be made to design the buildings with provision for solar energy generation, use of solar cooker and biogas.

Implementation:

- ↳ The implementation of the scheme will be done by concerned State Governments through the society constituted for the purpose.
- ↳ Each State will prepare an annual plan indicating the blocks to be covered, the school to which the hostel is proposed to be attached, names of secondary/ higher secondary schools in the neighborhood of the hostel, availability of the land for construction of the hostel, especially if the hostel is not to be located in a KGBV,
- ↳ A lady teacher from the KGBV in which the hostel will be located or from the schools to which the hostel will be attached may be appointed as warden of the hostel.
- ↳ Each inmate will be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the card, grievances redressal mechanism and contact numbers and addresses of responsible persons should be provided in the local language. State Governments are also encouraged to set up free help lines for redressal of grievances.
- ↳ An ICT based Management System will be developed in consultation with State Governments so that the financial assistance can directly go into the account of each student to be maintained by a public sector bank situated nearest to the institutions/ hostels. Detailed guidelines in this regard will be issued separately.
- ↳ An annual feedback mechanism from inmates will be developed and put in place by the State Governments. For this purpose, support of independent social audit groups may be enlisted.

State Level Empowered Committee:

The proposal will be scrutinized and evaluated at the State level by a State Level Empowered Committee headed by Secretary (School Education), which may also include representatives of State Finance, Planning Departments and Department of Women Development etc. This committee may constitute District level bodies consisting of representatives of District Administration, PRIs and social activists for monitoring the implementation.

2.1. (E) Vocational Education

The national policy planners have considered higher secondary stage of school education as crucial since it is at this stage that necessary skills and competencies are acquired which enable the students to enter the world of work or to go for higher education.

"The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization.... Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity". - The NPE, 1986 set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at + 2 level to 10% by 1995 and 25% by 2000.

The Report of the Education Commission (Kothari, 1964-66) which was titled 'Education and National Development' set a number of goals to be pursued. One of them was "to Vocationalise Secondary Education." Hon'ble Prime Minister of India addressing the nation on Independence Day (2006), spoke of the need for a Vocational Education Mission and in Independence Day speech (2007) announced that 1600 new industrial training institutes (ITIs) and polytechnics, 10,000 new vocational schools and 50,000 new Skill Development Centres would be opened to ensure that, annually. Over 100 lakh students get vocational training, which would be a four-fold increase. The Finance Minister in his budget speech (2007) also mentioned the emerging shortages in the reservoir of skilled and trained manpower in number of sectors. There is thus a need to expand the VET programmes to take advantage of the demographic dividend of the country and to fulfill the aspirations and right of the youth to gainful employment and contribute to national productivity.

Vocational education has been accorded high priority in the National Policy on Education 1986. The NPE, 1986 inter alia states "The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization..... Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity".

The key features related to vocational education may be disclosed at below:

- (i) Provides closer integration of learning and work.
- (ii) Integrates general academic education, vocational education, vocational training and higher education into a single system of 14 qualifications.
- (iii) Encourages continuous up-gradation of knowledge and skills.
- (iv) Supports flexible educational pathways between sectors and across qualifications.
- (v) Encourages parity of esteem between academic and vocational qualifications.
- (vi) Promotes greater and active involvement of social partners and industry.
- (vii) Supports inclusive growth by providing equal access of VET to all.

Consequently, a Centrally Sponsored Scheme (CSS) of Vocationalisation of Secondary Education was launched in 1988, which was implemented by the States/UTs for

the formal sector and by the Non-Government Organisations (NGOs)/Voluntary Organisations (VOs) in the non-formal sector.

The objectives of the scheme:

- (i) to provide diversification of educational opportunities so as to enhance individual employability;
- (ii) to reduce the mismatch between demand and supply of skilled human resource, and
- (iii) to provide an alternative for those pursuing higher education.

The scheme is overdue for revision for several reasons including the dire need at present for high skilled human resource to sustain the high growth rate of Indian economy and increased possibilities of international demand of skilled manpower, changes in technologies and financial markets, the growing international competition and increasing demand from various segments of population for job-oriented education.

Under the scheme vocational courses are provided in general schools with 2 years duration after secondary stage. As regards funding, 100% financial assistance had been given by the Central Government for 11 components, fund was shared 50:50 between the Centre and the State for 5 components and 100% funding is provided by the respective State Government/UT in case of 2 components. Generally Rs. 1 lakh was provided for each vocational course for construction of laboratory and purchase of equipment.

The scheme provided for recruitment of 2 full-time teachers and 1 part-time teacher per course. The vocational courses were of fixed 2 years' duration, although the scheme included a provision of variable duration, ranging from 1 to 3 years.

Lack of inputs from prospective employers and industry for curriculum design and training delivery are partly responsible for the mismatch between the demand and supply of skills. Another reason is the lack of rigorous entrepreneurial skill development programme for vocational students as a result very few of them opt for self-employment. The curriculum for the vocational course will be prepared jointly by the representatives of Industry/Industry Associations and educators. It will be revised and updated at least every 2-3 years.

Besides technical skills, greater emphasis will be given on development of employability skills, which would include (i) Basic communication skills, (ii) Basic IT skills, (iii) Customer care services, (iv) Etiquettes and Manners, (v) Art of Public speaking, (vi) Front Office Management, (vii) Telephone communication skills, (viii) Interview skills, (ix) Interpersonal or social skills, (x) Team building skills, (xi) Employment seeking skills.

2. 2 :: Institutional arrangement for Implementation

2.2 (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Policies and Programmes for development of Secondary Education in the State:

“

Prior to the British rule, there was no such formal system of secondary education in India. It was the minutes submitted by Lord Macaulay and subsequent resolutions passed by

the Governor General Lord William Bentinck in 1835 that led to the establishment of schools teaching western literature and science. Gradually western education became more popular as educated Indians were offered high posts under the Government.

In Assam secondary education was started in the year 1835. (At that time administrative Headquarter of East India Company was Calcutta and Assam was a part of Bengal.) As per the recommendations of the General Committee of Public Instruction, the Commissioner of Assam, Captain Jenkins started an English school at Gauhati in 1835. This school was known as "Guwahati Seminar" which is the present Cotton Collegiate School in Panbazar. In 1841 another high school was established in Sibsagar which is presently known as "Sibsagar Govt. Higher Secondary school".

In the history of Indian Education Wood's Despatch holds a unique position. It has contributed much in organizing the present education system in India. As per the recommendation of Wood's Despatch in 1854, Department of Education was created in each province. In Assam such a Department of Education was created in 1874 when Assam was separated from Bengal. A Director of Public Instruction was appointed. The environment for development of education in Assam was created only after the creation of a separate Department under the Director of Public Instruction.

In 1882 Hunter Commission made important recommendations on secondary education. The commission recommended that Government should gradually withdraw from secondary education leaving the responsibility to private enterprise. In each district there should be one Govt. high school as a model to the private schools. The Government should sanction grants – in – aid to private bodies for expansion of secondary education. In Assam these proposals could not be implemented, as the Government was not ready to sanction financial assistance to the private bodies. Consequently, the growth of secondary education was very slow. During 1899 – 1900, the total number of high schools in Assam was only 20.

Lord Curzon's Policy in 1905 attached the administration of Assam with East Bengal. Secondary education in Assam received a great setback due to the policy of control adopted by Lord Curzon.

The Govt. of India Act of 1919 introduced the system of Diarchy in the administrative field. Under this system, State Governments were given freedom in matters of Education. This administrative reform helped in the expansion of secondary education in Assam. Secondary education in Assam made considerable progress during 1912 – 1947 when the number of Middle English schools and Middle Vernacular schools increased to 742 and the number of High schools increased to 191 till 1947.

The Secondary schools during the Pre – Independence period can be categorized as – Middle English Schools and Middle Vernacular Schools (class IV – VI) and High Schools (class VII – X). Matriculation examination was conducted by Calcutta University as the High schools in Assam were affiliated to Calcutta University. ”

(source : KKH State Open University)

“ The Directorate of Secondary Education has envisaged the about the department that Secondary education is the education of the adolescents- the most storming, yet most formative years of human life. Building on the childhood, human beings graduate to adulthood through adolescents as productive members of the society. Thus, development of a society or a state or a nation is inseparable from education of the adolescents and secondary education. Given the stage of our national development, secondary education provides the largest single educated, though unskilled, manpower to all sectors of economy. Secondary education has, hence, the single most significance to national development.

Higher education that guards the development of frontiers of our nation stands on the shoulder of secondary education. A weak shoulder can offer only weak support. Primary education draws its teaching personnel from secondary education; weak secondary education can hardly produce strong and dependable teachers for our primary schools. It is necessary to understand the seminal importance of secondary education as the connecting link in the educational structure.

Though expansion of secondary Education has not been on the agenda of policies on education, improvement of its quality has been recognised as a major concern. This very concern was the basis of setting up of the **Secondary Education Commission in India (1953)** with the objective to diagnose the growth pattern of secondary education and suggested measures for its reorganization and improvement. Subsequently, the **Report of the Education Commission (1964-66)** also looked into different aspects of development of secondary education. It articulated goals and objectives of education for all stages in the context of national development priorities. The **National Policy on Education, 1986** recommended the implementation of a national curricular framework with a common structure (10+2+3) throughout the country. It also envisaged the building of a national system of education in which all students will have access to education of a comparable quality along with providing condition for access. The Programme of Action (POA), 1992 worked out modalities for implementation of the NPE and specified programmes for development of facilities for qualitative improvement of education.

The POA 1992 recognised the increased demand for secondary education and backed the NPE 1986 by calling for a *planned expansion of secondary education facilities* all over the country. The need for higher participation of girls, SC/ST, transformation and reorganization of Boards for secondary education and vesting them with autonomy so that they have the ability to improve the quality of secondary education, equipping the secondary level institutions with computers so that the children develop necessary computer skills to be effective in ongoing developments in technological world was stressed.

The success of SSA will definitely generate higher demand for secondary education and therefore, it is necessary to undertake planned interventions for expansion and quality improvement of secondary education.

The Directorate of Secondary Education functioning under the Education Department of Assam is responsible for administrative control, Development & Expansion, Inspection & Supervision, Monitoring & Evaluation of Secondary and Higher Secondary Education including Jr. College with + 2 stage of Higher Secondary Section.

To set policies and implementation of various programmes, Acts & Rules administered by the Department:

- a) "The Assam Secondary Education (Provincialisation) Act, 1977".
- b) "The Assam Secondary Education Act, 1961" for constitution of the Board of Secondary Education, Assam (SEBA).
- c) "The Assam Higher Secondary Education Act, 1984 for constitution of the Assam Higher Secondary Education Council (AHSEC).
- d) "The Assam Madrassa Education (provincialisation) Act, 1995 for provincialisation of the services of the employees of the senior Madrassa, Title Madrassa and Arabic College."
- e) Assam Secondary Education (Provincialisation) service Rule-2003.
- f) The Assam Govt. Aided Junior College Management Rules 2001. "

(Source : Directorate of Secondary Education)

Norms and Financial Parameters for managing Secondary Education in the State:

Institutional reforms and strengthening of Resource Institutions in the State:

“ Secondary education in Assam made remarkable progress after independence. The Government of Assam adopted several measures for the development of secondary education. Introduction of changes in administration, revision of curriculum, change in the evaluation system, establishment of different types of schools are some of the important measures adopted in the field of secondary education. The recommendations of the Mudaliar Commission (1952 – 53), the Kothari Commission (1964 – 66) appointed by the Govt. of India, the National Education Policy, 1986 made tremendous contributions to the development of secondary education in Assam.

After a long period of agitation by thousands of people of Assam, Gauhati University was established on 26th January 1948. As already discussed, the Matriculation examination was conducted by Calcutta University as the High schools in Assam were affiliated to Calcutta University before independence. In 1948, Gauhati University was established. Since then the responsibility to control the academic matters in secondary stage was entrusted to Gauhati University. The change of responsibility to control the Matriculation Examination from Calcutta University to Gauhati University resulted in the rapid growth of secondary education in Assam.

In 1952, the Government of India appointed the Secondary Education Commission (1952 – 53) to reform the secondary education. The Secondary Education Commission (1952 – 53) made recommendations on various aspects of educational reconstruction. The Commission recommended that aims of secondary education should be according to the needs of a democratic country. The Commission suggested three major reforms in secondary education.

- ↳ Re organization of the educational pattern.
- ↳ Diversification of secondary curriculum.
- ↳ Reform in the examination system.

According to the recommendations of the Commission eleven-year school course was introduced in Assam. Schools were upgraded from 10 years High school pattern to 11 years of higher secondary pattern, converting some schools to multipurpose schools. A State Board of Secondary Education was constituted in 1962 in Assam according to the recommendation of Secondary Education Commission.

Prior to 1962 secondary education in Assam was controlled by Gauhati University and the Government of Assam. The University had control over academic matters while the Government had control over the administrative matters. This dual control created various problems in secondary education. Hence, the Govt. of Assam passed the Secondary Education Act in 1961.

As a result of this Act, the Board of Secondary Education, Assam was established in 1962. Since 1962 the Board has taken charge of controlling and reorganizing secondary education in Assam. The Act was amended in 1972 when it was laid down that the Board is to prepare and publish textbooks and supplementary books through Assam Text Book Production and Publication Corporation. Second amendment of the Act was made in 1973, which provided for the appointment of a full – time Chairman. In 1974 a full time Chairman has been appointed in the Secondary Education Board, Assam.

These measures helped in the growth and development of secondary education in Assam. Total number of Higher Secondary and Multipurpose schools in Assam was 70 and total number of High schools in Assam was 1200 during 1969 – 70.

Secondary education is a stage of education that is imparted after primary education and before higher education. It is that stage of education which helps children to become

efficient members of a complex modern society. Secondary education is the connecting link between primary education and higher education. Both primary education and higher education are closely related to secondary education as it is a bridge between two. In fact it is the stepping stone to university education and other professional education. This unit will familiarise us with the development of secondary education in Assam since Pre – Independence period till the present day.

The Government of India appointed the Kothari Commission in 1964 and it submitted its report in 1966. The commission made recommendations on different aspects of secondary education as–

- ↳ Educational structure.
- ↳ Establishment of a link between education and productivity through work experience.
- ↳ Vocationalisation of education.
- ↳ Improvement of scientific and technological education.
- ↳ Establishment of common school to meet the needs of average parents etc.

The commission recommended the 10+2+3 educational structure which should consist of

- ↳ A pre – school stage consisting of one to three years.
- ↳ A primary stage of seven or eight years divided into two sub stage - a lower primary stage of four or five years and an upper primary stage of three years.
- ↳ A lower secondary or high school stage of three or two years in general education or of one to three years in vocational education.
- ↳ A higher secondary stage of two years of general education or one to three years of vocational education.
- ↳ A higher education course of three years for first degree.

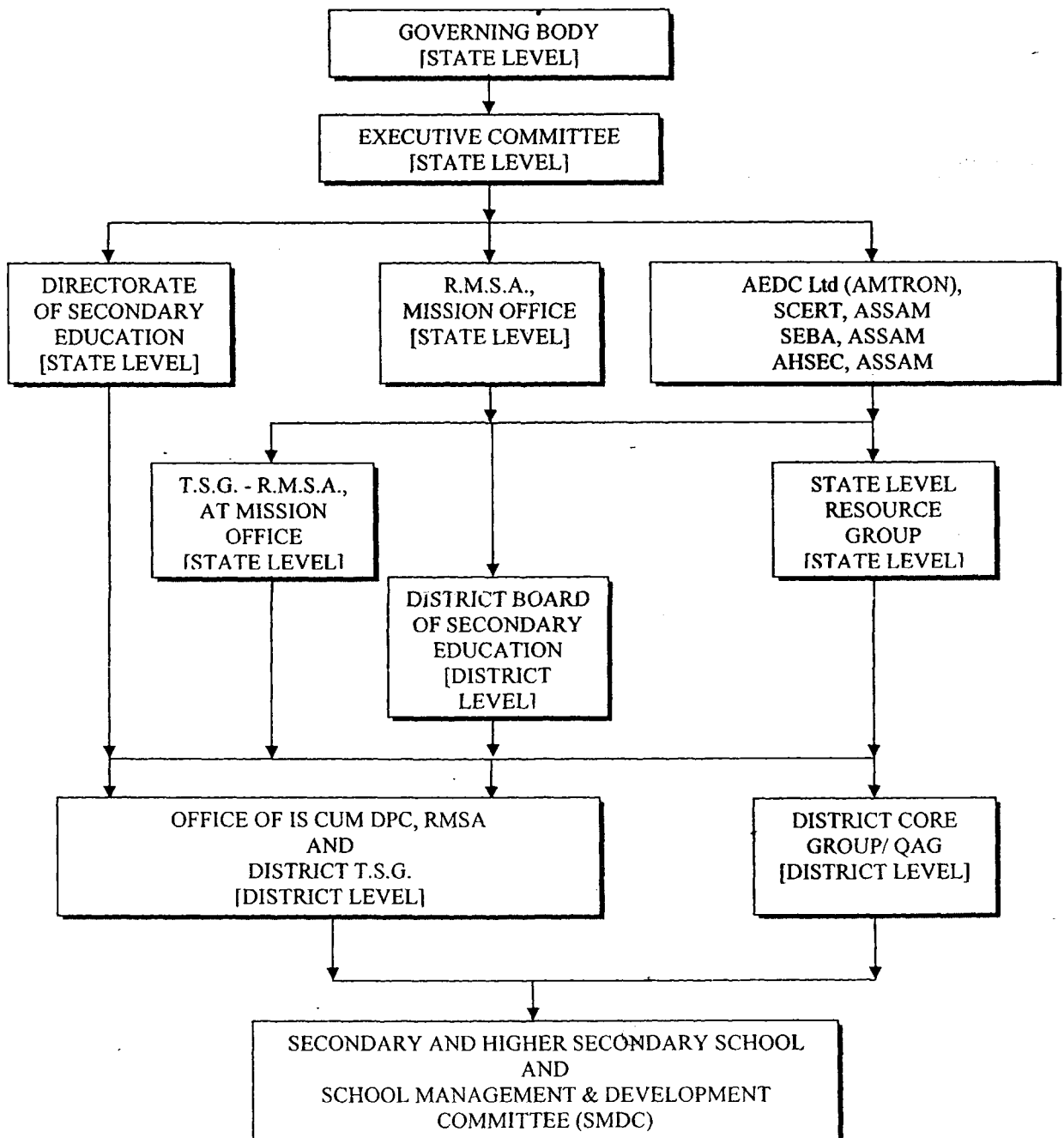
As per the recommendation of the Kothari Commission, the Board of Secondary Education, Assam introduced the new 10+2+3 pattern and adopted the new curriculum and syllabus from the academic session 1973 – 74. The Board of Secondary Education, Assam continued both the 10 years of secondary and 12 years of higher secondary course. The affiliated colleges under Gauhati University and Dibrugarh University started 2 years of higher secondary course as it was not possible to upgrade all secondary schools to higher secondary pattern. Recently privately managed Junior Colleges are grown up in different parts of Assam introducing 2 years of higher secondary course.

A variety of new challenges and social needs made it imperative for the Government to formulate and implement a New Education Policy for the country in 1986. To raise the standard of school education and to raise the competence of boys and girls in life situation, the National Policy on Education proposed to set up pace – setting (Navodaya) schools. Pace – setting schools are intended to provide quality education to those children with special talent or aptitude, irrespective of their capacity to pay for it. As per the proposal in the National Policy on Education, arrangement has been made for establishment of Navodaya schools to help the poor but talented children. At present there are one Navodaya School in each district in Assam.

The National Policy on Education, 1986 proposed a well-planned and systematic programme of vocational education at +2 stage. Vocational courses should not only be limited to engineering and technical vocation but should include health, agriculture, home science, para medical services, marketing, social services etc. It was proposed that Vocational courses cover 10 percent of higher secondary students by 1990 and 25 percent by 1995 .

(source: KKH State Open University)

Institutional arrangements for planning & implementation of RMSA, Assam



The Governing Body and Executive Committee of RMSA, Assam:

The Governing Body :

The Governing Body will consist of all the members of the Society and it will be the Apex body to evolve policies and provide guidance for functioning of Society. The total number of members of the Governing Body of the society will be 54 (fifty four). The Governing body may, however be reconstituted at any time either by the State Government or by a resolution passed in a special meeting convened for the purpose.

The present membership of the Governing Body shall be as follows :-

Chairman	:	1. The Hon'ble Chief Minister, Assam.
Vice Chairman	:	2. The Hon'ble Minister for Elementary & Secondary Education, Assam.
	:	3. The Chief Secretary to the Govt. of Assam
Public Representative Members	:	4. Hon'ble Minister in charge of Panchayat & Rural Development
	:	5. Hon'ble Minister in charge of Social Welfare
	:	6. Hon'ble Minister in charge of Public Health Engineer
	:	7. Hon'ble Minister in charge of Information Technology
	:	8. Hon'ble Minister in charge of Science & Technology
	:	9. Hon'ble Minister in charge of WPT & BC
	:	10. Hon'ble Minister in charge of Minorities & Char area
	:	11. Hon'ble Minister in charge of PWD
	:	12. Hon'ble Minister in charge of Labour & Employment
	:	13. Hon'ble Minister in charge of Health & Family Welfare.
	:	14. Two Presidents of Zilla Parishads to be nominated by the Chairman on rotation – tenure of each for a period of two years.
The Ex-Officio Members	:	15. The Addl. Chief Secretary/ Principal Secretary to the Government of Assam, Education Department.
	:	16. The Principal Secretary to the Govt. of Assam, Planning & Development Department
	:	17. The Principal Secretary to the Govt. of Assam, Finance Department
	:	18. The Principal Secretary to the Govt. of Assam, WPT & BC Department
	:	19. The Principal Secretary/ Secretary to the Govt. of Assam, P& RD Department
	:	20. The Principal Secretary/ Secretary to the Govt. of Assam, Social Welfare Department
	:	21. The Principal Secretary/ Secretary to the Govt. of Assam, PHE Department
	:	22. The Principal Secretary/ Secretary to the Govt. of Assam, IT Department
	:	23. The Principal Secretary/ Secretary to the Govt. of Assam, Science & Technology Department
	:	24. The Commissioner & Secretary to the Govt of Assam, Education (Secondary) Department
	:	25. The Commissioner & Secretary to the Govt. of Assam, Health & Family Welfare Department
	:	26. The Commissioner & Secretary to the Govt. of Assam, Labor & Employment Department
	:	27. The Mission Director, SSA, Assam
	:	28. Principal Secretary of Autonomous Councils/ BTAD (on rotation basis) [to be nominated by State Govt.]
	:	29. The Chairman, SEBA
	:	30. The Chairman, AHSEC

	:	31. Director, IIT, Guwahati
	:	32. The Director, Higher Education, Assam
	:	33. The Director, Medical Education, Assam
	:	34. The Director, Elementary Education, Assam
	:	35. The Director, SCERT, Assam
	:	36. The Director, Secondary Education, Assam
	:	37. The Director, Madrassa Education, Assam
	:	38. The Director, Technical Education, Assam
	:	39. Director, Adult Education, Assam.
	:	40. The Regional Director, CBSE, Assam
	:	
Members: to be nominated by the MHRD	:	41. Representative of MHRD – one
	:	42. Representative of NUEPA – one
	:	43. Representative of NCERT – one
	:	44. Representative of NCTE – one
	:	45. Representative of IGNOU – one
	:	
Members: to be nominated by the State Government	:	46. Social Activists/ NGO's who have distinguished themselves in the area of education for SC, ST , Tea Garden, Hills & minorities/ Disabled/ working children/ women/ – one (rotation basis annually)
	:	47. Two Representative of College Teachers' Association – tenure of each for a period of two years.
	:	48. Two representatives of Secondary Teachers' Association-tenure of each for a period of two years.
	:	49. Two representatives of guardians of students – tenure of each for a period of two years.
	:	
Member Secretary	:	50. The Mission Director, RMSA, Assam

The Executive Committee:

The affairs of the society shall be managed, administered, directed and controlled in accordance with the rules and regulations of the society by an Executive Committee which shall consist of not more than twenty (20) members, including the "Member Secretary".

The Executive Committee shall be constituted with the following members :-

President	:	1. The Chief Secretary to the Government of Assam, Dispur.
Vice- President	:	2. The Addnl. Chief Secretary or Principal Secretary or Senior Most Commissioner & Secretary to the Government of Assam, Education (Secondary) Deptt.
	:	
Member Secretary	:	3. The Mission Director, RMSA, Assam
	:	
The Ex-Officio Members	:	4. The Commissioner & Secretary to the Government of Assam, Education (Secondary) Department.
	:	5. The Commissioner & Secretary to the Government of Assam, Education (Higher) Department.

	:	6. The Commissioner & Secretary to the Government of Assam, Education (Elementary) Department.
	:	7. The Commissioner & Secretary to the Government of Assam, Education (Technical) Department.
	:	8. The Principal Secretary/ Commissioner & Secretary to the Government of Assam, Planning & Development Department
	:	9. The Principal Secretary/ Commissioner & Secretary to the Government of Assam, Finance Department.
	:	10. The Principal Secretary/ Commissioner & Secretary to the Government of Assam, WPT &BC, Department
	:	11. The Commissioner & Secretary to the Government of Assam, Health & Family Welfare, Department.
		12. The Mission Director, SSA, Assam
	:	13. The Director, Secondary Education, Assam
	:	14. The Chairman, SEBA
	:	15. The Chairman, AHSEC
	:	16. The Director, Madrassa Education, Assam
Member to be nominated by the Chairman	:	17. Social Activists/ NGO's who have distinguished themselves in the area of education for SC, ST , Tea Garden, Hills & minorities/ Disabled/ working children/ women/ – one (rotation basis) (to be nominated by the Chairman. EC)
MHRD nominee	:	18. Representative, MHRD, Gol – one (to be nominated by MHRD GOI)

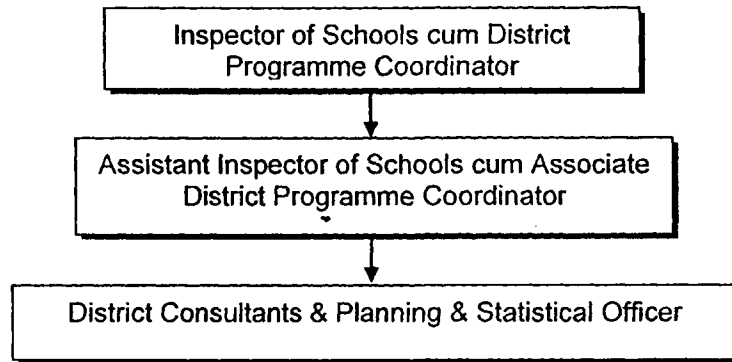
Constitution of District Planning team, Resource Group etc:

In pursuance of the framework for Implementation of Rashtriya Madhyamik Siksha Abhijan (RMSA) issued by the Govt. of India, Ministry of Human Resource Development, Department of School Education & Literacy, New Delhi, the District Board of Secondary Education (DBSE) has been constituted in the districts to act as the District Level Key Nodal Agency for implementation of Rashtriya Madhyamik Siksha Abhijan to provide support, guidance, supervision and monitor the various educational activities to be implemented for attainment of Universal Secondary Education (USE).

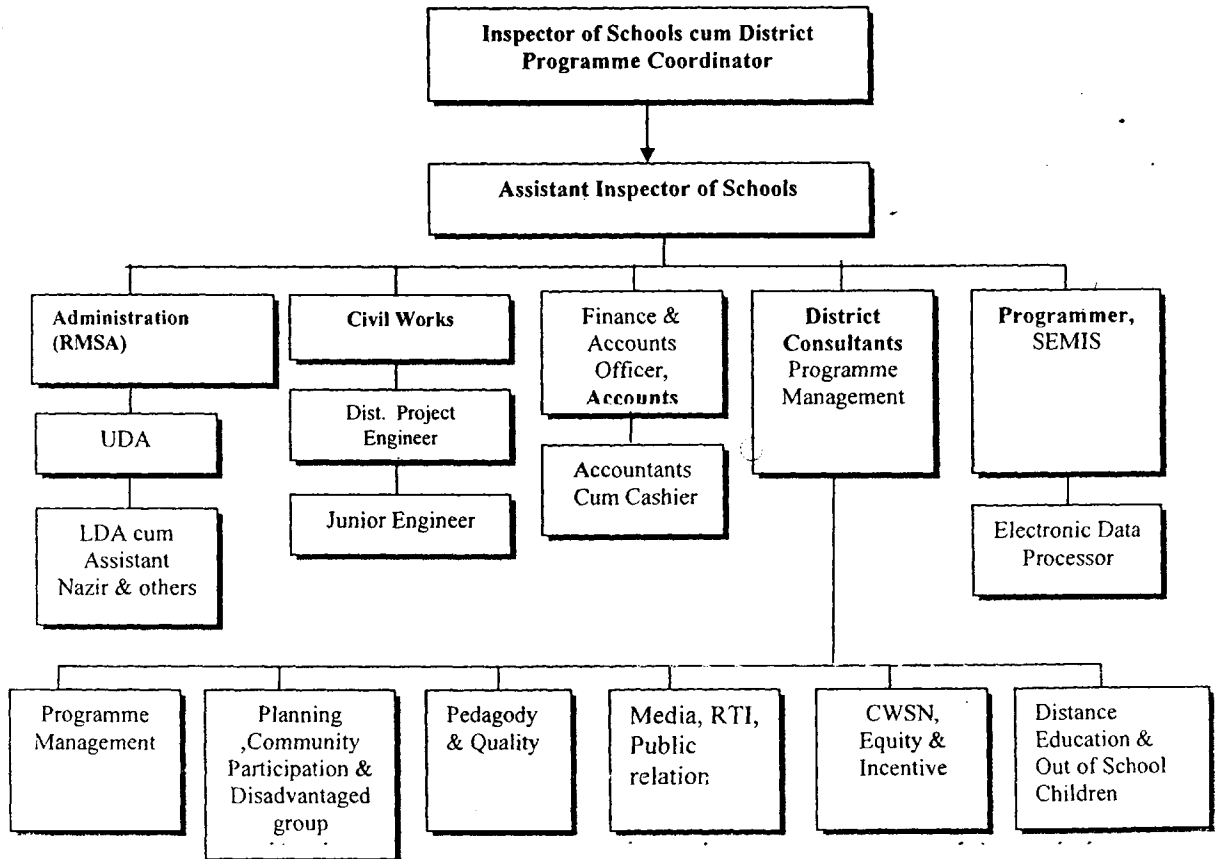
1.	Deputy Commissioner of the District.	:	Chairperson
2.	MPs and MLAs of the district	:	Member
3.	President, Zilla Parishad	:	Member
4.	Chief Executive Officer, Zilla Parishad (in case of sixth scheduled areas, the President/ Principal Secretary of Autonomous Council.)	:	Member
5.	Project Director, DRDA	:	Member
6.	Superintending Engineer, PWD (Building)	:	Member
7.	Joint Director, Health Services	:	Member
8.	Sub-Divisional Officer (Civil)	:	Member
9.	Executive Engineer, PHE	:	Member
10.	District Social Welfare Officer	:	Member
11.	District Elementary Education Officer	:	Member

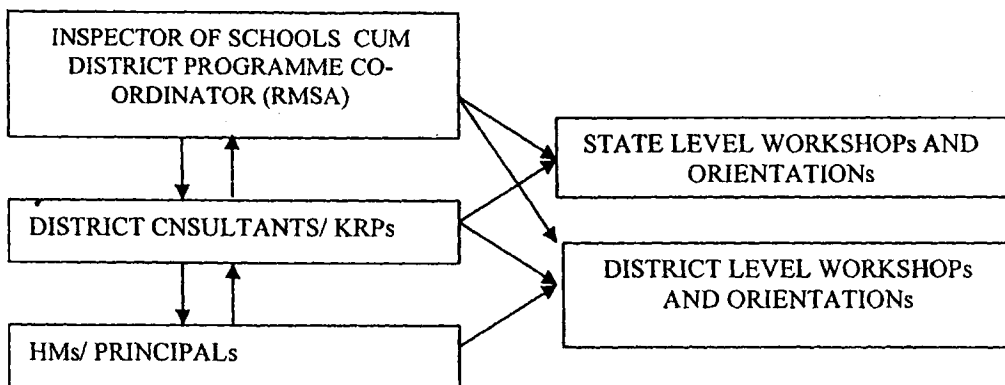
12.	One representative of NGOs -- working in SFG areas for Working children, SC/ ST/ Char/ Minority & Tea Garden	:	Member
13.	One representative of NGOs - working for disabled children	:	Member
14.	Inspector of Schools/ District Programme Co-ordinator (DPC)	:	Member Secretary

Institutional arrangement at the District Education Office for planning & Management of Secondary Education:



Proposed Organizational Structure at District level:



PROCESS OF PLAN PREPARATION IN A DIAGRAMATIC FORM:**2. 2. (B) ICT@School scheme:****Policies and Programmes for development of Secondary Education in the State:**

The Government of Assam created a separate IT Department on the 22nd August 2003 vide Notification No : AR.1/2003/65 Dt 22/08/2003 to focus its thrust on the development of ICT in the state. On creation of the Department, the Assam Electronics Development Corporation Ltd (AMTRON), a Govt. of Assam undertaking, was transferred from the Industry & Commerce Department, Govt. of Assam, and brought under the administrative purview of this Department. Additionally, the Assam Remote Sensing Application Center (ARSAC) under the Science & Technology Department of the Government of Assam was also brought under the administrative purview of this Department.

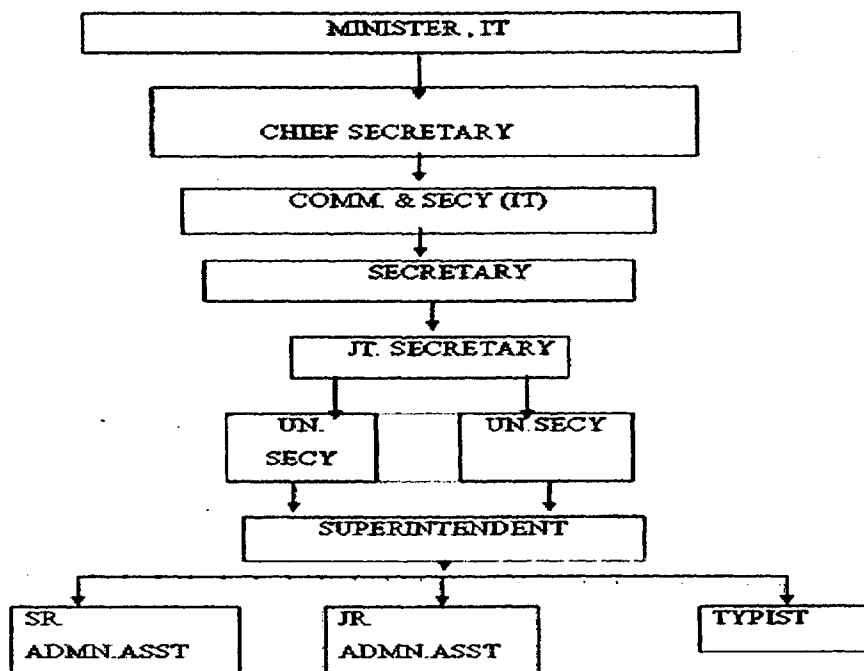
Acts & Rules administered by the Department :

The following rules, regulations, manuals and instructions are used by its employees in the discharge of its functions:

1. Assam Rules of Executive Business, 1968 (amended upto 31st March, 2006)
2. Manual of Office Procedure, Secretariat, 1981
3. Assam Fundamental Rules and Subsidiary Rules
4. Assam Financial Rules
5. Financial Responsibility and Budget Management Act, 2005
6. Delegation of Financial Power Rules, 1999
7. Assam Contingency Manual
8. Assam Services (Discipline and Appeal) Rules, 1964
9. Hand Book of General Circular, 1995 Volumes - I & II
10. Assam (Civil Services) Conduct Rule, 1965
11. Protocol Manual, 1991
12. Assam S.C & S.T (Reservation of vacancies and post) Act & Rules 1978
13. Assam Preferential Stores Purchase Act, 1989
14. Right to Information Act, 2005 and Rules framed there under
15. The Rules of procedure and conduct of business of Assam Legislative Assembly

Institutional arrangements for planning & implementation of ICT@School

Administrative Department: The Department of Information Technology, Govt. of Assam is headed by the Chief Secretary. Below him there is Commissioner & Secretary. The Organisation Structure of the Department is as given below:



Directorates under the Department:

AMTRON functions as a Quasi Directorate of the IT Department. The Under Secy. Secretariat Administration Department, Assam Secretariat was declared as the 'Drawing & Disbursing Officer' of the Department.

Other Subordinate Offices:

- ↳ Assam Electronics Development Corporation Ltd , which is the Nodal implementing Agency for the Department of Information technology, Govt. of Assam, is a Government of Assam Enterprise registered under the ROC, 1956, and was established in 1984
- ↳ Amtron Informatics (India) Ltd. (AII) is a 100% subsidiary of AMTRON and is an enterprise registered under the ROC, 1956, and was established in 2002
- ↳ Assam Remote Sensing & Application Centre (ARSAC) is a registered society under the RSA, 1886,

Activities of the Department :

The Department has onerous responsibilities of promotion and development of IT/ITeS sector industries, creation of ICT infrastructure in the state, implementation of various IT sector schemes, promulgation of IT and allied Policy and its implementation, advising the Government of Assam on all IT related matters, functioning as an administrative body for all IT matters of the Government of Assam.

The Department conducts its business and discharges its various responsibilities through the following State Government entities namely AMTRON, AILL, ARSAC.

Multimedia based Computer Aided Education is being developed by selected vendors and delivered to students of Standards V to XII for 4 subjects, viz. English, Science, Mathematics and Social Science in schools across the State.

Project Monitoring: 3-tier Monitoring system:

Day-to-day activities at each school are monitored by the Principal/Head Master of the School and the School Teacher(s) appointed by the agency.

There is a District /School Coordinator for a group of 10 Schools by the Agency. The role of the School/District Coordinator is to assist the District Level Committee.

District and State Level Committees: AMTRON is the Implementation and Monitoring Authority of the project through a District Level Committee appointed by Govt. of Assam for monitoring the progress and status of the project each district. AMTRON communicate Quarterly Progress Report to a State Level Committee of the Government. The committee meets on a quarterly basis. The constitution of the committees are as follows:

<u>District Level Committee</u>	<u>State Level Committee</u>
Deputy Commissioner	Additional Chief Secretary, Education, Chairman
Inspector of Schools	Commissioner & Secretary, Education (Secondary)
AMTRON Representative	Commissioner & Secretary, IT
District /School Coordinator (Agency)	Managing Director, AMTRON Mission Director, RMSA

2. 2. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

2. 2. (D) Girls Hostel

Norms and financial parameters for managing Hostels etc:

Financial Norms

No	Item	Rs. in lakhs
Non recurring grant		
1.	Construction of building including 2 room accommodation for warden	State schedule of rates to be used as per specified detailed norms for a 100-bedded hostel.
2.	Boundary wall	
3.	Boring Hand Pump (minimum rates prescribed by State Drinking Water department subject to a ceiling of Rs. 1.00 lacs)	
4.	Electricity	
5.	Furniture, Bedding and equipment including kitchen equipments	6.91
Recurring Grant		
1.	Food/Lodging Expenditure per girl child @ Rs. 850 per month	10.20
2.	Honorarium of warden @ Rs. 5,000 per month (in addition to her salary as teacher)	0.60

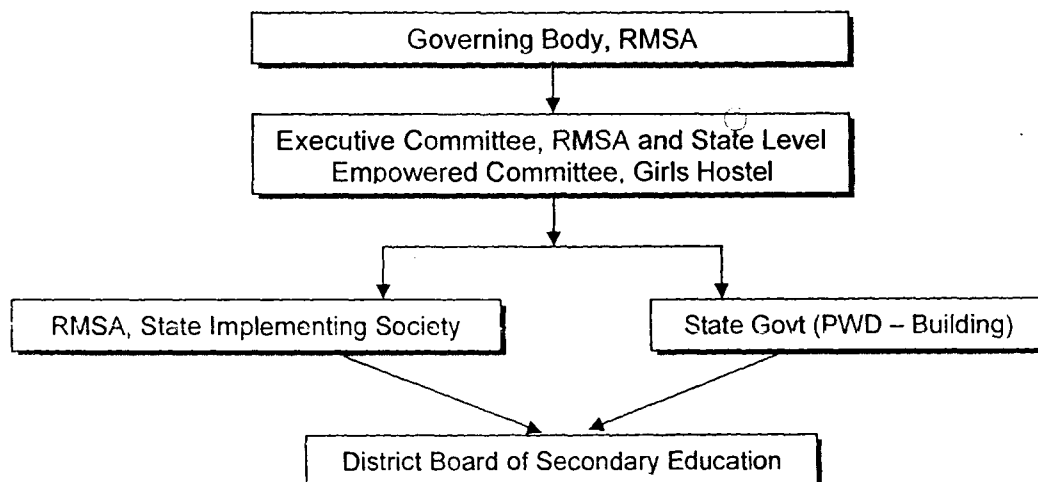
3.	Chowkidar @ Rs. 3,000 per month	0.36
4.	1 Head Cook (@ Rs. 3,000 per month) and 2 Astd. Cook (@ Rs. 2,500 per month)	0.96
5.	Electricity/Water per year	0.60
6.	Maintenance per year	0.40
7.	Medical care@ Rs. 750 per year per girl	0.75
8.	Toiletries and sanitation @ Rs. 100 per month for each girl	1.20
9.	News paper/ magazines and sports @ Rs. 2,000 per month	0.24
10.	Miscellaneous	0.40
Total		15.71

Revision of Cost Norms:

Initially the admissible unit cost for construction of a 100 bedded hostel, including boundary wall, boring hand-pump, electricity, furniture and equipments etc. was fixed at Rs.42.5 lakh. During the appraisal process, most of the State Governments had expressed their reservation regarding the inadequate cost norms and requested for increasing the cost norms, preferably based on State Schedule of Rates (SOR). The matter was carefully considered in the Ministry and it was proposed to revise the construction cost under the Girls' Hostel Scheme to permit construction of Hostel as per State Schedule of Rates. An EFC proposal to revise some norms of Girls' Hostel Scheme including the cost norms for construction of hostels was sent to Ministry of Finance, Department of Expenditure, through IFD in March, 2011 to convene EFC meeting. Ministry of Finance vide their O.M. dated 30-5-2011 has conveyed its concurrence to the State Schedule of Rates to be used for construction of hostels, including the hostels already sanctioned in 2009-10 and 2010-11 as per the specific detailed norms for a 100 bedded hostel.

Institutional support in the districts :

District Board of Secondary Education (DBSE) will be the nodal agency for implementation and monitoring of the Girls Hostel scheme. The institutional arrangements of implementation of Girls Hostels are as below-



2. 3 :: Proposed Interventions in the State in the XII Plan for Development of Secondary Education

2. 3 (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Specific Interventions for expansion and quality of Secondary education in XI plan of the State :

Interventions proposed for expansion of Secondary education:

1	Establishment of New Secondary school & Up gradation of UP school to Secondary school (1:40) = (9894 total requirement -2607 already exist)
2	Establishment of New HS school & Up gradation of Secondary school to HS school =(7750 total requirement - 645 already exist)= 7105 schools
3	Integrated Science Laboratory for existing =(2607 total requirement - 1038 already approved by Gol - 149 already exist) = 1420 target for secondary section
4	Subject wise Science Laboratory for HS sections =(existing 645 HSS & Jr. Colleges - 170 already exist = 475 X 3 per school)= 1425
5	Lab Equipments for (all 2607 Secondary schools- 1038 already approved by Gol) = 1569
6	Headmaster/Principal Room =(2607 total school -1904 already exist)= 703 schools)
7	Teachers quarter = (1 per school for 17644 target - 592 common to Secondary & HS - 196 already exist)= 16856
8	Computer Room =(2660 total school - 904 already approved by Gol - 677 already exist) = 1079
9	Girls Activity Room =(2660 target- 905 already exist)
10	Art/Craft/Culture Room =(2660 target -14 already approved by Gol)= 2646
11	Library =(2660 target - 903 already approved by Gol - 1604 already exist)= 153
12	Separate Toilet Blocks for Boys =(2660 target -1769 already exist) = 891
13	Separate Toilet Blocks for Girls =(2660 target - 647 already approved by Gol - 617 already exist)= 1396
14	Drinking water Facility =(2660 target - 77 already approved by Gol - 2477 already exist) = 46
15	Repairing and Renovations-Major under special circumstances (2607 schools)
16	Retrofitting measures in existing schools having pucca building
17	Establishment of EDUSAT up-linking centre at State Head Quarter / Satellite Interactive Terminal (SIT)
18	Establishment of EDUSAT down-link centres (receiving end) at District Head Quarters
19	Annual school grants for 3 years = 7287 new schools
20	Annual school grants for to 2660 existing schools (5 yrs)
21	Annual Teaching Aid for new teachers = (Total required teacher for Secondary & HS section 94099 - 34010 existing teachers) = 60089 X 3 years
22	Annual Teaching Aid for existing teachers = (Total 28406 Secondary section+ 5604 HS section) = 34010 teacher for 5 years

Interventions proposed for expansion of Secondary education in regards to Quality:

1	Salary for additional teachers/ subject teachers of Secondary sections as per population projection and 1:30 ratio (52766 - 28406 existing) = 24360 teachers for 4 years (Rs 0.15 lakh per month)
2	Salary for additional teachers/ subject teachers for Higher Secondary sections as per 1:30 ratio & population projection (41333 - 5604 existing) = 35729 teachers for 4 years (Rs 0.20 lakh per month)
3	Salary for non-teaching staff- Librarian (total sec& HS 17644 - 592 common to Sce & HS - 12 existing) = 17040 for 2 years (Rs 0.11 lakh X 24 months = 2.58 lakhs each)
4	Salary for non-teaching staff – Clerk (17644 - 592 = 17052 - 2660) = 14392 existing for 2 years (0.098 lakhs per month)
5	Salary for non-teaching staff – Duffary (17644 - 592 = 17052 for 2 years (Rs. 0.066 lakhs per month)
6	Engagement of Yoga instructor in school (17644 - 592 = 17052 for 2 years (Rs. 0.107 lakhs per month)
7	Engagement of Computer Teachers in school 2 per school (17644 - 592 = 17052 – 557 teachers existing) = 16495 X2 = 32990 for 2 years (Rs. 0.123 lakhs per month)
8	Engagement of Laboratory attendants in Secondary school (1 per school in all 9894 schools including existing schools) for 2 years (Rs. 0.10 lakhs per month)
9	Engagement of Laboratory attendants in HS school (3 per school in 7750-138 fully equipped schools)= 7612X3= 22836 for 2 years (Rs. 0.103 lakhs per month)
10	Free Textbooks for all students at secondary for 4 years (6 subjects @ 557.80/- in average for 6174896 students during 2013-2016)
11	Uniform for all students for class IX & X for 3 years @ 0.02 lakh per students for 4669984 students (during 2014-2016)
12	Science & Maths kit to the IX-X students for 4 years (10% of total potential enrolment as per growth rate= 6174896 students during 2013-2016)
13	Bridge Course for Class-IX slow learner (30% of total potential enrolment as per growth rate assuming that 50% of total children population will be in class-IX) (@0.005 lakhs per student for 1148198 student in 5 years out of total 7654652)
14	Annual Competency achievement confirmation test for all potential enrolment (0.006 lakh per student) for 4 years
15	Study tours/ Excursion trips for all potential students for 5 years (@Rs 0.01 lakh per student) for class -IX
16	Award/ felicitation on Innovation/ experiment/ project works for students 5000 per year
17	Felicitation of Successful Students (10% of total potential enrolment as per growth rate) (@0.06 lakh per student for 617489 student for 4 years)
18	Co -curricular activities at school level - like Annual meet, Games & sports meet etc. (2660 existing secondary & HS schools)
19	Co -curricular activities at district level (Annual students meet, Games & sports etc.) (27 X5yr)
20	Science Exhibition at district level (including competitions:) (27 X 5yr)
21	Book fair at district level (27 X5yr)
22	10 days Skill Development Camp for student from marginalized families during summer vacation (10% of total potential enrolment as per growth rate)

23	10 days special Camp on professional studies for student from meritorious BPL families during summer vacation for 5 years (10% of total potential enrolment as per growth rate out of 7654652 target)
24	10 days special Camp on retention of Girls student (50% of total potential 6174896 enrolment for 4 years as per growth rate i.e. 3087448)
25	Special enrolment camps for 10% of total potential 6174896 enrolment for 4 years as per growth rate i.e. 617489)
26	Schooling through Open school/ Condense Courses system for Drop out students (10 centre per district - 27 X10 X 4 years)
27	Arranging Makeshift school during disaster & post disaster situation (2 per district)
28	Formation and 5 days training programme of Hazard Safety Cadet corp (2660 secondary & HS schools)X 5 yrs @ 0.12 lakhs) (@Rs. 0.024 lakhs per yr per school for 1st year)
29	Providing the School Disaster Kit (5 kits per school to 17052 new secondary & HS schools @ 0.28 lakhs per school) (for existing 2660 schools @ 0.36 lakhs for 1st year)
30	15 days in-service teachers training for all <u>new</u> teachers = (52766 - 28406 existing) = 24360 teachers for 4 years) = 24360 X 4 years (Rs. 300/- per teacher X 15 days)
31	5 days in-service teachers training for all existing teachers = (Total 28406 Secondary section+ 5604 HS section) = 34010 teacher for 5 years (Rs. 300/- per teacher)
32	5 days training of Head Masters/ Principals at state level for 4 years (17644 requirement - 2660 existing & common to Sec & HS school = 14984 X4 @ 0.10 per year)
33	5 days training of Head Masters/ Principals at state level for 5 years for existing 2660 Secondary & HS section school = 2660 X 5 @ 0.10 per year)
34	10 days training of new computer teachers at district level (17644 - 592 common = 17052 – 557 teachers existing) = 16495 X2 = 32990 for 2 years (Rs. 300/- per teacher X 10 days X 2)
35	10 days training of computer existing teachers 557 at district level for 5 years (557X 5X 300/-X 10)
36	Exposure visit for selected 5000 teachers
37	Award/ felicitation on Innovation/ experiment/ project works for teachers
38	Strengthening of Institutions of Teachers Education like B. Ed Colleges/ CTCs or development of District Resource Centre
39	Quarterly 2 days training review/ monitoring/ follow up orientation for subject wise teachers of existing Sec & HS schools through EDUSAT centres/ face to face mode.(Total 28406 Secondary section+ 5604 HS section) = 34010 teacher for 5 years (Rs. 300/- per teacher) (34010 X 2 days X4 timesX5 yrs)
40	Quarterly 2 days training review/ monitoring/ follow up orientation for subject wise teachers of <u>new</u> Sec & HS schools through EDUSAT centres/ face to face mode.(Total 24360 Secondary section+ 35729 HS section) = 60089 teacher for 4 years (Rs. 300/- per teacher) 60089 X 2 days X4 timesX4 yrs)
41	Honorarium to Technical staff for EDUSAT/ SIT for 4 years (state- 5 & Dist- 81 =86 X4 x12 X @ 0.245 lakhs per month)
42	Regular Academic Monitoring in schools by AMG members (20 AMG per dist for 27 dist= 540 X 5 years) Rs. 0.30 X 11= 3.30 per year
43	Bi-monthly State Academic Core Group review meeting with AMG & DRC heads at state level for 5 years (70 Nos. X 6 X 5yrX @ 0.03 lakhs per head)

44	1 year course for HM/ Principals, Asstt HM/ Vice Principals & one Senior Teacher on school administration & Management through IGNOU (17644 total - 592 common=17052 x 3 = 51156 X@ 0.08 lakhs) (for 1st yr 2660X3=7980)
45	Quality Reform agenda including curriculum, Examination/ evaluation, gradation in convergence with Govt/ Private partners
46	Devolution of power to Panchayat, councils in 6 th schedule areas & Local bodies and convergence with other departments & PPP approach
47	School governance, on-line reporting, School Development Plan including 2 days trg for 2 non teaching staff for each school for 5 years (17052 Secondary & HS schools @ 0.038 lakh per yr) (2660 existing school @ 0.048 in 1st yr)
48	2 days Accounts training for Presidents & Member Secretaries of SMDC at district level (17052 Secondary & HS schools @ 0.006 lakh per yrX 4 yrs)

2. 3. (B) ICT@School scheme:

2. 3. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

1	Aids & appliances for CWSN students
2	Barrier Free Access in Sec & HS =(Ramp & Railing) 17644 requirement - 592 common to Secondary & HS section school = 17052
3	Special Toilet for CWSN in Sec & HS =(Ramp & Railing) 17644 requirement - 592 common to Secondary & HS section school = 17052

2. 3. (D) Girls Hostel

Specific Interventions for expansion and quality of Secondary education in XI plan of the State :

1	Construction of 100 bedded Girls Hostels in 81 Educationally Backward blocks
2	Recurring cost for 100 bedded Girls Hostels in 81 EBBs for 4 years (81X4= 324)
3	Retention drive for SC, ST, OBC, Tea Tribes & Minority Girls students (2 drives per school). 2660 X5X2

2. 3. (E) VOCATIONAL EDUCATION

1	Implementation of NVEQF (lumpsum)
2	Innovation (including readiness for general education, vocational education etc for domestic helpers, workers of different establishments like garage, factories, tea gardens, vehicles etc) 5000 children per year

2. 4 :: An overview of the AWP&B, in the preceding year

2. 4. (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Provide an overview of the Annual Plan of the preceding year :

The 17th Project Approval Board (PAB), MHRD, Govt. of India approved an outlay of Rs. 3691.54 lakhs under AWP&B 2011-12 for recurring and non-recurring activities. Only 14 Nos. of Govt. Secondary schools have been considered under the components of creation of capital assets (non-recurring activities) and other recurring components like Teachers Training, SMDC members training, Science exhibition, Book fair etc for 2607 secondary and higher secondary schools were sanctioned.

The 1st installment of Central share under recurring activities was received to the tune of Rs. 1663.69 lakhs on 20/10/2011 out of total earmarked fund of Rs. 3452.17 lakhs for recurring activities and subsequently 2nd installment of fund of Rs. 1240.82 lakhs was received on 31/03/2012.

MHRD, Govt. of India considered 1158 no.s of secondary schools in the state and approved Rs 31140.14 lakhs under the components of Creation of capital assets (non-recurring activities) under AWP&B 2010-11 and Rs. 239.37 lakhs under AWP&B 2011-12. An amount of Rs. 5441.23 lakhs was released against the same as 1st installment to the Accounts of RMSA, Assam during the financial year 2011-12.

The activities implemented under AWP&B 2011-12 are as follows:

(i) Strengthening of existing schools (Non-recurring Civil works):

Funds for civil works activities for the year 2010-2011 have been received amounting to Rs. 6046.00 lakh (Central Share with state share) in 2011-12. Civil construction works have been initiated by releasing the amount to the SMDC accounts directly from SMO, RMSA, Assam as the 1st installment of fund to the tune of Rs. 5981.23 lakhs. Implementation details and achievements of the activities undertaken through the funds are as below-

(Rupees in lakh)

Component	Physical (nos.)	Unit cost	Total amount approved	Progress as on 31-03-2012		Spill over to 2012-2013
				Physical targets covered	Fund released	
Additional Classrooms	2204	5.63	12408.52	2035	3768.82	8639.70
Science lab	1038	6.10	6331.80	949	1746.16	4585.64
Lab Equipments	1038	1.00	1038.00			1038.00
Computer room	904	5.00	4520.00			4520.00
Art/Craft/Culture room	14	5.00	70.00			70.00
Library	903	7.00	6321.00			6321.00
Toilet Block	647	1.00	647.00	577	432.75	214.25
Drinking water facilities	77	0.50	38.50	67	33.50	5.00
Total (Civil work)	6825		31374.82	3628	5981.23	25393.59

Interventions proposed for expansion of Secondary education in regards to Quality:

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8	Engagement of Laboratory attendants in Secondary school (1 per school in all 9894 schools including existing schools) for 2 years (Rs. 0.10 lakhs per month)
9	Engagement of Laboratory attendants in HS school (3 per school in 7750-138 fully equipped schools)= 7612X3= 22836 for 2 years (Rs. 0.103 lakhs per month)
10	Free Textbooks for all students at secondary for 4 years (6 subjects @ 557.80/- in average for 6174896 students during 2013-2016)
11	Uniform for all students for class IX & X for 3 years @ 0.02 lakh per students for 4669984 students (during 2014-2016)
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15	Study tours/ Excursion trips for all potential students for 5 years (@Rs 0.01 lakh per student) for class -IX
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28	Formation and 5 days training programme of Hazard Safety Cadet corp (2660 secondary & HS schools)X 5 yrs @ 0.12 lakhs) (@Rs. 0.024 lakhs per yr per school for 1st year)
29	Providing the School Disaster Kit (5 kits per school to 17052 new secondary & HS schools @ 0.28 lakhs per school) (for existing 2660 schools @ 0.36 lakhs for 1st year)
30	15 days in-service teachers training for all <u>new</u> teachers = (52766 - 28406 existing) = 24360 teachers for 4 years) = 24360 X 4 years (Rs. 300/- per teacher X 15 days)
31	5 days in-service teachers training for all existing teachers = (Total 28406 Secondary section+ 5604 HS section) = 34010 teacher for 5 years (Rs. 300/- per teacher)
32	5 days training of Head Masters/ Principals at state level for 4 years (17644 requirement - 2660 existing & common to Sec & HS school = 14984 X4 @ 0.10 per year)
33	5 days training of Head Masters/ Principals at state level for 5 years for existing 2660 Secondary & HS section school = 2660 X 5 @ 0.10 per year)
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35	10 days training of computer existing teachers 557 at district level for 5 years (557X 5X 300/-X 10)
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37	Award/ felicitation on Innovation/ experiment/ project works for teachers
38	Strengthening of Institutions of Teachers Education like B. Ed Colleges/ CTCs or development of District Resource Centre
39	Quarterly 2 days training review/ monitoring/ follow up orientation for subject wise teachers of existing Sec & HS schools through EDUSAT centres/ face to face mode.(Total 28406 Secondary section+ 5604 HS section) = 34010 teacher for 5 years (Rs. 300/- per teacher) (34010 X 2 days X4 timesX5 yrs)
40	Quarterly 2 days training review/ monitoring/ follow up orientation for subject wise teachers of <u>new</u> Sec & HS schools through EDUSAT centres/ face to face mode.(Total 24360 Secondary section+ 35729 HS section) = 60089 teacher for 4 years (Rs. 300/- per teacher) 60089 X 2 days X4 timesX4 yrs)
41	Honorarium to Technical staff for EDUSAT/ SIT for 4 years (state- 5 & Dist- 81 =86 X4 x12 X @ 0.245 lakhs per month)
42	Regular Academic Monitoring in schools by AMG members (20 AMG per dist for 27 dist= 540 X 5 years) Rs. 0.30 X 11= 3.30 per year
43	Bi-monthly State Academic Core Group review meeting with AMG & DRC heads at state level for 5 years (70 Nos. X 6 X 5yrX @ 0.03 lakhs per head)

44	1 year course for HM/ Principals, Asstt HM/ Vice Principals & one Senior Teacher on school administration & Management through IGNOU (17644 total - 592 common=17052 x 3 = 51156 X@ 0.08 lakhs) (for 1st yr 2660X3=7980)
45	Quality Reform agenda including curriculum, Examination/ evaluation, gradation in convergence with Govt/ Private partners
46	Devolution of power to Panchayat, councils in 6 th schedule areas & Local bodies and convergence with other departments & PPP approach
47	School governance, on-line reporting, School Development Plan including 2 days trg for 2 non teaching staff for each school for 5 years (17052 Secondary & HS schools @ 0.038 lakh per yr) (2660 existing school @ 0.048 in 1st yr)
48	2 days Accounts training for Presidents & Member Secretaries of SMDC at district level (17052 Secondary & HS schools @ 0.006 lakh per yrX 4 yrs)

2. 3. (B) ICT@School scheme:

2. 3. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

1	Aids & appliances for CWSN students
2	Barrier Free Access in Sec & HS =(Ramp & Railing) 17644 requirement - 592 common to Secondary & HS section school = 17052
3	Special Toilet for CWSN in Sec & HS =(Ramp & Railing) 17644 requirement - 592 common to Secondary & HS section school = 17052

2. 3. (D) Girls Hostel

Specific Interventions for expansion and quality of Secondary education in XI plan of the State :

1	Construction of 100 bedded Girls Hostels in 81 Educationally Backward blocks
2	Recurring cost for 100 bedded Girls Hostels in 81 EBBs for 4 years (81X4= 324)
3	Retention drive for SC, ST, OBC, Tea Tribes & Minority Girls students (2 drives per school). 2660 X5X2

2. 3. (E) VOCATIONAL EDUCATION

1	Implementation of NVEQF (lumpsum)
2	Innovation (including readiness for general education, vocational education etc for domestic helpers, workers of different establishments like garage, factories, tea gardens, vehicles etc) 5000 children per year

2.4 :: An overview of the AWP&B, in the preceding year**2.4. (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)****Provide an overview of the Annual Plan of the preceding year :**

The 17th Project Approval Board (PAB), MHRD, Govt. of India approved an outlay of Rs. 3691.54 lakhs under AWP&B 2011-12 for recurring and non-recurring activities. Only 14 Nos. of Govt. Secondary schools have been considered under the components of creation of capital assets (non-recurring activities) and other recurring components like Teachers Training, SMDC members training, Science exhibition, Book fair etc for 2607 secondary and higher secondary schools were sanctioned.

The 1st installment of Central share under recurring activities was received to the tune of Rs. 1663.69 lakhs on 20/10/2011 out of total earmarked fund of Rs. 3452.17 lakhs for recurring activities and subsequently 2nd installment of fund of Rs. 1240.82 lakhs was received on 31/03/2012.

MHRD, Govt. of India considered 1158 no.s of secondary schools in the state and approved Rs 31140.14 lakhs under the components of Creation of capital assets (non-recurring activities) under AWP&B 2010-11 and Rs. 239.37 lakhs under AWP&B 2011-12. An amount of Rs. 5441.23 lakhs was released against the same as 1st installment to the Accounts of RMSA, Assam during the financial year 2011-12.

The activities implemented under AWP&B 2011-12 are as follows:

(i) Strengthening of existing schools (Non-recurring Civil works):

Funds for civil works activities for the year 2010-2011 have been received amounting to Rs. 6046.00 lakh (Central Share with state share) in 2011-12. Civil construction works have been initiated by releasing the amount to the SMDC accounts directly from SMO, RMSA, Assam as the 1st installment of fund to the tune of Rs. 5981.23 lakhs. Implementation details and achievements of the activities undertaken through the funds are as below-

(Rupees in lakh)

Component	Physical (nos.)	Unit cost	Total amount approved	Progress as on 31-03-2012		Spill over to 2012-2013
				Physical targets covered	Fund released	
Additional Classrooms	2204	5.63	12408.52	2035	3768.82	8639.70
Science lab	1038	6.10	6331.80	949	1746.16	4585.64
Lab Equipments	1038	1.00	1038.00			1038.00
Computer room	904	5.00	4520.00			4520.00
Art/Craft/Culture room	14	5.00	70.00			70.00
Library	903	7.00	6321.00			6321.00
Toilet Block	647	1.00	647.00	577	432.75	214.25
Drinking water facilities	77	0.50	38.50	67	33.50	5.00
Total (Civil work)	6825		31374.82	3628	5981.23	25393.59

(ii) Implementation of recurring activities:

Total fund of Rs. 3452.17 lakhs was released by the MHRD, Govt of India to RMSA, Assam in phased manner for implementation of various activities under recurring head. The entire 1st installment of Central share including State share was released to the schools under School Annual Grants, but other recurring activities could not be implemented within 31st March, 2012 except two- three activities like Book fair, Science exhibition etc, because, 2nd installment of Central share was received on 31st March, 2012 only. MHRD, Govt of India has given approval to carry out the other recurring activities till 31st March, 2013. Implementation and progress of activities are as below-

- a. **School Annual Grants & Minor Repair grant** : During 2011-12, Rs. 1303.50 Lakh for School Annual Grant and Rs. 651.75 Lakh for Minor repairing grant i.e. Rs. 1955.25 lakhs have been released to the SMDCs of 2607 Govt/ Provincialised schools (Rs. 0.75 lakhs each) by way of Bank transfer directly from State Mission Office for which Bank A/C is jointly operated by the President and the Member Secretary of SMDCs. The schools have utilized the grants as per the guidelines issued from RMSA under different sub-activities.

	Grant	Unit (in lakhs)
School Annual Grants	Laboratory equipments	0.25
	Purchase of books & periodicals	0.10
	Water, electricity etc	0.15
Minor Repair	Minor Repair	0.25

- (b) **In-service training of teachers**: Three separate training programmes have been designed for different subjects -

⇒ **15 days district level residential Teachers Training** : Govt of India has approved teachers training programme for 5 days only @300/- per teacher per day i.e. Rs 1500/- per teacher. To overcome the huge backlog in teachers training in Secondary section (78% un-trained teachers in the State), Govt. of Assam has sanctioned and released Rs. 1000.00 lakhs to RMSA, Assam for training of teachers. The 15 days district level residential Teachers Training program has been designed through both Govt of India and Govt. of Assam fund.

15 days district level residential Teachers Training program for 11922 Nos. of teachers of Mathematics, Science and English subjects of Govt/ Provincialised Secondary schools has been initiated for the first time in the State. The Infrastructure Leasing & Financial Services (IL&FS) Education & Technology Ltd was selected for imparting the training through a transparent tendering process (by inviting Request for proposal). Training need of the teachers was conducted, subject wise Modules were developed by the organization in consultation with eminent educationist / subject experts in the State and approval from SEBA. Hon'ble Chief Minister, Assam has reviewed the process of the training. The 1st phase 15 days teachers training has been started in Kamrup, Nagaon and Dibrugarh on pilot basis and after receiving feedback from the teachers and keeping in view of new syllabus, the training has been recast and contents have also been up-graded.

Coverage of training and involvement of Fund in the training-

Physical target				Financial target (In lakh)			
English	Mathematics	Science	Total	English	Mathematics	Science	Total
4270	3802	3850	11922	265.16	236.10	239.08	847.86

Out of this total financial target, involvement of fund from Govt of Assam is 80%.

Total 700 teachers have been covered so far under the training; but in the mean time, State Govt has changed curriculum and adopted NCERT curriculum. Textbooks of Mathematics, Science and English subjects also changed. So, demand of the training in new textbooks was raised and after the administrative decision, the private party was instructed to change the text and methodology of the modules. The party has developed the new training module and submitted to RMSA. After vetting of the modules by the experts from SEBA etc, the training will be started.

Reasons for delay of the training:

1. Selection of best possible private party through transparent bidding process (inviting RFP).
2. Modification and finalization of modules by leading experts and academicians of the state and vetting of the modules by SEBA.
3. In-depth Review of proposed training process by State Govt.

⇒ 5 days in-service training of teachers : 5 days district level non-residential in-service training for 3665 teachers of Social Science subject has been conducted for Govt/ Provincialised Secondary schools. In addition to Social Science, training imparted for the issues of Basic English and Disaster Management. The Assam State Disaster Management Authority (ASDMA) has provided Resource Persons to conduct the sessions of disaster Management issues.

Physical achievement	Financial target (In lakh)
3665	80.56

⇒ 2 days in-service training of teachers: 2 days district level non-residential in-service training for 12253 teachers of Regional Language, Hindi etc subjects of Govt/ Provincialised Secondary schools has been conducted on the issues of Basic English and Disaster Management. The Assam State Disaster Management Authority (ASDMA) has provided Resource Persons to conduct the sessions of disaster Management issues.

Physical achievement	Financial target (In lakh)
12253	119.13

(c) Excursion trip for students - "Gyan Yatra:- Excursion trip at district level "Gyan Yatra" was organized for the students of Class IX with the following objectives:

- To provide scope to the students to gather experiences by visiting the site, monuments, areas etc.
- To learn through practical way and interacting with the resource persons & sharing with other students.
- To provide guidance to students by way of exchanging experience and knowledge concerning new techniques and methods of work.

Project Approval Board (PAB) meeting, MHRD has approved Rs. 462.96 Lakh for conducting one day excursion visit for 231482 students @ Rs. 200/- per student. A

broad guideline was floated to the 26 districts for organizing the same. A district level committee was formed head by ADC, Education with Inspectors of schools as convener. The places of visit includes compulsory visit to Deputy Commissioner office, Superintendent of Police office, District library, District cultural heritage, historical monument, museum and other tourist place that can be beneficial for the students. The arrangement of hygienic food including breakfast, lunch was done with pure drinking water facility. It attracted a large number of students' participation and created mass awareness towards education and also helped in knowing the geographical/ historical significance and know about their own place from where they belong.

Physical Target	Physical Achievement
231482 students	230000

- (d) **Science Exhibition at district level "Bigyan Jeuti"**: A two days district level Science Exhibition – "Bigyan Jeuti" was conducted successfully in all 26 districts of Assam with the theme "Science, Society and Environment". The purpose of Science exhibition is to develop scientific attitude in the young minds of our State to make them realize the interdependence of science, technology and socio – economic development. The main objectives were:

- To present knowledge and information on science and technology.
- To provide a common platform to school teachers and students for illustrating their ideas.
- To give shape to the creative and innovative ideas of the students.
- To provide scope for the development of students in the field of science.

A broad guideline was circulated to the districts to maintain uniformity and standardization of the exhibition. A "District Level Science Exhibition Committee" (DLSEC) was formed with ADC (Education) as Chairman and District Programme Co-ordinator as convener. An amount of Rs. 1.00 lakh was approved under PAB 2011- 12 and with the initiative of state government under Innovative scheme an extra amount of Rs. 50,000/- per districts was released to each districts for attracting larger participation. A compulsory 40 exhibits from student category were invited from Govt. and provincialized Schools, KV, JNV and also from other recognised schools in the district for the exhibition. The objective was achieved by presenting the exhibits through improvisations of science kits and various devices. It was an exciting experience of creativity and innovations for children and teachers. The science exhibition created an enthusiasm and interest amongst the students towards learning science.

Target	Achievement
26 districts	26 districts

- (e) **Book fair at district level "Granthor Surabhi"**:- Book Fair – "Granthor Surabhi" was conducted successfully in all 26 districts with the following objectives: -

- To promote long-life learning, intellectual development and self improving as major factors of social integration.
- To develop a culture of reading habits among school going students.

- To provide platform for exposure of varieties of book for the students at their district.
- To inculcate in the students a sense of joy and spirit in learning.

Publishers from all over Assam were invited to participate in the book fair. Other competition like debate, quiz competition was also organized in the book fair. Career counseling for students, craft melas and seminar on disaster management were also included in the programme in few districts. Reputed resource persons were invited to give motivation to the participated students. Purchases of the book were enhanced by making it compulsory to purchase books for school libraries earmarked under annual school grant. Wide publicity of the programme was done through newspapers, TV etc. It helped to bring all the ranges of book to the reach of students and schools at districts itself. The programme extended for 3 – 5 days in all the districts with a budget of Rs. 1.00 Lakh.

Physical Target	Physical Achievement
26 districts	26 districts

- (f) Special teaching for learning enhancement for slow learners of class IX: 20% of total students of class –IX (46296 Nos.) as per SEMIS 2010-11 has been approved by MHRD, Govt of India as slow learning students for which Special teaching for learning enhancement is to be organized. Two different interventions have been initiated under the programme –

⇒ 3 days training for school co-ordinators on learning enhancement:- The State level residential training namely "Teachers effectiveness Training" for HMs/ Principals/ Sr. teachers (one per school) on concept of slow learners, life skill and leadership has been organized through Don Bosco Institute (DBI), Kharghuli, Guwahati. The training has been organized during May - September 2012 and total 2600 teachers of the state have been trained. These teachers are implementing the programmes for the slow learners in their respective schools as Master Trainer.

⇒ 2 days training for the teachers of English, Mathematics and Science:- The training has been initiated for the teachers of English, Mathematics and Science subjects (one per subject per school) in non-residential mode at sub-district level. The training is to cover the issues of learning gaps observed among the students of class-IX. Learners' materials have been developed in these three subjects to reduce the learning gap between Elementary and Secondary level.

3 days training on Life skill etc through DBI		2 days training of teachers at sub-district level	
Physical	Financial (in lakhs)	Physical	Financial (in lakhs)
2607	87.93	7821	143.53

- g. Publishing of monthly journal for teachers & students "Gyan Sagar": To encourage the students to think and write for developing their writing skills, imagination power and talent and also to document all the activities of the school for future reference and learning, monthly school journal for teachers and students has been published highlighting important activities of the school. The journal contained a collection of articles, poem, stories and play written only by the students and teachers of the

school. For publishing of the monthly journal Rs. 39.11 lakhs was approved @ Rs. 1,500/- per school. The fund has been transferred to the SMDC accounts and a guideline has been issued to all the schools for the printing of the journals.

- h. Constitution and Training of SMDC members: Training programme for 33891 SMDCs (School Management and Development Committee) members is being conducted at subdistrict level for which MHRD, Govt of India approved an amount of Rs. 203.35 Lakh. Following tasks have been made under this activity-

- Constitution of School Management and Development Committee: The Education (Secondary) Department, Govt of Assam had issued a notification for constitution of School Management and Development Committee (SMDC) and two (2) sub committees of the SMDC namely (i) Infrastructure Development Sub-Committee and (ii) Academic Development Sub-Committee as per the Govt. Notification no. PMA(S) 4/2010/53, Dated Dispur the 14th June, 2011 for Secondary, Higher Secondary and High Madrassa (both Govt. and Provincialised) Schools. In this direction, Inspector of Schools had undertaken necessary steps for constitution.
- Training of SMDC members: As per approval of Project Approval Board (PAB) 2011-12, Ministry of Human Resource Development Department, Government of India, the School Management and Development Committee's (SMDCs) Training programme have been successfully conducted across the state. The training programme was conducted in 2607 schools covering 33891 SMDC members with the approved amount of Rs. 203.35 Lakhs.

For successful execution of the SMDC training programme, RMSA, Assam had undertaken number of sequential steps like Development of Key Resource Person at State Level, who did the district level SMDC training programme at districts with the help of a training manual namely – "School Management and Development Committee Training Manual 2011-12".

- i. 2 days counseling camp on professional studies for BPL meritorious girls: An effort has been made to come up with career counseling camp to help BPL meritorious girls in pursuing professional studies. The project was taken on pilot basis in four districts namely Dhemaji, Dhubri, Hailakandi and Kokrajhar taking 250 nos. of girl child per district. A total of Rs. 6.00 Lakh was approved for this activity. Counseling in following professional courses have been designed to the students:
- a) Embroidery with Computer design
 - b) Diploma in Merchandising.
 - c) Diploma in Travel & Tourism
 - d) Diploma in Retail Management
 - e) Diploma in Accountancy
 - f) Diploma in DTP and graphics designing
 - g) Diploma in beautician course and health services
 - h) And other courses specific to the districts.

Physical achievement	Financial Achievement
250	6.00 lakhs

Financial Achievement of RMSA under AWP&B 2011-12:

Activity Head	Approved Outlay (including Spill Over)	Opening Balance	Fund Received				Total Available Fund	Expenditure	Closing Balance	% of expenditure on available fund
			GOI	GOA	Other Receipt	Total				
Recurring	3452.17	56.06	2904.51	400.34	166.20	3471.05	3527.11	3484.83	42.28	98.80%
Non- Recurring	31379.51	163.00	5441.23	604.58	0.00	6045.81	6208.81	5981.23	227.58	96.33%
Total:	34831.68	219.06	8345.74	1004.92	166.20	9516.86	9735.92	9466.06	269.86	97.22%

*The second installment of recurring grant was received only on 31/3/2012.

Implementation of Annual Work Plan & Budget of RMSA for year 2012-13:

MHRD, Govt of India letter vide No DO. No. 1-32/2012-RMSA.1 dtd 15th May, 2012 has instructed the States not to propose new activities for Creation of Capital Assets (Non-Recurring civil component) under AWP&B for 2012-13. Hence, proposal was submitted for consideration of recurring activities under AWP&B 2012-13 only and MHRD, Govt. of India approved an outlay of Rs. 3490.71 lakhs vide letter No. F.1-88/2012-RMSA.1 (General & SC) dtd 21st December, 2012. (Project Approval Board meeting of MHRD, Govt of India was not held for approval of the proposal).

An amount of Rs. 1884.98 lakhs has been sanctioned and released as 1st installment to the Accounts of RMSA, Assam on 21st December, 2012. Details of activities approved under Annual Plan 2012-13 to RMSA is as below-

Name of the component	Physical	Financial	Total approved outlay (Rs. In Lakh)
School Grant	2757	Rs.0.50 Lakh	1378.50
Minor Repair	2607	Rs.0.25 Lakh	651.75
Teachers Training			
Training of Head Masters	2757	@ Rs.1,500/- per Head Master for 5 days	41.36
Training Master Trainer	108	Rs.300/- per person per day for 3 days	0.97
In-service training for existing teachers	8082	Rs.1,500/- (@ Rs.300/- per person for 5 days)	121.23
15 days State Level Residential induction training for new teachers	2661	Rs.3,000/- (@Rs.300 per person for 10 days)	79.83
Quality Interventions			
Excursion trip for class-IX students within State/ nearby State	271013	Rs.200/- @ per student	542.03
Subject wise study tours for selected meritorious students to outside State	520	Rs.2000/- @ per student	10.40
Bridge Course for learning enhancement for Slow learners. (20% of class IX students)	54203	Rs.500/- @ per student	271.02

Counseling camp on professional studies for BPL meritorious girls at sub-block level.	55140	Rs.100/- per student for 5 days (20 students per school)	55.14
Retention Drive for SC, ST, OBC, Tea Tribe & Minority students at block level	219	RS.10,000/- per students	21.90
Community Mobilization			
SMDC members training at district level	41355	Rs.300/- per member per day for 2 days	248.13
MMER 2%			68.45
Total outlay			3490.71
Central share @90%			3141.64

The activities implemented under AWP&B 2012-13 are as follows:

- Inauguration of RMSA implementation: The implementation of RMSA has been inaugurated by Hon'ble Chief Minister, Assam on 7th April/ 2012 at the Srimanta Sankardev Kalakshetra, Panjabari, Guwahati.
- School Annual Grants & Minor Repair grant : Rs.816.09 Lakh against School Annual Grant and Rs.372.57 Lakh against Minor repairing grant i.e. Rs.1188.66 Lakh in total have been released to the SMDCs of Govt/ Provincialised schools (Rs.0.405 Lakh each) by way of Bank transfer directly from State Mission Office for which Bank A/C is jointly operated by President and Member Secretary of SMDCs. Since, MHRD, Govt. of India has released 60% of total recurring outlay, hence, 60% of earmarked fund has been released to the schools. The schools are being utilized the grants. The status of release of grants are-

Component	No. of school	Amount released
School Grant	2083	Rs 819.09 Lakh
Minor Repair	2068	Rs.372.57 Lakh

- Excursion trip for students - "Gyan Yatra": Excursion trip - "Gyan Yatra" is being organized for the students of class-IX within the State/ Nearby State and initiatives have been taken for 60% of earmarked target i.e. 1.63 lakhs students in the 1st phase. To achieve the objectives for providing scope to the students to gather experiences by visiting the site, monuments, areas etc and also to learn through practical way and interacting with the resource persons & sharing with other students, the districts have been instructed to organize the excursion trip - "Gyan Yatra". Rs. 325.21 lakh has been released to the district out of approved fund of Rs. 542.03 Lakhs for conducting one day excursion visit for 271013 students @ Rs. 200/- per student.

Physical Target	Physical Target	Financial Target	Financial Achievement
271013	163000	542.03 lakh	325.21 lakhs

- School Management and Development Committee (SMDC) Training Programme for the year 2012-13: As per activity approved under Annual Work Plan & Budget for the year 2012-13 to Assam by the Ministry of Human Resource Development Department, Government of India, the School Management and Development Committee's (SMDCs) Training Programme is initiated with an approved amount of Rs. 248.13 Lakh covering 41355 SMDC members against 2757 schools.

Necessary initiatives have already been taken for implementation of other recurring activities within the financial year.



Financial Achievement of RMSA under AWP&B 2012-13:

Rs in Lakh

Activity head	Approved Outlay	Opening Balance	Fund Received				Total Available Fund	Expenditure	Closing Balance	% of expenditure on available fund
			GOI	GOA	Other Receipt	Total				
Recurring	3490.71	42.28	1884.98	0.00	61.96	1946.94	1989.22	1669.90	741.84	88.89%
Non-Recurring	31379.51	227.58	8500.00	0.00	0.00	8500.00	8727.58	0.00	8727.58	0.00%
Total:	34870.22	269.86	10384.98	0.00	61.96	10446.94	10716.88	1669.90	9469.42	88.89%

2nd installment (40% of total approved fund) was not released till 31/03/2013 against the recurring grants.

2. 4. (B) ICT@School scheme:

Sl No	No of Schools	Fund details	Central Share(Rs) received	State Share (Rs) received	Position of Utilization Certificate
1	969(Revised ICT@School Scheme)	Central Share-Non_recurring expenditure, 1st installment	17,05,44,000	1,89,49,333	submitted in April'13
2	641 (Old ICT Scheme)	Central Share-Non_recurring expenditure , 3rd Installment	6,41,00,000	71,22,222	submitted in April'13
3	1240 (Revised ICT@School Scheme)	Central Share- Non_recurring expenditure,2nd Installment (Balance yet to be released by MHRD for Rs 11,03,00,000)	1,37,00,000	15,22,222	submitted in April'13

2. 4. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Implementation status of preceding year is not available.

3. 4. (D) Girls Hostel

- (g) The Girls' Hostel scheme was launched keeping in view huge historical deficit in girls' education and the marked disparity between boys' and girls' education in secondary stage. It was considered imperative to provide access to girls to secondary schools in such a way that they are not required to cover large distance. The scheme to provide financial assistance to NGOs to run girls' hostels close to the schools was launched with this objective in view.
- (h) Initiatives have been started for construction of 100 bedded Girls Hostels in 81 Nos. of Educationally Backward Blocks (one per block) in the state with a total outlay of Rs. 12902.496 lakhs excluding MMER cost under the Centrally Sponsored Girls Hostel Scheme. MHRD, Govt. of India has approved 80 proposals of Girls Hostels out of 81 EBBs (Educationally Backward Blocks) to the tune of Rs. 12747.146 lakhs in total.
- (i) Out of these, 57 Girls' Hostels falls in the General area districts (non-6th scheduled area).
- (j) 24 Girls' Hostels are in the 6th scheduled areas (BTC-12 nos. DHAC-3 nos. & KAAC-9 nos.).
- (k) In General area, tendering is called by Chief Engineer, PWD (Building), Assam against 54 Girls' Hostels
- (l) Girls' Hostels works in the 6th Scheduled districts will be executed by the respective Councils as MOU signed with them suggests that Girls' Hostels in the jurisdiction of 6th Scheduled districts areas will be executed by the respective councils.
- (m) Progress of implementation of Girls Hostels are as below-

S. No.	District	Name of EBB	Status of implementation	Problems (if any)
1	Barpeta	Barpeta	Tender called for	
2	Barpeta	Chenga	Tender called for	
3	Barpeta	Gobardhana	Tender called for	
4	Barpeta	Gumafulbari	Tender called for	
5	Barpeta	Mandia	Tender called for	
6	Barpeta	Pakabetbari	Tender called for	
7	Barpeta	Rupsi Pt.	Tender called for	
8	Chirang	Borobazar		
9	Chirang	Sidli-Chirang Pt.		
10	Bongaigaon	Tapatari	Tender called for	
11	Cachar	Tapang	Tender called for	
12	Darrang	Bechimari	Tender called for	
13	Darrang	Pub-Mangaldai	Tender called for	
14	Darrang	Dolgaon-Sialmari	Tender called for	
15	Udalguri	Mazbat		
16	Udalguri	Bhergaon		
17	Udalguri	Rowta		
18	Dhemaji	Murkongselek		
19	Dhemaji	Sissibargaon		
20	Dhubri	Bilasipara	Tender called for	
21	Dhubri	Birshingjarua	Tender called for	
22	Dhubri	Chapar-Salkocha	Tender called for	
23	Dhubri	Debitola	Tender called for	
24	Dhubri	Fekamari	Tender called for	

25	Dhubri	Gauripur	Tender called for	
26	Dhubri	Golokganj	Tender called for	
27	Dhubri	Jamadarhat	Tender called for	
28	Dhubri	Mahamaya	Tender called for	
29	Dhubri	Mankachar	Tender called for	
30	Dhubri	Nayeralga	Tender called for	
31	Dhubri	Rupsi Pt.	Tender called for	
32	Dhubri	South Salmara	Tender called for	
33	Dibrugarh	Lahowal	Tender called for	
34	Dibrugarh	Panitola	Tender called for	
35	Goalpara	Jaleswar	Tender called for	
36	Goalpara	Khamuja	Tender called for	
37	Goalpara	Lakhipur	Tender called for	
38	Goalpara	Matia	Tender called for	
39	Hailakandi	South Hailakandi	Tender called for	
40	Kamrup	Chamaria	Tender called for	
41	Kamrup	Goroimari	Tender called for	
42	Karbi Along	Amri		
43	Karbi Along	Chinthong		
44	Karbi Along	Longsomepi		
45	Karbi Along	Lumbajang		
46	Karbi Along	Nilip		
47	Karbi Along	Rongkhag		
48	Karbi Along	Rongmongway		
49	Karbi Along	Socheng		
50	Karbi Along	Somelangso		
51	Karimganj	Lowairpoa	Tender called for	
52	Kokrajhar	Gossaigaon		
53	Kokrajhar	Hatidhura		
54	Kokrajhar	Kachugaon		
55	Kokrajhar	Kokrajhar		
56	Kokrajhar	Sidli-Chirang Pt.		
57	Marigaon	Laharighat	Tender called for	
58	Marigaon	Mairabari Pt.	Tender called for	
59	Nagaon	Batadrawa	Tender called for	
60	Nagaon	Juria	Tender called for	
61	Nagaon	Laokhowa	Tender called for	
62	Nagaon	Lumding	Tender called for	
63	Nagaon	Mairabari Pt.		
64	Nagaon	Pachim-Kaliabor	Tender called for	
65	Nalbari	Barkhetri	Tender called for	
66	Baksa	Nagrijuilli		
67	Baksa	Tamulpur		
68	North Cachar Hills	Diyung Valley		
69	North Cachar Hills	Diyungbra		
70	North Cachar Hills	New Sangbar		
71	Sibsagar	Pachim Abhoypur	Tender called for	
72	Sonitpur	Baghmara	Tender called for	
73	Sonitpur	Barchala	Tender called for	
74	Sonitpur	Behali	Tender called for	

75	Sonitpur	Dhekiajuli	Tender called for	
76	Sonitpur	Rangapara	Tender called for	
77	Sonitpur	Sakomatha	Tender called for	
78	Tinsukia	Guijan	Tender called for	
79	Tinsukia	Hapjan	Tender called for	
80	Tinsukia	Itakhuli	Tender called for	
81	Tinsukia	Saikhowa	Tender called for	

- (n) So far Rs. 2445.49 lakhs has been released by the MHRD, Govt of India against construction of 77 Nos. Girls Hostels is under the state exchequer and implementation have been undertaken through the State PWD (Building) in phased manner; but, this fund is yet to be received by RMSA, Assam till date.

2.4. (E) VE

The Ministry of Human Resource Development Department (MHRD), Government of India has considered the Retail and IT/ITES trades as vocational subjects to be introduced in 60 number of Secondary/Higher Secondary Schools in Assam. Accordingly, 60 schools have been selected by the Director Secondary Education for implementing the scheme.

The 10 schools under Kamrup district were undertaken as precursor to NVEQF for vocational trades particularly Retail, Information Technology (Hardware & Networking) and Personality Development in convergence with 'Pearson India Private Ltd.'

The Pandit Sundarlal Central Institute of Vocational Education (PSSCIVE), Bhopal has forwarded Competency based Curriculum and Courseware for IT/ITES and Retail trades for introducing the scheme in Assam, which has been forwarded to SEBA, Assam, AHSEC, Assam and AMTRON for their ready reference.

The MHRD, Government of India has also forwarded the hard copies of courseware printed by Government of Haryana for reference, which has also been forwarded SEBA, Assam which shall comment on adjustment of subjects to accommodate these trades under vocational education with the existing ones and AMTRON for their ready reference, details of courseware received are as below -

- 1) IT/ITES – Student Handbook – Volume 1
 - 2) IT/ITES – Facilitators Guide – Volume 2
 - 3) IT/ITES – IT/ITES – Student Handbook – volume 3
 - 4) Retail – Teachers Manual
 - 5) Automobile – Student Handbook
 - 6) Security – Student's Handbook
- } Not approved for Assam

Decision envisaged from concerned SEBA, Assam/AHSEC, Assam for adjustment of subjects for introduction of the vocational courses under NVEQF from class IX onwards with the existing subjects. On the basis of Guidelines provided by Ministry of Human Resource Development Department, Govt. of India for recruiting teachers and vocational coordinators for NVEQF, a proposal was prepared by AMTRON, Assam (the Implementing Agency) and submitted to RMSA, Assam (the Nodal Agency), which has been forwarded to Education (Secondary) Department, Government of Assam for further necessary action. Further, The PSSCIVE, Bhopal has proposed to organize an Awareness Programme on

implementation of vocational education under NVEQF from 4-8th March, 2013 at Guwahati, Assam for the State of Assam and other North East States and accordingly, it has been arranged. A letter containing all the present position and the status of implementation of vocational education under NVEQF in Assam has been forwarded to Secondary Education, Govt. of Assam for information and seeking further guidelines.

As per PAB Minutes 2011-12, a Grant of Rs. 26.41 Cr. was approved and depending on the release letter of Govt. of India, a letter was sent for releasing an amount of Rs. 13.19 Cr. through Director, Secondary Education to the Education Secondary Department, Government of Assam for releasing the fund. Govt. of India has sanctioned and released Rs. 13.19 crore so far to the State for implementation of the scheme.

2. 5 :: Utilisation Pattern of preceding year's AWP&B

2. 4. (A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Year	Central share	State share
2009-10	90%	10%
2010-11	90%	10%
2011-12	90%	10%
2012-13	90%	10%

2. 5. (B) ICT@School scheme:

2. 5. (C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Not available

2. 5. (D) Girls Hostel

Year	Central share	State share
2010-11	90%	10%
2011-12	90%	10%
2012-13	90%	10%

2.5. (E) VE

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Chapter – 3

Sector Diagnosis - Current status of Development Priorities

CHAPTER - 3**SECTOR DIAGNOSIS :
CURRENT STATUS AND DEVELOPMENT PRIORITIES**

The current status of secondary education in Assam indicates urgent need for the expansion of the secondary education. Physical access to secondary schooling is itself an instrumental factor in expanding secondary education in the state.

According to the source U-DISE 2012-13, there are 35547 primary and 7547 upper primary schools in Assam (2012-13). The state has around 2757 have secondary and Higher Secondary schools.

The current status of education covering Elementary & Secondary from grade I to XII in the state has been analyzed in this chapter with the help of U-DISE 2012-13, Census-2011 and other sources of data as below.

3.1 :: Demand for Secondary Education**Current status of Elementary Education:**

Primary Schools/ Primary Section in Upper Primary Schools(UPS) or Secondary School:

Govt. including local bodies	Govt. aided	Unaided Private		Total
		Recognized	Unrecognized	
35547	3419	6222	780	45968

Upper Primary Schools/ Upper Primary Section in Secondary School:

Govt. including local bodies	Govt. aided	Unaided Private		Total
		Recognized	Unrecognized	
7547	5983	805	1807	16142

Total Primary Schools & Upper Primary Schools:

Govt. including local bodies	Govt. aided	Unaided Private		Total Govt. and Aided schools with LP and UP section
		Recognized	Unrecognized	
43094	9402	6992	2587	52496

Source: U-DISE 2012-13

The enrolment figures for the lower primary level for 2012-13 are given in Table below. A gender parity indicator given by the ratio of girls enrolment to boys enrolment has been calculated. There is a difference of 0.01% in enrolment between boys and girls overall.

Lower Primary Enrolment in 2012-13

Class	Category	Boys	Girls	Total	GPI
Lower Primary (Class I – IV)	Total	1940419	1921225	3861644	0.99
	SC	169258	165130	334388	0.98
	ST	277233	275124	552357	0.99
	Minority	779162	779398	1558560	1.00
	Disabled				

The GERs in LP level in the state since 2003-04 are given in below. The overall GER for the lower primary section is very promising and in most of the years the GER is above 100%.

Gross Enrolment Ratio at Lower Primary Level

Class	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Lower Primary [I-IV]	85.51	99.92	106.00	97.30	100.80	103.40	108.80	106.90

Class	2011-12	2012-13				
Lower Primary [I-V]	104.40	103.10				

The children population for the relevant age groups in the state have been taken from Census-2011 for calculation of GERs. Since, class- V was shifted to LP level in 2011-12, hence GER has been calculated for five years from the year 2011-12.

NER in LP level as per DISE from 2007 to - 2012 is as below-

Year	Net Enrolment Ratio(NER)		
	BOYS	GIRLS	TOTAL
2007-08	91.60%	94.20%	92.90%
2008-09	93.90%	95.20%	94.50%
2009-10	97.20%	97.20%	97.20%
2010-11	96.10%	96.20%	96.10%
2011-12	95.70%	95.80%	95.70%
2012-13	95.40%	95.40%	95.40%

The crude transition rates given in Table below fluctuate greatly across years and classes. The following table shows the transition rates from LPS to UPS.

Transition Rates at Lower Primary Level (%)

Class	2007-08	2008-09	2009-10
LP to UP	97.2%	91.0%	81.4%

Class	2010-11	2011-12	2012-13
LP to UP	91.0%	95.6%	93.7%

The overall crude completion rate is calculated as the ratio of the enrolment of a particular cohort when it is in class four/ five to that of its enrolment when it was in class one. Since there is a policy of automatic promotion the crude dropout rate can be estimated. The average lower primary GER has increased at a very healthy compound annual growth rate of

35% over the four year period from 2006-07 to 2009-10 due to the intensified efforts under the Sarva Shiksha Abhiyan over the same period and the overall transition rate at Lower Primary level is a fairly promising above 90%.

Teachers Status in Govt. Primary:

Sl. No.	District	Working Teachers			No. of Trained Teachers*
		Regular	Contract	Total	
1	Baksa	2166	129	2295	2111
2	Barpeta	3066	2046	5112	3879
3	Bongaigaon	1654	581	2235	1570
4	Cachar	3151	590	3741	3315
5	Chirang	1978	130	2108	1261
6	Darrang	1537	1724	3261	1545
7	Dhemaji	1781	926	2707	1716
8	Dhubri	2516	1560	4076	2039
9	Dibrugarh	2764	456	3220	2756
10	Dima Hasao	2606	12	2618	1930
11	Goalpara	2075	1250	3325	2232
12	Golaghat	2224	685	2909	2327
13	Hailakandi	2637	186	2823	2547
14	Jorhat	3031	687	3718	2951
15	Kamrup-Metro	1946	72	2018	1827
16	Kamrup-Rural	3890	601	4491	3699
17	Karbi Anglong	2899	156	3055	2352
18	Karimganj	2970	433	3403	2775
19	Kokrajhar	2236	256	2492	2125
20	Lakhimpur	3438	908	4346	3424
21	Morigaon	1782	1538	3320	1953
22	Nagaon	5366	4160	9526	5449
23	Nalbari	2583	179	2762	2588
24	Sibsagar	8799	212	9011	8708
25	Sonitpur	3600	2357	5957	3755
26	Tinsukia	2194	969	3163	2232
27	Udalguri	2090	355	2445	1983
Total		76979	23158	100137	72243

* Trained As Per NCTE Guidelines

Source : DISE 2012-13

The Class-wise and social category wise detailed enrolment figures for the upper primary level i.e. VI to VIII in the year 2012-13 as per U-DISE are given in Table below. The overall girls to boys enrolment ratio at upper primary level is 99%.

Upper Primary Enrolment 2012-13

Class	Category	Boys	Girls	Total	GPI
Lower Primary (Class I – IV)	Total	844758	903444	1748202	1.07
	SC	83676	85459	169135	1.02
	ST	136854	138541	275395	1.01
	Minority	263376	324852	588228	1.23
	Disabled				

The GER at upper primary level is shown in Table below and it has increased by 30.40 % from 2005-06 to 2006-07, but it has decreased by 5.30 % in the year 2008-09. Gender Parity Index also has shown progress of girl education.

Gross Enrolment Ratio at Upper Primary Level

Class	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
UP(V-VII)	68.00	98.40	97.88	93.10	98.68	91.8

After shifting of class-V from UP and inclusion of class-VIII in UP, the GER at upper primary level in the years 2011-12 and 2012-13 are as below.

Gross Enrolment Ratio at Upper Primary Level

Class	2011-12	2012-13
UP(VI-VIII)	96.4	98.4

GER, NER, Completion and Transition Rate at Elementary level

The GER, NER, Completion and Transition Rate at Upper Primary level from the base year of 2007-08 to 2012-13 are as below –

Year	Gross Enrolment Ratio(GER)			Net Enrolment ratio(NER)		
	B	G	T	B	G	T
2007-08	94.40%	101.70%	97.90%	86.30%	93.20%	89.60%
2008-09	89.70%	96.80%	93.10%	86.10%	93.60%	89.80%
2009-10	98.00%	99.30%	98.70%	82.10%	82.70%	82.40%
2010-11	91.30%	92.30%	91.80%	85.10%	85.80%	85.40%
2011-12	96.00%	96.80%	96.40%	89.20%	89.90%	89.50%
2012-13	97.70%	99.00%	98.40%	88.90%	90.00%	89.50%

Source: U-DISE-2012-13

Teacher Status in Govt. Upper Primary :

Sl. No.	District	Working Teachers			No. of Trained Teachers*
		Regular	Contract	Total	
1	Baksa	1312	164	1476	1299
2	Barpeta	1746	323	2069	1922
3	Bongaigaon	1019	167	1186	0
4	Cachar	1830	371	2201	1767
5	Chirang	436	54	490	190
6	Darrang	744	108	852	837
7	Dhemaji	1179	273	1452	1189
8	Dhubri	1635	562	2197	1646
9	Dibrugarh	1292	294	1586	1441
10	Dima Hasao	625	22	647	565
11	Goalpara	1177	297	1474	1204
12	Golaghat	1195	277	1472	1246
13	Hailakandi	1633	153	1786	1601
14	Jorhat	1442	354	1796	1572
15	Kamrup-Metro	833	91	924	840
16	Kamrup-Rural	2003	329	2332	2079

17	Karbi Anglong	913	166	1079	784
18	Karimganj	1385	326	1711	1413
19	Kokrajhar	919	169	1088	888
20	Lakhimpur	1756	409	2165	1831
21	Morigaon	1033	227	1260	1048
22	Nagaon	2967	495	3462	3023
23	Nalbari	1120	196	1316	1185
24	Sibsagar	3067	355	3422	3144
25	Sonitpur	1357	271	1628	1443
26	Tinsukia	1020	229	1249	1176
27	Udalguri	759	119	878	776
Total		36397	6801	43198	35082

* Trained as per NCTE guidelines

Source : DISE 2012-13

Participation Of 6-14 Years Children At Elementary Level in 2012-13 (Primary)

Name Of Districts	Child Population			Enrolment as per DISE 2012			Out of School Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baksa	53985	54274	108259	53231	53654	106885	754	620	1374
Barpeta	117720	115263	232983	116254	114004	230258	1466	1259	2725
Bongaigaon	49107	47968	97075	48731	47626	96357	376	342	718
Cachar	110268	106910	217178	109705	106358	216063	563	552	1115
Chirang	36695	36133	72828	36123	35641	71764	572	492	1064
Darrang	63915	67372	131287	61844	65648	127492	2071	1724	3795
Dhemaji	46575	46016	92591	46431	45944	92375	144	72	216
Dhubri	182591	179737	362328	181150	178498	359648	1441	1239	2680
Dibrugarh	61649	60634	122283	60804	59780	120584	845	854	1699
Dima Hasao	14154	13639	27793	13770	13341	27111	384	298	682
Goalpara	80333	78531	158864	78778	77261	156039	1555	1270	2825
Golaghat	56902	55916	112818	56746	55767	112513	156	149	305
Hailakandi	56600	53550	110150	55642	52704	108346	958	846	1804
Jorhat	49355	48997	98352	49251	48881	98132	104	116	220
Kamrup- (M)	32947	33891	66838	32219	33239	65458	728	652	1380
Kamrup- (R)	77739	79254	156993	77218	78799	156017	521	455	976
Karbi Anglong	68419	68553	136972	66808	67204	134012	1611	1349	2960
Karimganj	97021	93147	190168	96634	92655	189289	387	492	879
Kokrajhar	66532	64631	131163	65241	63627	128868	1291	1004	2295
Lakhimpur	69838	69198	139036	68947	68355	137302	891	843	1734
Morigaon	67900	67845	135745	65431	66210	131641	2469	1635	4104
Nagaon	186071	188249	374320	181235	184528	365763	4836	3721	8557
Nalbari	40594	38862	79456	40307	38676	78983	287	186	473
Sibsagar	59262	57361	116623	58530	56521	115051	732	840	1572
Sonitpur	108312	106624	214936	107126	105560	212686	1186	1064	2250
Tinsukia	68904	66596	135500	66856	64401	131257	2048	2195	4243
Udalguri	47042	47826	94868	45407	46343	91750	1635	1483	3118
Total	1970430	1946977	3917407	1940419	1921225	3861644	30011	25752	55763

Participation of 6-14 Years Children At Elementary Level in 2012-13 (Upper Primary)

Name Of Districts	Child Population			Enrolment as per DISE 2012			Out of School Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baksa	29617	30564	60181	28814	29841	58655	803	723	1526
Barpeta	50832	56830	107662	49123	55490	104613	1709	1340	3049
Bongaigaon	20001	22239	42240	19808	22065	41873	193	174	367
Cachar	47232	47230	94462	46707	46777	93484	525	453	978
Chirang	15745	15745	31490	15304	15406	30710	441	339	780
Darrang	24037	28407	52444	22482	26846	49328	1555	1561	3116
Dhemaji	25228	25803	51031	25117	25674	50791	111	129	240
Dhubri	63747	74144	137891	63045	73484	136529	702	660	1362
Dibrugarh	29671	28416	58087	29008	27712	56720	663	704	1367
Dima Hasao	7475	7298	14773	7414	7257	14671	61	41	102
Goalpara	29036	34514	63550	27907	33641	61548	1129	873	2002
Golaghat	29549	28637	58186	29498	28552	58050	51	85	136
Hailakandi	25789	25111	50900	25053	24446	49499	736	665	1401
Jorhat	28276	26894	55170	28023	26642	54665	253	252	505
Kamrup-Metro	19194	19824	39018	18811	19457	38268	383	367	750
Kamrup-Rural	40916	43604	84520	40391	43233	83624	525	371	896
Karbi Anglong	29154	28715	57869	28393	28135	56528	761	580	1341
Karimganj	35827	39060	74887	35328	38787	74115	499	273	772
Kokrajhar	29061	29089	58150	28006	28299	56305	1055	790	1845
Lakhimpur	37079	37720	74799	36514	37214	73728	565	506	1071
Morigaon	27588	31864	59452	25119	30604	55723	2469	1260	3729
Nagaon	76861	93857	170718	71771	90042	161813	5090	3815	8905
Nalbari	20795	20923	41718	20493	20755	41248	302	168	470
Sibsagar	30317	28820	59137	29621	28113	57734	696	707	1403
Sonitpur	44969	46640	91609	43634	45320	88954	1335	1320	2655
Tinsukia	31049	30329	61378	29227	28390	57617	1822	1939	3761
Udalguri	21273	22362	43635	20147	21262	41409	1126	1100	2226
Total	870318	924639	1794957	844758	903444	1748202	25560	21195	46755

Participation Of Children With Special Need (CWSN) between base year and current year:

Name Of Districts	No. of CWSN Identified	No. of CWSN enrolled in schools	No. of CWSN Proposed to be covered through School Readiness Programme	No. of CWSN Proposed to be covered through Home Based Education
Baksa	3000	2324	253	423
Barpeta	5595	5437	58	100
Bongaigaon	2587	2461	70	56
Cachar	6072	4536	656	880
Chirang	1611	1453	0	158
Darrang	2990	2879	51	60
Dhemaji	2297	1940	0	357
Dhubri	8934	6975	206	1753
Dibrugarh	3115	2865	6	244
Dima Hasao	3560	2848	256	456
Goalpara	3631	3286	280	65
Golaghat	3133	2910	172	51
Hailakandi	2701	2343	169	189
Jorhat	3083	2580	362	141

Kamrup(M)	1603	1282	302	19
Kamrup(R)	3767	2862	818	87
Karbi Anglong	3486	2970	299	217
Karimganj	5187	4820	0	367
Kokrajhar	2854	2251	0	603
Lakhimpur	3548	3046	6	496
Morigaon	4390	4108	100	182
Nagaon	7643	5085	1262	1296
Nalbari	3204	2729	0	475
Sibsagar	3268	3141	67	60
Sonitpur	5914	4495	795	624
Tinsukia	3165	2399	0	766
Udalguri	3252	2556	333	363
Total	103590	86581	6521	10488

Reducing trend of Drop out in the state:

Year	Lower Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
2007-08	10.9%	9.6%	10.3%	17.20%	15.10%	16.10%
2008-09	9.6%	7.9%	8.8%	16.70%	14.40%	15.50%
2009-10	6.5%	5.0%	5.7%	16.00%	13.50%	14.70%
2010-11	9.4%	7.2%	8.3%	16.00%	14.40%	15.20%
2011-12	13.7%	11.9%	12.8%	13.80%	14.30%	15.21%
2012-13	10.8%	8.6%	9.7%	11.7%	9.2%	10.4%

Source: DISE & U-DISE

Retention Rate: Primary, Upper Primary and Elementary level

Lower Primary:

Year	Boys	Girls	All
2007-08	77.2%	81.3%	79.2%
2008-09	76.5%	80.3%	78.4%
2009-10	71.7%	76.7%	74.1%
2010-11	67.8%	71.4%	69.6%
2011-12	65.3%	69.8%	67.5%
2012-13	71.8%	75.9%	73.8%

Upper Primary:

Year	Boys	Girls	All
2007-08	84.3%	89.8%	87.0%
2008-09	82.4%	86.8%	84.6%
2009-10	82.3%	90.1%	86.0%
2010-11	84.0%	88.6%	86.3%
2011-12	81.9%	87.5%	84.7%
2012-13	89.2%	93.9%	91.6%

The transition rates from Primary to Upper Primary is impressive. The lower to upper primary crude transition rate is a healthy 93.7% primarily.

3.2 :: Projection of School Age Population (14-17 Age Groups)

Database and methodology of Projection of Secondary School age Population for Assam during 2001 to 2011 and analysis are based on Census 2001 and Census 2011.

Table 3.2.1 – Projection of Population from the year 2012 to 2016 and also display the growth trend in population in Assam.

District	Decadal Growth Rate 2011	Total population in Census 2011			2012			2013		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	11.17	484825	468948	953773	490240	474186	964426	495716	479483	975199
Barpeta	21.4	867891	825299	1693190	886464	842960	1729424	905434	861000	1766434
Bongaigaon	19.58	373590	359049	732639	380905	366079	746984	388363	373247	761610
Cachar	20.17	886616	849703	1736319	904499	866842	1771341	922743	884326	1807069
Chirang	11.26	244675	237143	481818	247430	239813	487243	250216	242514	492730
Darrang	19.51	472134	435956	908090	481345	444462	925807	490736	453133	943869
Dhemaji	20.3	353043	335034	688077	360210	341835	702045	367522	348774	716296
Dhubri	24.4	998346	950286	1948632	1022706	973473	1996179	1047660	997226	2044886
Dibrugarh	12.04	680114	647634	1327748	688303	655432	1343735	696590	663323	1359913
Goalpara	22.74	514162	494797	1008959	525854	506049	1031903	537812	517566	1055368
Golaghat	11.88	539949	518725	1058674	546364	524887	1071251	552854	531123	1083977
Hailakandi	21.44	338766	320494	659260	346029	327365	673394	353448	334384	687832
Jorhat	9.21	557944	533351	1091295	563083	538263	1101346	568269	543221	1111490
Kamrup	15.67	779608	737594	1517202	791824	749152	1540976	804232	760891	1565123
Kamrup (M)	18.95	655630	604789	1260419	668054	616250	1284304	660714	627928	1308642
Karbi										
Anglong	18.69	493482	471798	965280	502705	480616	983321	512101	489599	1001700
Karimganj	20.74	620722	596280	1217002	633596	608647	1242243	646737	621270	1268007
Kokrajhar	5.19	452965	434034	886999	455316	436287	891603	457679	438551	896230
Lakhimpur	17.06	529484	511160	1040644	538517	519880	1058397	547704	528750	1076454
Marigaon	23.39	485328	472525	957853	496680	483577	980257	508297	494888	1003185
Nagaon	22.09	1440307	1385699	2826006	1472123	1416309	2888432	1504643	1447595	2952238
Nalbari	11.74	395804	374115	769919	400451	378507	778958	405152	382951	788103
NC Hills	13.53	110566	102963	213529	112062	104356	216418	113578	105768	219346
Sibsagar	9.37	589454	560799	1150253	594977	566054	1161031	600552	571358	1171910
Sonitpur	15.67	989919	936056	1925975	1005431	950724	1956155	1021186	965622	1986808
Tinsukia	14.51	675986	640962	1316948	685795	650262	1336057	695745	659698	1355443
Udalguri	9.76	423617	409152	832769	427752	413145	840897	431926	417178	849104
Total	16.93	15954927	15214345	31169272	16225044	15471924	31696968	16499734	15733864	32233598

District	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	501254	484839	986093	506853	490254	997107	512514	495730	1008244
Barpeta	924810	879425	1804235	944601	898245	1842846	964816	917467	1882283
Bongaigaon	395967	380555	776522	403720	388006	791726	411625	395604	807229
Cachar	941355	902163	1843518	960342	920359	1880701	979712	938923	1918635
Chirang	253034	245244	498278	255883	248006	503889	258764	250798	509562
Darrang	500311	461974	962285	510072	470987	981059	520023	480176	1000199
Dhemaji	374983	355855	730838	382595	363078	745673	390362	370449	760811
Dhubri	1073223	1021558	2094781	1099409	1046484	2145893	1126235	1072018	2198253
Dibrugarh	704977	671309	1376286	713465	679392	1392857	722055	687572	1409627
Goalpara	550042	529325	1079367	562550	541362	1103912	575342	553673	1129015
Golaghat	559422	537433	1096855	566068	543818	1109886	572793	550278	1123071
Hailakandi	361026	341553	702579	368766	348876	717642	376673	356356	733029
Jorhat	573502	548224	1121726	578784	553273	1132057	584115	558368	1142483
Kamrup	816835	772814	1589649	829634	784924	1614558	842635	797224	1639859
Kamrup (M)	693613	639827	1333440	706757	651952	1358709	720150	664306	1384456
K Anglong	521672	498749	1020421	531422	508071	1039493	541354	517567	1058921
Karimganj	660150	634155	1294305	673841	647308	1321149	687817	660733	1348550
Kokrajhar	460054	440827	900881	462442	443115	905557	464842	445415	910257
Lakhimpur	557048	537770	1094818	566551	546944	1113495	576217	556275	1132492
Marigaon	520186	506464	1026650	532353	518310	1050663	544805	530433	1075238

Nagaon	1537880	1479573	3017453	1571852	1512257	3084109	1606574	1545662	3152236
Nalbari	409909	387447	797356	414721	391995	806716	419590	396597	816187
NC Hills	115115	107199	222314	116672	108649	225321	118251	110119	228370
Sibsagar	606179	576711	1182890	611859	582115	1193974	617592	587569	1205161
Sonitpur	1037188	980753	2017941	1053441	996122	2049563	1069948	1011731	2081679
Tinsukia	705841	669270	1375111	716082	678981	1395063	726473	688833	1415306
Udalguri	436142	421249	857391	440399	425361	865760	444697	429512	874209
Total	16779074	16000238	32779312	17063144	16271122	33334266	17352023	16546592	33898615

The 2011 Census of India estimate of population for the State of Assam without social categories and the projections till 2016 are given above for total population by gender. The Census 2011 gives population data for the year 2011 and calculating the projections given in the table above for the total population @ 1.7 annual growth rates as per decadal growth between 2001 and 2011. At the state level factors like changes in the rate of migration and the sex ratio are not significant for Assam and so these have been ignored.

The projected size of school age population for the age group 14 to 17 year in the state is given below based on the projections made on the basis of Census 2001.

Table 3.2.2 Projected size of school age Population of age 14 year in Assam

District	2001			2011			2012		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	9943	9485	19428	11111	10600	21711	11235	10718	21953
Barpeta	17799	16693	34492	21997	20630	42627	22468	21071	43539
Bongaigaon	7662	7262	14924	9301	8816	18117	9483	8989	18472
Cachar	18183	17187	35370	22202	20985	43187	22650	21408	44058
Chirang	5018	4797	9815	5612	5365	10977	5676	5425	11101
Darrang	9683	8818	18501	11747	10697	22444	11976	10906	22882
Dhemaji	7240	6777	14017	8852	8285	17137	9032	8453	17485
Dhubri	20475	19221	39696	26056	24461	50517	26692	25058	51750
Dibrugarh	13948	13099	27048	15722	14765	30487	15911	14943	30854
Goalpara	10545	10008	20553	13204	12531	25735	13504	12816	26320
Golaghat	11074	10492	21566	12462	11807	24269	12610	11948	24558
Hailakandi	6948	6482	13430	8589	8014	16603	8774	8186	16960
Jorhat	11443	10788	22231	12541	11824	24365	12657	11932	24589
Kamrup	15989	14919	30908	18739	17485	36224	19039	17765	36804
Kamrup (M)	13446	12233	25679	16231	14766	30997	16539	15047	31586
Karbi Anglong	10121	9543	19663	12179	11484	23663	12407	11699	24106
Karimganj	12730	12061	24791	15631	14809	30440	15955	15116	31071
Kokrajhar	9290	8779	18069	9783	9245	19028	9834	9293	19127
Lakhimpur	10859	10339	21198	12860	12245	25105	13080	12453	25533
Marigaon	9953	9558	19511	12542	12044	24586	12836	12325	25161
Nagaon	29539	28028	57567	36752	34872	71624	37564	35643	73207
Nalbari	8117	7567	15684	9122	8504	17626	9229	8604	17833
NC Hills	2268	2083	4350	2594	2382	4976	2629	2414	5043
Sibsagar	12089	11343	23432	13271	12452	25723	13395	12568	25963
Sonitpur	20302	18933	39235	23717	22118	45835	24089	22465	46554
Tinsukia	13864	12964	26828	16012	14973	30985	16244	15191	31435
Udalguri	8688	8276	16964	9574	9120	18694	9667	9209	18876
Total	327214	307733	634947	387028	363986	751014	393580	370148	763728

Contd.

District	2013			2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	11361	10838	22199	11488	10959	22447	11616	11081	22697	11746	11205	22951
Barpeta	22948	21522	44470	23439	21983	45422	23941	22453	46394	24453	22933	47386
Bongaigaon	9669	9165	18834	9858	9344	19202	10051	9527	19578	10248	9714	19962
Cachar	23107	21840	44947	23573	22281	45854	24049	22730	46779	24534	23189	47723
Chirang	5740	5486	11226	5804	5548	11352	5870	5611	11481	5936	5674	11610
Darrang	12210	11119	23329	12448	11336	23784	12691	11557	24248	12938	11782	24720
Dhemaji	9215	8625	17840	9402	8800	18202	9593	8978	18571	9788	9161	18949
Dhubri	27343	25669	53012	28011	26295	54306	28694	26937	55631	29394	27594	56988
Dibrugarh	16102	15122	31224	16296	15305	31601	16492	15489	31981	16691	15675	32366
Goalpara	13811	13108	26919	14125	13406	27531	14446	13711	28157	14775	14023	28798
Golaghat	12760	12089	24849	12911	12233	25144	13065	12378	25443	13220	12525	25745
Hailakandi	8962	8362	17324	9154	8541	17695	9350	8724	18074	9551	8911	18462
Jorhat	12773	12042	24815	12891	12153	25044	13010	12265	25275	13130	12378	25508
Kamrup	19344	18049	37393	19653	18338	37991	19968	18632	38600	20287	18930	39217
Kamrup (M)	16853	15333	32186	17174	15624	32798	17500	15921	33421	17832	16223	34055
Karbi Anglong	12639	11917	24556	12875	12140	25015	13116	12367	25483	13361	12598	25959
Karimganj	16286	15430	31716	16624	15750	32374	16969	16076	33045	17321	16410	33731
Kokrajhar	9885	9342	19227	9936	9390	19326	9988	9439	19427	10040	9488	19528
Lakhimpur	13303	12666	25969	13530	12882	26412	13761	13102	26863	13996	13325	27321
Marigaon	13136	12614	25750	13443	12909	26352	13758	13211	26969	14080	13520	27600
Nagaon	38394	36430	74824	39242	37235	76477	40109	38057	78166	40995	38898	79893
Nalbari	9338	8705	18043	9447	8807	18254	9558	8910	18468	9671	9015	18686
NC Hills	2664	2447	5111	2700	2480	5180	2737	2514	5251	2774	2548	5322
Sibsagar	13520	12686	26206	13647	12805	26452	13775	12925	26700	13904	13046	26950
Sonitpur	24466	22817	47283	24850	23174	48024	25239	23537	48776	25635	23906	49541
Tinsukia	16480	15411	31891	16719	15635	32354	16961	15861	32822	17208	16092	33300
Udalguri	9762	9299	19061	9857	9389	19246	9953	9481	19434	10050	9574	19624
Total	400244	376415	776659	407020	382788	789808	413911	389268	803179	420918	395858	816776

The rural population in 2001 in the 14 - 15 years age group was 87.96% of the total. The overall sex ratio in this age group was 912 females to a 1000 males. The scheduled castes constituted 2.5% of the population in the age group of whom 91.6% resided in rural areas while the scheduled tribes constituted 5.9% of the population of whom 93.7% resided in rural areas. The overall literacy rate was 61.9% in the age group with male literacy at 69.0% and female literacy at 52.9%. The overall rural literacy rate in the age group was 59.3% with 67.2% for males and 49.2% for females. The overall urban literacy rate for the age group was 81.2% with 82.9% for males and 79.0% for females.

Table 3.2.3 Projected size of school age Population of age 15 year in Assam

District	2001			2011			2012		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	9588	8594	18182	10715	9603	20318	10835	9711	20546
Barpeta	17184	15124	32289	21212	18691	39903	21666	19091	40757
Bongaigaon	7389	6580	13968	8970	7988	16958	9145	8144	17289
Cachar	17535	15571	33106	21410	19013	40423	21842	19397	41239
Chirang	4839	4346	9185	5412	4861	10273	5473	4915	10388
Darrang	9337	7989	17327	11328	9692	21020	11549	9881	21430
Dhemaji	6982	6140	13122	8536	7506	16042	8710	7659	16369
Dhubri	19745	17415	37159	25127	22162	47289	25740	22703	48443
Dibrugarh	13451	11868	25319	15161	13377	28538	15343	13538	28881
Goalpara	10169	9068	19236	12733	11354	24087	13022	11612	24634
Golaghat	10679	9506	20185	12017	10698	22715	12160	10825	22985
Hailakandi	6700	5873	12573	8283	7261	15544	8461	7417	15878
Jorhat	11035	9774	20809	12094	10712	22806	12205	10811	23016
Kamrup	15418	13517	28935	18071	15842	33913	18360	16096	34456
Kamrup (M)	12967	11083	24050	15652	13378	29030	15949	13633	29582
Karbi									
Anglong	9760	8646	18406	11745	10405	22150	11965	10599	22564
Karimganj	12276	10927	23203	15073	13417	28490	15386	13696	29082
Kokrajhar	8958	7954	16912	9434	8377	17811	9483	8420	17903
Lakhimpur	10472	9367	19839	12402	11094	23496	12613	11283	23896
Marigaon	9598	8659	18258	12095	10912	23007	12378	11167	23545
Nagaon	28485	25394	53879	35441	31595	67036	36224	32293	68517
Nalbari	7828	6856	14684	8797	7705	16502	8900	7795	16695
NC Hills	2187	1887	4074	2501	2158	4659	2535	2187	4722
Sibsagar	11658	10277	21935	12797	11282	24079	12917	11387	24304
Sonitpur	19578	17154	36732	22871	20040	42911	23230	20354	43584
Tinsukia	13369	11746	25115	15441	13566	29007	15665	13763	29428
Udalguri	8378	7498	15876	9233	8263	17496	9323	8343	17666
Total	315544	278814	594358	373225	329781	703006	379544	335364	714908

Contd.

District	2013			2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	10956	9819	20775	11078	9929	21007	11202	10040	21242	11327	10152	21479
Barpeta	22130	19499	41629	22604	19917	42521	23087	20343	43430	23581	20778	44359
Bongaigaon	9324	8304	17628	9507	8466	17973	9693	8632	18325	9883	8801	18684
Cachar	22283	19788	42071	22732	20187	42919	23191	20594	43785	23659	21010	44669
Chirang	5535	4971	10506	5597	5027	10624	5660	5083	10743	5724	5141	10865
Darrang	11774	10074	21848	12004	10271	22275	12238	10471	22709	12477	10675	23152
Dhemaji	8886	7814	16700	9067	7973	17040	9251	8135	17386	9439	8300	17739
Dhubri	26368	23257	49625	27012	23824	50836	27671	24406	52077	28346	25001	53347
Dibrugarh	15528	13701	29229	15715	13866	29581	15904	14033	29937	16096	14202	30298
Goalpara	13318	11876	25194	13621	12146	25767	13931	12422	26353	14248	12705	26953
Golaghat	12305	10953	23258	12451	11083	23534	12599	11215	23814	12748	11348	24096
Hailakandi	8642	7576	16218	8827	7738	16565	9017	7904	16921	9210	8074	17284

Jorhat	12318	10911	23229	12431	11011	23442	12546	11113	23659	12661	11215	23876
Kamrup	18654	16353	35007	18952	16615	35567	19255	16881	36136	19564	17151	36715
Kamrup (M)	16252	13892	30144	16561	14156	30717	16876	14425	31301	17196	14699	31895
Karbi Anglong	12188	10797	22985	12416	10999	23415	12648	11205	23853	12884	11414	24298
Karimganj	15705	13980	29685	16031	14269	30300	16363	14565	30928	16703	14868	31571
Kokrajhar	9533	8464	17997	9582	8508	18090	9632	8552	18184	9682	8596	18278
Lakhimpur	12829	11476	24305	13047	11671	24718	13270	11871	25141	13496	12073	25569
Marigaon	12668	11428	24096	12964	11696	24660	13267	11969	25236	13577	12249	25826
Nagaon	37025	33007	70032	37842	33736	71578	38678	34481	73159	39533	35243	74776
Nalbari	9005	7887	16892	9110	7979	17089	9217	8073	17290	9326	8168	17494
NC Hills	2569	2217	4786	2604	2247	4851	2639	2277	4916	2675	2308	4983
Sibsagar	13038	11494	24532	13160	11602	24762	13284	11710	24994	13408	11820	25228
Sonitpur	23594	20673	44267	23963	20997	44960	24339	21326	45665	24720	21660	46380
Tinsukia	15892	13963	29855	16123	14165	30288	16357	14371	30728	16594	14579	31173
Udalguri	9414	8425	17839	9505	8507	18012	9598	8590	18188	9692	8674	18366
Total	385969	341042	727011	392504	346815	739319	399149	352687	751836	405906	358658	764564

The projected size of school age population for the 16-17 year age group in the state are given below based on the projections made on the basis of Census -2011 from 2008 up to 2016 by Gender.

Table 3.2.4 Projected size of school age Population of age 16 year in Assam

District	2001			2011			2012		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	9638	8861	18499	10770	9902	20672	10890	10013	20903
Barpeta	17253	15595	32848	21322	19273	40595	21778	19685	41463
Bongaigaon	7427	6785	14211	9016	8236	17252	9192	8398	17590
Cachar	17625	16056	33681	21521	19605	41126	21955	20000	41955
Chirang	4864	4481	9345	5440	5012	10452	5501	5068	10569
Darrang	9386	8238	17623	11386	9994	21380	11608	10189	21797
Dhemaji	7018	6331	13349	8580	7740	16320	8754	7897	16651
Dhubri	19846	17957	37803	25256	22852	48108	25873	23409	49282
Dibrugarh	13520	12238	25758	15239	13794	29033	15422	13960	29382
Goalpara	10221	9350	19571	12798	11707	24505	13089	11973	25062
Golaghat	10734	9802	20535	12079	11031	23110	12223	11162	23385
Hailakandi	6734	6056	12790	8326	7487	15813	8504	7648	16152
Jorhat	11091	10078	21170	12156	11046	23202	12268	11148	23416
Kamrup	15498	13938	29435	18105	16282	34387	18389	16537	34926
Kamrup (M)	13033	11428	24461	15725	13788	29513	16023	14049	30072
Karbi Anglong	9810	8915	18725	11806	10729	22535	12026	10929	22955
Karimganj	12339	11267	23607	15151	13835	28986	15465	14122	29587
Kokrajhar	9004	8201	17206	9483	8637	18120	9532	8682	18214
Lakhimpur	10526	9659	20184	12466	11439	23905	12678	11634	24312
Marigaon	9648	8929	18577	12157	11251	23408	12442	11515	23957
Nagaon	28632	26184	54816	35624	32578	68202	36411	33298	69709
Nalbari	7868	7069	14937	8842	7944	16786	8946	8038	16984

NC Hills	2198	1946	4144	2514	2225	4739	2548	2256	4804
Sibsagar	11718	10597	22315	12863	11633	24496	12984	11742	24726
Sonitpur	19679	17688	37366	22989	20663	43652	23349	20987	44336
Tinsukia	13438	12112	25550	15520	13988	29508	15745	14191	29936
Udalguri	8421	7731	16152	9280	8520	17800	9371	8603	17974
Total	317168	287490	604658	375146	340043	715189	381497	345800	727297

District	2013			2014			2015			2016		
	Male	Fem ale	Total	Male	Fem ale	Total	Male	Fem ale	Total	Male	Female	Total
Baksa	11012	10125	21137	11135	10238	21373	11259	10352	21611	11385	10468	21853
Barpeta	22244	20106	42350	22720	20537	43257	23206	20976	44182	23703	21425	45128
Bongaigaon	9372	8562	17934	9556	8730	18286	9743	8901	18644	9934	9075	19009
Cachar	22398	20404	42802	22849	20815	43664	23310	21235	44545	23780	21663	45443
Chirang	5563	5125	10688	5626	5183	10809	5689	5242	10931	5753	5301	11054
Darrang	11835	10387	22222	12066	10590	22656	12301	10797	23098	12541	11007	23548
Dhemaji	8932	8057	16989	9113	8221	17334	9298	8388	17686	9487	8558	18045
Dhubri	26504	23981	50485	27151	24566	51717	27813	25165	52978	28492	25779	54271
Dibrugarh	15608	14128	29736	15796	14298	30094	15986	14470	30456	16179	14644	30823
Goalpara	13387	12246	25633	13691	12524	26215	14003	12809	26812	14321	13100	27421
Golaghat	12368	11294	23662	12515	11428	23943	12663	11564	24227	12814	11702	24516
Hailakandi	8687	7812	16499	8873	7979	16852	9063	8150	17213	9257	8325	17582
Jorhat	12381	11250	23631	12495	11354	23849	12610	11458	24068	12726	11564	24290
Kamrup	18677	16796	35473	18969	17060	36029	19267	17327	36594	19569	17599	37168
Kamrup (M)	16326	14316	30642	16636	14587	31223	16951	14863	31814	17272	15145	32417
Karbi Anglong	12251	11133	23384	12480	11342	23822	12713	11554	24267	12951	11769	24720
Karimganj	15786	14415	30201	16113	14714	30827	16448	15019	31467	16789	15330	32119
Kokrajhar	9582	8727	18309	9631	8772	18403	9681	8818	18499	9732	8864	18596
Lakhimpur	12895	11833	24728	13115	12035	25150	13338	12240	25578	13566	12449	26015
Mangaon	12733	11784	24517	13031	12060	25091	13335	12342	25677	13647	12630	26277
Nagaon	37215	34034	71249	38037	34785	72822	38877	35554	74431	39736	36339	76075
Nalbari	9051	8132	17183	9157	8228	17385	9265	8324	17589	9374	8422	17796
NC Hills	2583	2286	4869	2618	2317	4935	2653	2348	5001	2689	2380	5069
Sibsagar	13105	11852	24957	13228	11963	25191	13352	12075	25427	13477	12188	25665
Sonitpur	23715	21316	45031	24087	21650	45737	24464	21989	46453	24848	22334	47182
Tinsukia	15974	14397	30371	16206	14606	30812	16441	14818	31259	16679	15033	31712
Udalguri	9462	8687	18149	9554	8772	18326	9648	8857	18505	9742	8944	18686
Total	387956	351654	739610	394524	357607	752131	401203	363662	764865	407995	369819	777814

Table 3.2.5 Projected size of school age Population of age 17 year in Assam

District	2001			2011			2012		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	5834	5126	10960	6519	5728	12247	6592	5792	12384
Barpeta	10443	9021	19465	12906	11149	24055	13182	11387	24569
Bongaigaon	4495	3925	8420	5457	4765	10222	5564	4858	10422
Cachar	10669	9288	19957	13027	11341	24368	13289	11570	24859
Chirang	2944	2592	5536	3293	2899	6192	3330	2932	6262
Darrang	5681	4765	10447	6892	5781	12673	7027	5894	12921
Dhemaji	4248	3662	7910	5194	4477	9671	5299	4568	9867
Dhubri	12013	10388	22401	15288	13219	28507	15661	13542	29203
Dibrugarh	8184	7079	15263	9224	7979	17203	9335	8075	17410
Goalpara	6187	5409	11595	7747	6772	14519	7923	6926	14849
Golaghat	6497	5670	12167	7312	6381	13693	7398	6457	13855
Hailakandi	4076	3503	7580	5040	4331	9371	5148	4424	9572
Jorhat	6714	5830	12544	7358	6390	13748	7426	6449	13875
Kamrup	9381	8063	17444	10959	9419	20378	11131	9567	20698
Kamrup (M)	7889	6611	14500	9518	7976	17494	9699	8127	17826
Karbi Anglong	5938	5157	11095	7146	6206	13352	7280	6322	13602
Karimganj	7469	6518	13987	9171	8003	17174	9361	8169	17530
Kokrajhar	5450	4744	10195	5740	4997	10737	5770	5022	10792
Lakhimpur	6371	5588	11959	7545	6617	14162	7674	6730	14404
Marigaon	5840	5165	11005	7359	6509	13868	7531	6661	14192
Nagaon	17331	15147	32478	21563	18846	40409	22040	19262	41302
Nalbari	4763	4089	8852	5352	4596	9948	5415	4650	10065
North Cachar Hills	1330	1125	2456	1522	1287	2809	1542	1305	2847
Sibsagar	7093	6130	13223	7786	6729	14515	7859	6792	14651
Sonitpur	11912	10232	22144	13915	11953	25868	14133	12141	26274
Tinsukia	8134	7006	15140	9394	8092	17486	9531	8209	17740
Udalguri	5097	4472	9570	5617	4929	10546	5672	4977	10649
State - ASSAM 18	191983	166309	358292	227077	196710	423787	230922	200040	430962

Contd.

District	2013			2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Baksa	6666	5857	12523	6740	5922	12662	6815	5989	12804	6892	6055	12947
Barpeta	13464	11631	25095	13752	11880	25632	14047	12134	26181	14347	12394	26741
Bongaigaon	5673	4953	10626	5784	5050	10834	5897	5149	11046	6013	5250	11263
Cachar	13557	11803	25360	13831	12041	25872	14110	12284	26394	14394	12532	26926
Chirang	3368	2965	6333	3405	2998	6403	3444	3032	6476	3483	3066	6549
Darrang	7164	6009	13173	7303	6126	13429	7446	6246	13692	7591	6368	13959
Dhemaji	5407	4661	10068	5516	4756	10272	5628	4852	10480	5743	4951	10694
Dhubri	16043	13872	29915	16434	14211	30645	16835	14558	31393	17246	14913	32159
Dibrugarh	9448	8173	17621	9561	8271	17832	9676	8371	18047	9793	8471	18264
Goalpara	8103	7084	15187	8287	7245	15532	8476	7410	15886	8669	7578	16247
Golaghat	7486	6534	14020	7575	6611	14186	7665	6690	14355	7756	6769	14525

Hailakand	5258	4519	9777	5371	4616	9987	5486	4715	10201	5604	4816	10420
Jorhat	7494	6508	14002	7563	6568	14131	7633	6629	14262	7703	6690	14393
Kamrup	11305	9717	21022	11482	9869	21351	11662	10023	21685	11845	10181	22026
Kamrup (M)	9882	8281	18163	10070	8438	18508	10260	8598	18858	10455	8761	19216
Karbi Anglong	7416	6441	13857	7554	6561	14115	7695	6684	14379	7839	6808	14647
Karimganj	9555	8339	17894	9754	8512	18266	9956	8688	18644	10162	8868	19030
Kokrajhar	5800	5049	10849	5830	5075	10905	5860	5101	10961	5891	5128	11019
Lakhimpur	7805	6845	14650	7938	6962	14900	8074	7081	15155	8211	7201	15412
Marigaon	7707	6817	14524	7887	6976	14863	8072	7139	15211	8261	7306	15567
Nagaon	22526	19688	42214	23024	20123	43147	23533	20567	44100	24052	21022	45074
Nalbari	5479	4704	10183	5543	4760	10303	5608	4815	10423	5674	4872	10546
NC Hills	1563	1322	2885	1584	1340	2924	1606	1358	2964	1628	1377	3005
Sibsagar	7933	6856	14789	8007	6920	14927	8082	6985	15067	8158	7051	15209
Sonitpur	14355	12331	26686	14580	12524	27104	14808	12720	27528	15040	12920	27960
Tinsukia	9669	8329	17998	9809	8449	18258	9952	8572	18524	10096	8696	18792
Udalguri	5727	5025	10752	5783	5074	10857	5840	5124	10964	5897	5174	11071
Total	234831	203427	438258	238807	206871	445678	242850	210373	453223	246961	213935	460896

3.3 Current status of Secondary Education in Assam

Category	Number	Percentage
Boys Only	94	3%
Girls Only	367	13%
Co-Education	2295	84%
School Located in Tribal Area	828	29.05%
School Located in Hilly Area	218	7.65%
Rural	2291	83%
Urban	465	17%

Status of secondary and Higher Secondary schools under various managements in Assam under U-DISE 2012-13.

Management	Secondary Schools	Higher Secondary Schools	Total no. of Schools	Jr. College	Degree College with + 2 level	P.G College with + 2 level	Total Institutions
Govt./Provincilised	1909	847	2756	42	123	6	2926
Central Govt.	6	44	50	0	0	0	60
Recognised Aided	1985	58	2043	142	7	0	2192
Recognised Un-Aided	537	65	602	51	16		669
Total	4655	805	5460	235	146	6	5847

Distribution of schools to full fill the Equity criteria :

The 83% secondary & Higher Secondary schools are located in rural areas and 17% in Urban areas. According to the characteristics of these schools there are only 10.11% schools located in

SC dominated areas and 27.76% located in ST dominated areas and 16.05% in Monrity dominated areas. The secondary schools in OBC dominated areas (20.24%) and General Category (25.84%) is more or less nearer to ST dominated areas. The 88.16% secondary & Higher Secondary schools are located in general areas and 7.26% in hilly areas.

Distribution of Secondary & Higher Secondary Schools towards Equity

(B) ICT: Status of BOOT Model

Scheme	Tenure of Agreement	Date of Implementation			Distribution of schools to the Contractors			Agreement expiry date with Contractors		
		NIIT Ltd	CMC Ltd	Educomp Ltd	NIIT Ltd	CMC Ltd	Educomp Ltd	NIIT Ltd	CMC Ltd	Educomp Ltd
RGCLP**	5 Years	01.02.2008	-	01.02.2008	20	-	19	31.01.2013	-	31.01.2013
RGCLP Phase-I (Renewal)	5 Years	25.03.2009	-	23.10.2009	140	-	60	24.03.2014	-	22.10.2014
RGCLP Phase-II (Renewal)	5 Years	13.12.2009	-	-	200	-	-	12.12.2014	-	-
RGCLP Phase-III (Renewal)	5 Years	27.09.2010	-	-	230	-	-	26.09.2015	-	-
ICT@School	5 Years	29.09.2009	-	29.09.2009	331	-	310	28.09.2014	-	28.09.2014
Revised ICT@School	5 Years	21.03.2012	23.03.2012	23.03.2012	1054	101	1054	20.03.2017	22.03.2017	22.03.2017

**RGCLP- Rajiv Gandhi Computer Literacy Programme, an initiative of the Govt. of Assam.

Status of Smart School

Smart School would be taken during 2013-14.

3.3.1 Physical Access and Facilities:

(i) Profile of Secondary Level institution:

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

✓ Schools by category and type:

✓ School be management (Govt, private etc) and location (rural & urban)

Type of Management	location	High Schools	HS School	Jr. College(Permitted)	Degree College	Total
Central Government	Rural					
	Urban					
	Total	7	50	0	0	57
State Government	Rural					
	Urban					
	Total	2157	693	33	134	3017
Recognized Aided	Rural					
	Urban					
	Total	1128	10	67	14	1219
Pvt Un-aided	Rural					
	Urban					
	Total	886	23	65	8	982
Un-aided section	Rural					
	Urban					
	Total	299	7	31	7	344
Grand Total		4477	783	196	163	5619

Source ; U-DISE 2012-13

(B) ICT @ School

Number of computers installed	Number of printers installed	Number of projectors installed	Number of generators installed	Number of scanners installed	Number of schools in which internet connectivity available
28,500	5,059	2,209	2,850	2,850	997

⇒ Enrolment of CWSN in the Class IX & X in academic year 2012.

Sl.	District's Name	Boys	Girls	Total
1	Baksa	48	25	73
2	Barpeta	114	122	236
3	Bongaigaon	59	64	123
4	Cachar	30	32	62
5	Chirang	50	18	68
6	Darrang	27	21	48
7	Dhemaji	30	28	58
8	Dhubri	16	9	25
9	Dibrugarh	34	25	59
10	Dima Hasao	22	11	33
11	Goalpara	75	60	135
12	Golaghat	98	101	199
13	Hailakandi	16	24	40
14	Jorhat	63	50	113
15	Kamrup-Metro	33	25	58
16	Kamrup-Rural	118	103	221
17	Karbi Anglong	46	26	72

18	Karimganj	28	25	53
19	Kokrajhar	79	45	124
20	Lakhimpur	29	19	48
21	Marigaon	60	32	92
22	Nagaon	78	60	138
23	Nalbari	158	26	184
24	Sibsagar	29	32	61
25	Sonitpur	59	62	121
26	Tinsukia	28	36	64
27	Udalguri	7	5	12
	State	1434	1086	2520

Source ; U-DISE 2012-13

3.3. 1. ii) Access to Secondary Schooling Facilities

Sr. No.	Name Of District	No. of Habitations	No. of Habitations covered by Sec School in 5 Km areas	% of habitations having Secondary schooling provisions	No. of Habitations without Sec School in 5 Km radius	No. of un-served Habitations eligible for sec school as per State Norms
1	Baksa	3393	3352	98.79	41	4
2	Barpeta	3118	3016	96.73	102	8
3	Bongaigaon	1539	1515	98.44	24	13
4	Cachar	4755	4257	89.53	498	41
5	Chirang	1294	1199	92.66	95	11
6	Darrang	2322	2049	88.24	273	18
7	Dhemaji	2556	2484	97.18	72	13
8	Dhubri	3134	3081	98.31	53	19
9	Dibrugarh	2824	2643	93.59	181	13
10	Dima Hasao	873	669	76.63	204	44
11	Goalpara	2571	1999	77.75	572	25
12	Golaghat	3059	3025	98.89	34	9
13	Hailakandi	1726	1525	88.35	201	12
14	Jorhat	3945	3910	99.11	35	10
15	Kamrup	4627	4440	95.96	187	12
16	Kamrup (M)	1155	1105	95.67	50	5
17	Karbi Anglong	4046	3295	81.44	751	116
18	Karimganj	2707	2705	99.93	2	0
19	Kokrajhar	2455	2307	93.97	148	15
20	Lakhimpur	3514	3476	98.92	38	4
21	Morigaon	1741	1670	95.92	71	8
22	Nagaon	6749	5663	83.91	1086	41
23	Nalbari	2667	2543	95.35	124	3
24	Sibsagar	4292	4250	99.02	42	4
25	Sonitpur	3943	3554	90.13	389	25
26	Tinsukia	2681	2473	92.24	208	22
27	Udalguri	2244	2150	95.81	94	9
	TOTAL	79930	74355	93.03	5575	504

Availability of Secondary schools/sections per lakh population :

Districts	Population in Assam as CENSUS 2011	No. of Govt./Prov Secondary Schools	Secondary Schools per lakh population
Baksa	964426	93	10
Barpeta	1729424	192	11
Bongaigaon	746984	57	8
Cachar	1771341	113	6
Chirang	487243	25	5
Darrang	925807	77	8
Dhemaji	702045	69	10
Dhubri	1996179	99	5
Dibrugarh	1343735	107	8
Goalpara	1031903	73	7
Golaghat	1071251	119	11
Hailakandi	673394	39	6
Jorhat	1101346	185	17
Kamrup	1540976	282	18
Kamrup (M)	1284304		0
Karbi Anglong	983321	89	9
Karimganj	1242243	79	6
Kokrajhar	891603	48	5
Lakhimpur	1058397	156	15
Marigaon	980257	72	7
Nagaon	2888432	212	7
Nalbari	778958	131	17
NC Hills	216418	43	20
Sibsagar	1161031	158	14
Sonitpur	1956155	122	6
Tinsukia	1336057	66	5
Udalguri	840897	51	6
Total	31696968	2757	9

- Ratio of Upper Primary Schools/Sections to Secondary Schools Sections**

SL. No	Districts Name	No. of Upper Primary Schools	No. of Secondary Schools	UP: Sec
		Govt. including local bodies	Govt.	Ratio
1	Baksa	248	93	3:01
2	Barpeta	424	192	2:01
3	Bongaigaon	192	57	3:01
4	Cachar	367	113	3:01
5	Chirang	78	25	3:01
6	Darrang	155	77	2:01

7	Dhemaji	186	69	3:01
8	Dhubri	401	99	4:01
9	Dibrugarh	318	107	3:01
10	Dima Hasao	124	43	3:01
11	Goalpara	244	73	3:01
12	Golaghat	284	119	2:01
13	Hailakandi	268	39	7:01
14	Jorhat	403	185	2:01
15	Kamrup-Metro	163	282	
16	Kamrup-Rural	444		
17	Karbi Anglong	268	89	3:01
18	Karimganj	278	79	4:01
19	Kokrajhar	155	48	3:01
20	Lakhimpur	430	156	3:01
21	Morigaon	210	72	3:01
22	Nagaon	582	212	3:01
23	Nalbari	228	131	2:01
24	Sibsagar	428	158	3:01
25	Sonitpur	319	122	3:01
26	Tinsukia	188	66	3:01
27	Udalguri	162	51	3:01
	Total	7547	2757	3:01

(B) ICT@school scheme

% of schools having ICT@ schools	Availability of ICT (boot model and smart school) in secondary schools	Ratio of computer and pupil in the schools
50%	2,850	40:1

(iii) Planning for Universalisation of physical Access:**(A) RMSA**

GIS mapping of schools and habitations in Assam has been conducted by SSA, Assam.

(B) ICT@school scheme

A preliminary survey of the schools are done to check availability of 20" X 20" size room for the computer lab, electricity connection to school, provision of internet connectivity, complete details of existing computer facilities/Programme etc.

Current strategies of the state government to increase ICT@ school may be briefly discussed here.

Year	Scheme	No of Schools
2013-14	ICT@School	252
2014-15	ICT@School	641

- No. of Students already covered
- Adequate infrastructure available in the School e.g proper room with ventilation/safety, electricity etc.:

The following infrastructure are available is existing schools under ICT@School scheme.

Sl No	Item	Specification	Quantity Per School
1	Maths Kit	Mathematics Kit having manipulatives to enhance math learning	1 Kit
2	Science Experimental Kit	Sensor based computer aided science kit with USB/Serial /Parallel Port based connectivity device converting the computer into a science learning station. It should be supported by variety of probes measuring electrical, sound, heat and other physical variables to facilitate around 100 various science experiments for classes 6th to 10th	1 Kit with all probes, application software, accessories, consumables and raw materials [viz glassware etc]
3	Computer Tables	Computer Table - 600mm x 400mm x 725 mm (LxBxH) with keyboard pull out tray, on MS frame with 19mm commercial block board with pre-laminated/sun mica top/ matt finish or running table with same materials and dimensions w.r.t width and height.	10 in IT Lab
4	Printer & Scanner Table	600mm x 400mm x 725 mm (LxBxH) with keyboard pull out tray, on MS frame with 19mm commercial block board with pre-laminated/sun mica top/ matt finish or running table with same materials and dimensions w.r.t width and height.	1 in IT Lab
5	Computer Teacher Table	48"x 24" x 30" Steel table with wooden top with sun mica top with matt finish with one cabinet with two drawers.	1 in IT Lab
6	Chairs for Students	PVC/plastic moulded without arms-rest	20 in IT Lab
7	Chairs for Teachers	PVC/plastic moulded with arms-rest	1 in IT Lab
8	White Board	Matt Finish White Board of dimension (6' x 4') with aluminium frame and provision for wall mounting/fixing, tray for duster and marker.	1 in IT Lab
9	Steel Almirah	Steel Almirah of the size 78"x36"x19" having four shelves making five compartments, 22 gauge over all with locking arrangement and complete in all respect.	1 in IT Lab
	• Ceiling fans	With 48" blade of reputed Brand	2 in IT Lab
	• Tube lights	4 ft. open type/bracket with Electronic choke	2 in IT Lab

SI No	Item	Specification	Quantity Per School
	• Electric Sub Meter-	ASEB approved Electric Sub Meter of rating 5/10-20Amp 1-phase	1 in IT Lab
	• False Ceiling	E-Board/Design board fitted in iron/steel frame of IT Lab Dimension of 20ft x 20ft with one grill door	As per actual
	• Vinyl Flooring	1.5mm thick polyvinyl flooring for IT Lab of dimension 20ft x 20ft	As per actual
	• Electrification	Through PVC conduit with 2x1.5 sq mm multi-stranded copper cable for points and 3x4sqmm multi-stranded copper cable for mains feeder including distribution box and socket boxes (6Amp and 16Amp). Feeder provided with Isolators and MCBs of approved ISI brands. Earthing provided with 300mm X 300mm X 2mm copper plate, and electrode with 8SWG copper wire with main switch. The copper plate has been buried at a depth of 4 ft. in the soil, along with required quantity of salt, sand, and charcoal filling, after necessary excavation.	As per specs and actual for connecting nos of PCs, Printer, Scanner. Two Tube lights, Two Ceiling Fans in IT Lab
	• Networking	16 port 10/100/1000 unmanaged Switch & required Cat 6 UTP cable & other accessories for structured LAN cabling, necessary Jack Panels, I/O Boxes, Patch cords and Panels for connecting all terminals in the IT Lab Structured cabling with necessary fixtures and casings.	As per actual and room dimension

- Qualified and trained teacher are available.
- Necessary arrangement made:-
 1. To provide one full-time Computer Teacher at each school for the contract period.
 2. All the Computer Teachers shall be on contract with the Contractor, and in no way shall claim employment with the Govt. of Assam, RMSA or Education Department or AMTRON.
 3. The full-time Computer Teacher at each school should possess the minimum qualification of basic graduation with 50% pass percentage in Higher Secondary along with post graduate diploma in computer applications/DOEACC 'A' Level or equivalent from reputed institutions. Preference should be given to candidates with BSc in Computer Science/BCA (Bachelor in Computer Application, 3 Yr Course) with 45% pass percentage in Higher Secondary or higher qualification in computer science and engineering with the minimum qualification of basic graduation with post graduate diploma in computer applications / DOEACC 'A' Level or equivalent from reputed institutions.

- Arrangement for training of teachers in ICT.
- Necessary arrangement made:-
 1. To impart training to all the teachers in the school in computers and make them computer literate within a period of 5 years.
 2. To provide limited number of learning material and tutorials for use by the teachers and train to use these packages in normal education delivery and pedagogy for greater benefit to the students.
 3. To provide training to all the teachers in FOSS applications and encourage that the teachers use IT in imparting education delivery, pedagogy, preparation of lesson plans, session plans, use of FOSS applications in normal education delivery, doing small project works based on subjects and related FOSS applications.

3.3.2 :: Enrolment Trends:

(i) Growth Trends in Total Enrolment in Classes IX-X:

For a comparison and estimation of the compound annual growth rate over the six year period i.e. enrolments in 2008-09 and 2009-10 are given below. The growth in enrolment is much greater for girls than for boys. Some special measures have been taken to make the girls' enrolment 100% like the provision of free cycles and the construction of many girls' hostels.

Annual Average Growth Rate of Enrolment between 2008-09 and 2012-13

District Name	Enrolment in Class IX & X, 2008			Enrolment in Class IX & X, 2012			Annual Average Growth Rate 2008 to 2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baksa	11059	11385	22444	15475	16304	31779	8.76	9.39	9.08
Barpeta	17577	17856	35433	22808	25157	47965	6.72	8.94	7.86
Bongaigaon	6889	6829	13718	9896	10367	20263	9.47	11.0	10.2
Cachar	15119	15991	31110	20758	22895	43653	6.24	9.38	6.86
Chirang	4409	3838	8247	8044	7476	15520	16.2	18.1	17.1
Darrang	8642	8258	16900	12299	13675	25974	9.22	13.4	11.3
Dhemaji	12205	12226	24431	14606	15304	29910	4.59	5.77	5.18
Dhubri	16271	15397	31668	23512	25628	49140	9.63	13.5	11.6
Dibrugarh	12920	13191	26111	15769	15963	31732	5.10	2.86	4.99
Dima Hasao	2667	2676	5343	4010	3765	7775	10.7	11.7	9.8
Goalpara	8805	9494	18299	11596	14133	25729	7.12	10.4	8.89
Golaghat	11216	11473	22689	15974	16061	32035	9.24	8.77	9.00
Hailakandi	4886	5346	10232	7421	9233	16654	11.0	14.6	12.9
Jorhat	12676	14301	26977	16677	17788	34465	6.9	6.60	6.8
Kamrup (M)	5906	6713	12619	7692	8990	16682	6.82	11.5	7.22
Kamrup	20207	20288	40495	23170	23349	46519	8.48	11.57	8.52
Karbi Anglong	10010	9057	19067	16063	15778	31841	12.5	14.8	13.6
Karimganj	7724	9300	17024	11337	13362	24699	10.0	9.48	9.74

Kokrajhar	9809	8777	18586	13432	13342	26774	80.7	81.0	80.8
Lakhimpur	14731	15174	29905	17545	19045	36590	44.6	53.4	51.7
Marigaon	8045	9305	17350	11265	13305	24570	67.8	83.5	9.08
Nagaon	18551	22925	41476	28922	38160	67082	11.5	13.5	12.7
Nalbari	9861	10583	20444	12424	14000	26424	59.2	72.4	6.62
Sibsagar	13662	14620	28282	16374	16848	33222	63	65	4.19
Sonitpur	17472	17645	35117	23654	26117	49771	86	82	9.15
Tinsukia	10016	9251	19267	16591	17628	34219	52	45	15.4
Udalguri	6936	7032	13968	8354	10131	18485	76	55	7.25
Total	298271	308931	607202	405668	443804	849472	79.9	81.7	8.75

The following table shows that the GER has of secondary education in Assam. The GER of Girls is better than the boys. Some of the districts has better GER than national level. Gender Parity Index is 1.2 in Assam.

Sl. No	District	GER in Secondary			GPI
		Boys	Girls	Total	
1	Baksa	70.12	79.81	74.78	1.1
2	Barpeta	51.68	62.64	56.90	1.2
3	Bongaigaon	53.12	60.51	56.66	1.1
4	Cachar	46.66	56.11	51.18	1.2
5	Chirang	72.15	72.30	72.22	1.0
6	Darrang	52.28	65.79	58.62	1.3
7	Dhemaji	82.32	94.99	88.35	1.2
8	Dhubri	44.84	53.66	49.05	1.2
9	Dibrugarh	50.45	56.05	53.12	1.1
10	Dima Hasao	77.65	81.83	79.62	1.1
11	Goalpara	43.72	57.86	50.49	1.3
12	Golaghat	64.49	70.53	67.38	1.1
13	Hailakandi	43.06	59.17	50.72	1.4
14	Jorhat	67.08	78.21	72.40	1.2
15	Kamrup (M)	23.68	31.35	27.27	1.3
16	Kamrup	61.95	68.96	65.28	1.1
17	Karbi Anglong	65.91	70.76	68.23	1.1
18	Karimganj	36.17	46.38	41.06	1.3
19	Kokrajhar	69.53	75.32	72.30	1.1
20	Lakhimpur	68.29	80.24	74.03	1.2
21	Marigaon	44.68	56.64	50.45	1.3
22	Nagaon	39.20	56.17	47.33	1.4
23	Nalbari	68.53	85.37	76.53	1.2
24	Sibsagar	62.23	70.33	66.09	1.1
25	Sonitpur	49.99	60.99	55.22	1.2
26	Tinsukia	51.99	60.88	56.22	1.2
27	Udalguri	43.99	57.72	50.59	1.3
	Total	52.26	62.65	57.22	1.2

Source: Census 2001 & 2011 and U-DISE 2012-13

GER in Assam has been increased by 13.8% only from 2007 to 2012. It may be mentioned that the GER is very low (43.4) in Secondary level in comparison to national average (53.2).

Table shows year-wise GER in Assam.

Years	Boys	Girls	Total
2007	41.1	45.9	43.4
2008	41.0	46.3	43.7
2009	43.1	49.9	46.3
2010	44.4	52.5	48.3
2011	47.6	57.5	52.3
2012	52.2	62.6	57.2

(ii) Distribution of Enrolment by Gender, Location and Social Categories:

Caste-wise Enrolment in Secondary Section in all Management Schools in Assam (Academic Year 2012) is given below:

Social Groups	Class IX			Class X			Total
	Boys	Girls	Total	Boys	Girls	Total	
General	97494	114184	211678	71061	79294	150355	362033
SC	24153	27418	51571	16186	17842	34028	85599
ST	42533	43670	86203	32278	33243	65521	151724
OBC	72164	75098	147262	49799	53055	102854	250116
Total	236344	260370	496714	169324	183434	352758	849472
Out of Total Enrolment							
Muslim	50049	64609	114658	35965	41568	77533	192191
Other Minority	3858	4082	7940	2621	2920	5541	13481
Tea Tribes	15050	14802	29852	7856	8276	16132	45984
BPL(Gen/OBC/MOBC)	56037	68647	124684	38392	45684	84076	208760

- The overall enrollment in secondary level has been increased by 7.08% from last year 2011 to 2012.
- Share of girls is 52% in total enrolment.
- The ratio of boys and girls is 48:52.
- Proportion of enrolment of children in 14-15 age group in total enrolment is
- Ratio of grade IX to grade VIII enrolment by districts (based on U-DISE 2012-13)

District	Class VIII			Class IX			Enrolment Ratio (IX:VIII)
	Boys	Girls	Total	Boys	Girls	Total	
Baksa	9556	10041	19597	8987	9559	18546	9:10
Barpeta	15340	17386	32726	12710	14604	27314	8:10
Bongaigaon	6103	6931	13034	6130	6847	12977	1:01
Cachar	15300	15416	30716	12065	13307	25372	8:10
Chirang	4685	4682	9367	5048	4858	9906	11:10
Darrang	6929	8262	15191	7049	7817	14866	1:01
Dhemaji	8212	8617	16829	7591	7840	15431	9:10
Dhubri	19396	22594	41990	13031	14558	27589	7:10

Dibrugarh	9280	9039	18319	9409	9462	18871	1:01
Dima Hasao	2324	2398	4722	2153	2030	4183	9:10
Goalpara	8607	10681	19288	6766	8440	15206	8:10
Golaghat	9954	9592	19546	9686	9492	19178	1:01
Hailakandi	8449	8445	16894	4138	5306	9444	6:10
Jorhat	9265	9021	18286	9240	9833	19073	1:01
Kamrup- Metro	6237	6447	12684	4765	5419	10184	8:10
Kamrup- Rural	13423	14089	27512	13459	13571	27030	1:01
Karbi Anglong	9054	8799	17853	9270	9197	18467	1:01
Karimganj	11265	12802	24067	6967	8039	15006	6:01
Kokrajhar	8974	8968	17942	7623	7583	15206	8:10
Lakhimpur	11992	12325	24317	9368	10152	19520	8:10
Marigaon	7975	9931	17906	6546	7840	14386	8:10
Nagaon	22527	29683	52210	18065	24208	42273	8:10
Nalbari	6929	7074	14003	7132	8091	15223	11:10
Sibsagar	9530	9174	18704	9276	9464	18740	1:01
Sonitpur	13494	14173	27667	14606	16165	30771	11:10
Tinsukia	9457	9248	18705	10398	10842	21240	11:10
Udalguri	6580	6793	13373	4866	5846	10712	8:10
Total	270837	292611	563448	236344	260370	496714	9:10

3.3.3 Education Efficiency and Effectiveness

i) Indicators of Internal Efficiency

Promotion Rate:

	Boys	Girls	Total
Class VIII to IX	80.2	81.3	80.8
Class IX to X	75.4	72.3	73.8

Repetition Rate:

	Boys	Girls	Total
Class IX	8.5	8.9	8.7
Class X	5.1	5.5	5.3

Dropout Rate:

	Boys	Girls	Total
Class IX	18.8	17.8	18.3
Class X	16.1	18.7	17.5

Transaction Rate:

	Boys	Girls	Total
Class IX	80.2	81.3	80.8
Class X	75.4	72.3	73.8

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Chapter – 4

Planning Process

CHAPTER -4

PLANNING PROCESS

4. 1 :: Institutional Arrangements

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

The expansion of secondary education in the state will be made in the mission mode where key performance indicators are targeted and they will be aggressively monitored in regular intervals.

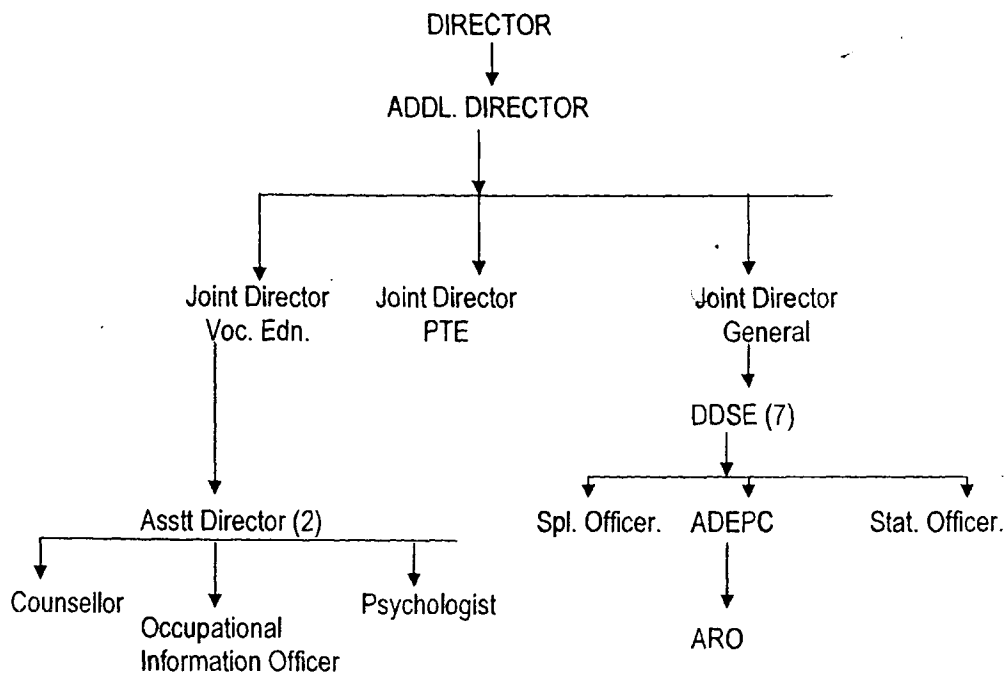
The task of expanding the secondary education has already started with assessment of the status of secondary education with the help of SEMIS 2007-08, and mapping and identifying the location of new schools are already been started at habitation level. The existing schools to be strengthened as per U-DISE data and data collected through massive survey. Various groups and structure have been proposed under RMSA for smooth and effective implementation & monitoring the scheme.

Creation of various Committees & Groups:

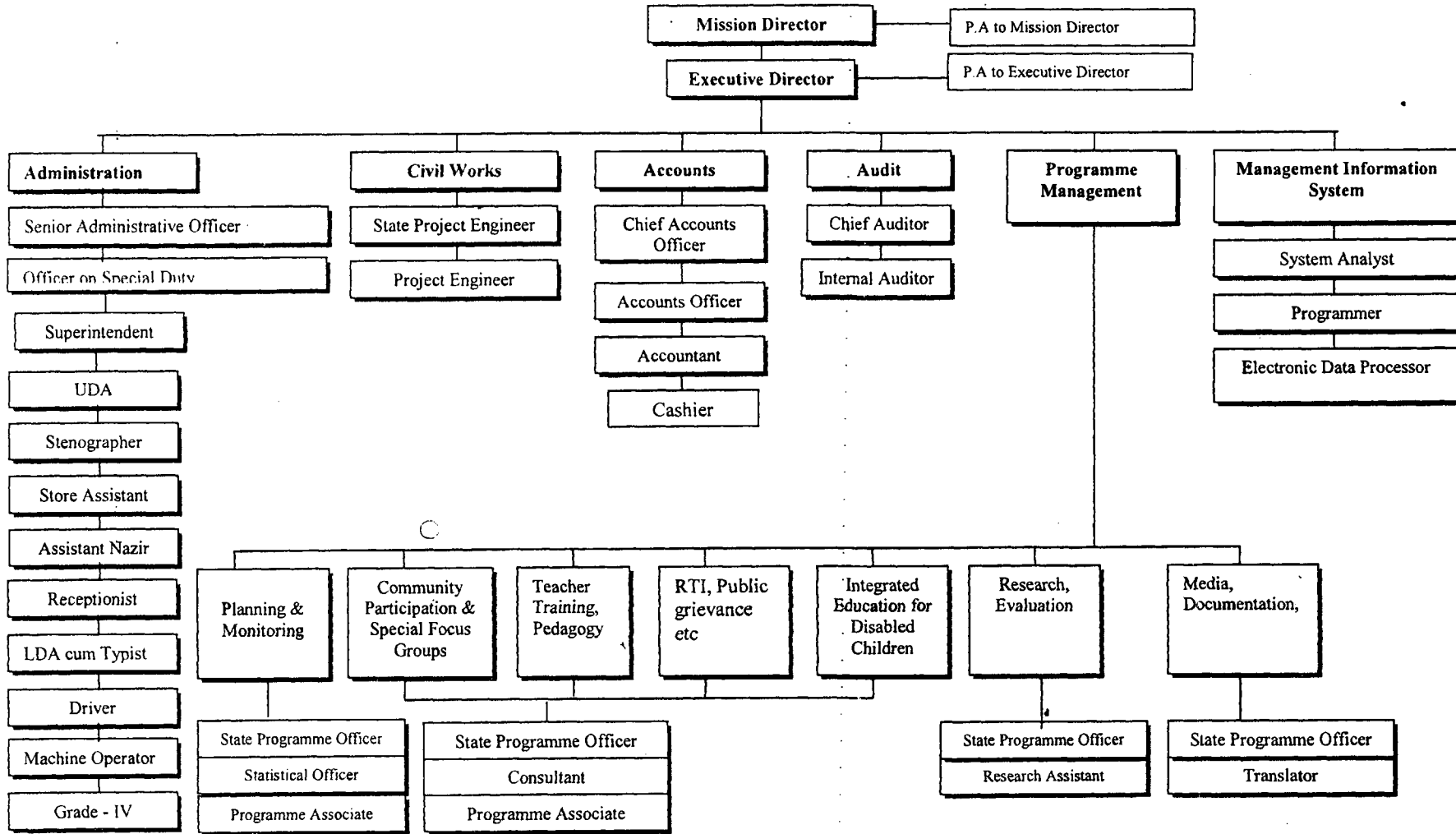
1. Governing Body headed by Hon'ble Chief Minister, Assam at state level.
 2. Executive Body headed by Chief Secretary, Assam at State level.
 3. District Board of Secondary education headed by the Deputy Commissioner at district level.
- (Details of composition of these committees are in chapter – 2)

Existing Structure and Administration of Secondary Education:

DIRECTORATE OF SECONDARY EDUCATION, ASSAM



Suggestive Institutional arrangement of administrative structure at state level



Proposed Management structure for plan & implementation at state level

As per indication in the framework for implementation of Rastriya Madhyamik Siksha Abhiyan (RMSA) with the following some committees, the operational structures alongwith their composition and functions have been established in implementation of Pre- Project and Project activities and Preparation of Perspective and Annual plans of RMSA in the state as well as districts along with to provide support, guide, supervise and monitor various activities during Project period towards universal Secondary education (USE) for the young persons of the age group of 14-18 years.

Implementation structure of Rastriya Madhyamik Siksha Abhiyan (RMSA) in the state may be seen at page 20 in Chapter-2 (Implementation Status of AWP&B)

The State and District Level Society will be responsible for the preparation of the Annual Work Plans at the district Level and responsible for the utilization of funds in the district. It will be the monitoring agency for the activities of the project in the districts and block level upraise of the developments to the Mission Director, RMSA Assam and to the agencies at the state Level. The suggested management structure of the state level society will be as given below.

Management Structure at state Level

Sl. No.	Name of the Position	Remarks
1.	Administration	
A	Mission Director	On full time or ex-officio basis
B	Executive Director	On full time or ex-officio basis
C	Sr. Administrative Officer	On full time or ex-officio basis
D	Officer on Special Duty	On full time or ex-officio basis
E	UDA	Contract
F	Assistant Nazir	Contract
G	LDA cum Typist	Contract
H	Receptionist	Contract
2.	Finance and Accounts	
A	Consultant, Finance, Accounts & Audit	On Deputation / Contract
B	Accounts Officer	Contract
C	Accountant Cum Cashier	Contract
3.	SEMIS	
A	Consultant, SEMIS (System Analyst)	Contract
B	State Programmer	Contract
C	Electronic Data Processor	Contract
4.	Civil Works	
A	Consultant, Civil Works (State Project Engineer)	On Deputation /Contract

Sl. No.	Name of the Position	Remarks
B	Junior Engineer	Contract
C	Draughtsman	Contract
5.	Programme Management	
A	State Consultant (Quality improvement)	On Deputation /Contract
B	State Consultant (Planning & Budget)	On Deputation / Contract
C	State Consultant (Community Participation, Emergency Education & Disadvantaged Groups)	On Deputation / Contract
D	State Consultant (CWSN & Gender)	On Deputation / Contract
E	State Consultant (Distance education & media)	On Deputation / Contract
F	State Consultant (Documentation, supervision & Monitoring)	On Deputation / Contract
G	State Consultant (Grievance Redressal, public relation & RTI)	On Deputation / Contract
H	State Consultant (Research & Evaluation)	On Deputation / Contract

To carry out the plan activities as well as different pre-project activities of RMSA, it is utmost necessary to set up office with some certain officers, staff etc.

State planning team (TSG members & Other Staff):

In the State Mission Office, RMSA, following officials are proposed to be engaged as Technical Support Group for the time being for 8 months period with monthly remuneration as below. Later on, full fledged officials & staff will be engaged in the next financial year.

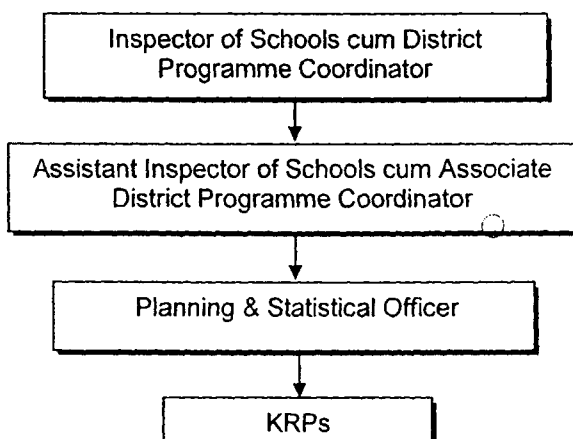
SN	Name of the proposed post	Proposed position
1	Consultant (Pedagogy)	1
2	Consultant (Community Mobilisation & Disadvantaged Group)	1
3	Consultant (Planning & Budget)	1
4	Consultant (Supervision, Monitoring & Documentation)	1
5	Consultant (Distance Education & Media)	1
6	Consultant (Research & Evaluation)	1
7	Consultant (Grievance Redressal, Public Relation & RTI)	1
8	Consultant (CWSN & Gender)	1
9	Consultant (Emergency Education)	1
10	Consultant (Civil Works)	1
11	Consultant (Accounts)	1
12	Consultant (SEMIS)	1

District Level Core Committee for Policy making:

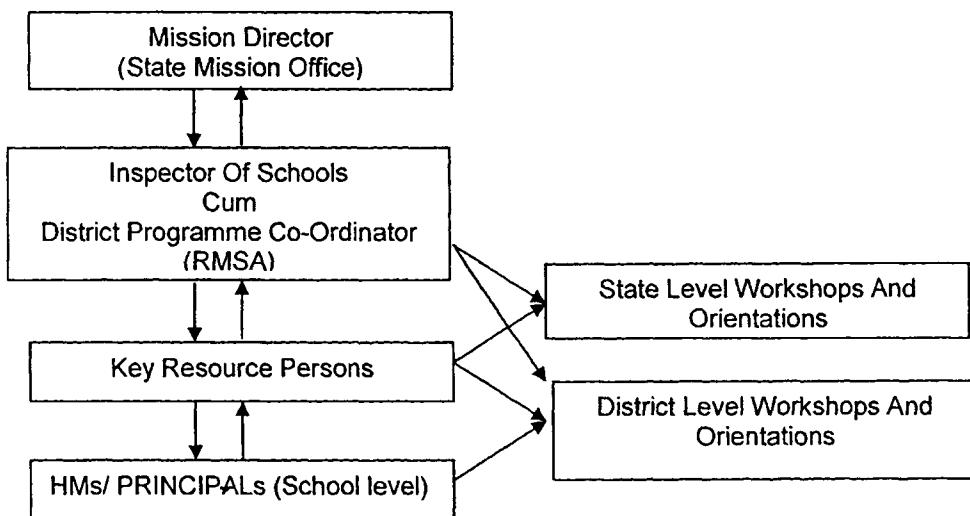
In pursuance of the framework for Implementation of Rashtriya Madhyamik Siksha Abhijan (RMSA) issued by the Govt. of India, Ministry of Human Resource Development, Department of School Education & Literacy, New Delhi, the District Board of Secondary Education (DBSE) is proposed to be constituted in the districts to act as the District Level Nodal Agency for implementation of Rashtriya Madhyamik Siksha Abhijan to provide support, guidance, supervision and monitor the various educational activities to be implemented for attainment of Universal Secondary Education (USE).

1.	Deputy Commissioner of the District.	:	Chairperson
2.	MPs and MLAs of the district	:	Member
3.	President, Zilla Parishad	:	Member
4.	Chief Executive Officer, Zilla Parishad (in case of sixth scheduled areas, the President/ Principal Secretary of Autonomous Council.)	:	Member
5.	Project Director, DRDA	:	Member
6.	Superintending Engineer, PWD (Building)	:	Member
7.	Joint Director, Health Services	:	Member
8.	Sub-Divisional Officer (Civil)	:	Member
9.	Executive Engineer, PHE	:	Member
10.	District Social Welfare Officer	:	Member
11.	District Elementary Education Officer	:	Member
12.	One representative of NGOs -- working in SFG areas for Working children, SC/ ST/ Char/ Minority & Tea Garden	:	Member
13.	One representative of NGOs - working for disabled children	:	Member
14.	Inspector of Schools/ District Programme Co-ordinator (DPC)	:	Member Secretary

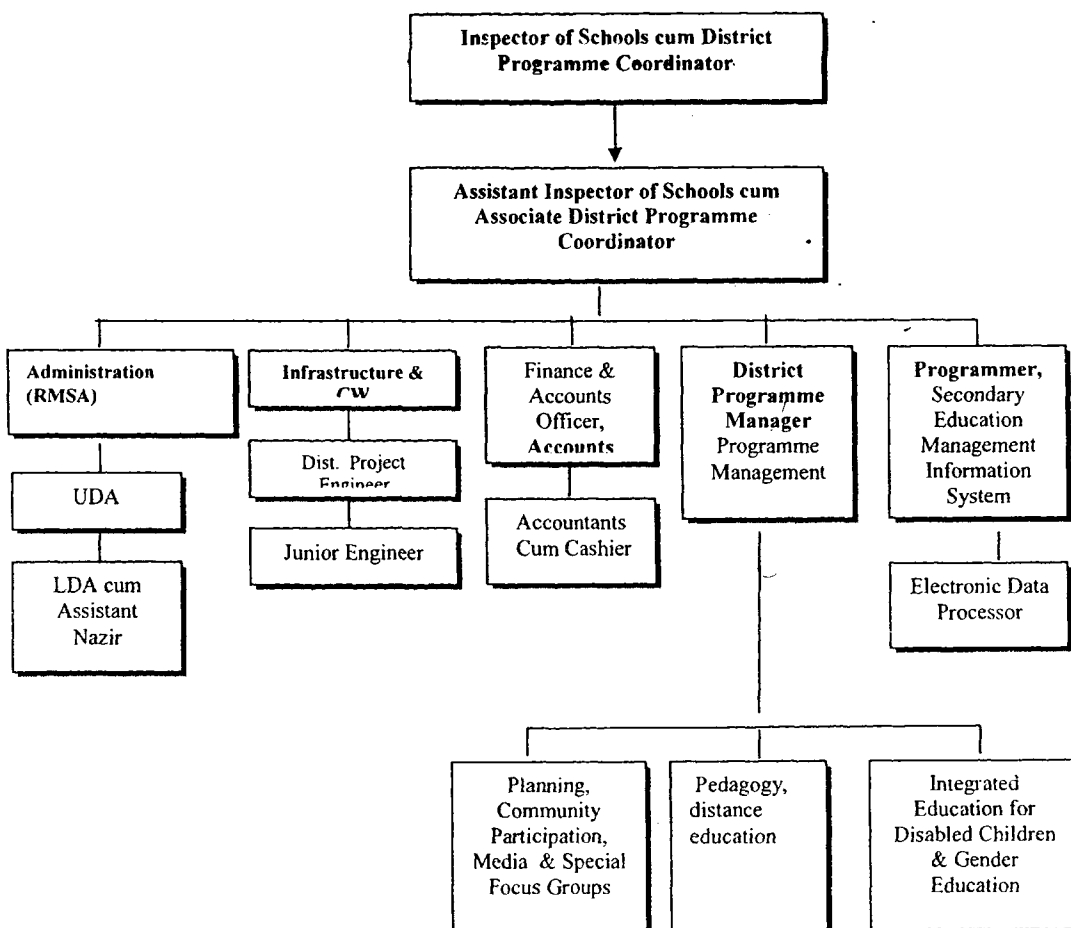
The DBSE shall meet at least once in every 3 months.

Institutional arrangement for planning at district level (District Planning Team)

PROCESS OF PLAN PREPARATION IN A DIAGRAMATIC FORM



SUGGESTED ORGANISATIONAL STRUCTURE AT DISTRICT LEVEL



Management of the district offices and structure etc.:

RMSA, Assam will designate the Inspector of Schools as a separate district level officer with the name & style as District Programme Co-ordinator (DPC) who will be responsible for all

activities relating to planning, management, implementation of all components and its time frame, monitoring, evaluation, maintenance of all necessary records / registers, reporting, control and supervision to the schools, control & supervision to all types of Civil Works – recurring as well as non recurring, enforcement of all kinds of Govt. Rules & Regulations and other such works which are assigned time to time. The Mission mode signifies a focused and time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the district level to facilitate this process. The District Level Society will be responsible for the preparation of the Annual Work Plans at the district Level and responsible for the utilization of funds in the district. The proposed management structure of the district level society will be as given below.

Management Structure at District Level

Sl. No.	Name of the Position	No.s of Position	Remarks
1.	Administration		
A	District Programme Coordinator	1	Inspector of Schools on ex-officio basis
B	Associate District Programme Coordinator	1	Assistant Inspector of Schools ex-officio basis
C	UDA (Head Assistant)	1	On Deputation/ Contract
D	Assistant Nazir	1	On Deputation/ Contract
E	LDA cum Typist	1	Contract
2.	Finance and Accounts		
A	Finance & Accounts Officer	1	On Deputation / Contract
B	Accountant Cum Cashier	1	Contract
3.	SEMIS		
A	District Programmer	1	Contract
B	Electronic Data Processor	2	Contract
4.	Civil Works		
A	District Project Engineer	1	On Deputation /Contract
B	Junior Engineer	2	Contract
5.	Programme Management		
A	District Consultant (Pedagogy & Distance Education)	1	On Deputation /Contract
B	District Consultant (Planning, Community Participation, Media & Special Focus Groups)	1	On Deputation / Contract
C	District Consultant (Integrated Education for Disabled Children & Gender)	1	On Deputation / Contract

- The District office has to be equipped with necessary infrastructure, furniture, and computers with necessary peripherals and telephone with Internet connectivity.
- Day to day activities in the district level will be carried out with the above personnel appointed for the Project.

- Training and other specific purpose programmes will be carried out with experts for the specific purposes from Higher Secondary Schools, Colleges and Universities in the district.

To carry out the plan activities as well as different activities of RMSA, the following officials & staff are proposed to be engaged at district offices for the time being. Later on, full fledged officials & staff will be engaged in the next financial year.

For the time being, it is proposed to engage 6 nos. of TSG including Finance, Civil works, Pedagogy, Community Mobilisation, Programmer(SEMIS), CWSN in the district with the following remuneration:

District planning team (TSG members & Other Staff):

In District Mission Offices, RMSA, it is proposed to engage 6 nos. of Consultants (Pedagogy, Community Mobilisation, CWSN, Civil Works, Accounts, SEMIS, two EDP operators, one Junior Engineer, one Accountant cum Cashier and one LDA cum Nazir for the time being in each of 26 districts for 8 months period with the following monthly remuneration. Later on, full fledged officers & staff will be engaged in the next financial year.

SN	Name of the proposed post	No. of proposed post
1	Consultant (Pedagogy, Community Mobilisation and CWSN)	81
2	Consultant (Civil Works)	27
3	Consultant (Accounts)	27
4	Consultant (SEMIS)	27
5	EDP	54
6	LDA cum Nazir	27
7	Accountant cum Cashier	27
8	Junior Engineer	27

(C) ICT @ School :

Team formed for preparation and development of CEP comprising of representative of AMTRON, RMSA and Secondary Education.

AMTRON has been designated as the State Level Agency of Government of Assam for the implementation of various state-level and national-level projects.

AMTRON offers a wide range of software services from the traditional application management through to the enablement of e-commerce. AMTRON's commitment to partnership in delivering world class software services ensures that its project teams remove responsibility and worry and perform as an extension to the customer's own IT division. The unique Global/Local structure of the company ensures that every team is aware of the business and cultural differences in the customer's location. We can guarantee quality and service.

AMTRON has played a significant role in the areas of developing and boosting up open source technologies. For last few years, at AMTRON, a hardworking and experienced team of software developers is providing solutions and developing softwares for various organizations of North East India using open source technologies.

AMTRON has developed technological solutions for using VoIP in organizations. One of our teams is dedicated in developing and providing solutions for VoIP technology. Already we have installed VoIP systems for some organizations in Assam.

AMTRON is giving its priority to Computer Education in a big way in order to bring Computer awareness and quality Computer Education in the NE region. It owns a very good Computer Education set up and also has a strong Franchisee network offering customised computer course imparting training to the employees of different organisations on Basic Computer Course, designed specifically as per their requirements as well as DOEACC 'O', 'A' and 'B' Level courses. High end training courses such as Linux, NOVEL & CISCO networking and GIS/GPS will be introduced shortly.

There is a District /School Coordinator for a group of 10 Schools by the Agency. The role of the School/District Coordinator is to assist the District Level Committee.

AMTRON is the Implementation and Monitoring Authority of the project through a District Level Committee appointed by Govt. of Assam for monitoring the progress and status of the project each district. AMTRON communicate Quarterly Progress Report to a State Level Committee of the Government. The committee meets on a quarterly basis. The constitutions of the committees are as follows:

District Level Committee:

- i Deputy Commissioner
- ii Inspector of Schools
- iii AMTRON Representative
- iv District /School Coordinator (Agency)

(D) Integrated Education for Disabled at Secondary Stage (IEDSS)

Existing planning team is not available.

(E) Girls Hostel

Existing planning team of RMSA society has developed the plan & proposals.

(F) Vocational Education

Existing planning team is not available.

4.2 Orientation and Capacity Development for Planning

The following steps and strategies were adopted for preparation of the Annual Plans and the Perspective Plans for the districts and the State as a whole.

- a. The entire process of plan preparation started just after the state level sharing meeting with the database of SEMIS (earlier years) and U-DISE of last year. The steps were also taken to prepare equity based Annual Work Plan & Budget for achieving the goals of USE in the state.

- b. North Eastern States level workshop was organised at Guwahati where members of the State level planning team were oriented.
- c. Keeping in view the goals of RMSA, one of the important initiatives was undertaken to finalize the strategies for proposed year i.e. 2013-14 and the same were also shared with the Inspector of Schools, District Consultants and selected Key Resource Persons (KRPs) at state level. This strategy was continued to the Management units & supporting structure at district level.
- d. The State and District Level orientation programmes for preparation of Annual Plan was organised for all the members of District Planning Team where detailed guideline for preparation of AWP & B discussed.
- e. Consultation from the National level (Ed CIL) was taken frequently for plan preparation process,
- f. After the District level orientation programme, the Annual Work Plan for the year i.e. 2013-14 was prepared at district and subsequently.
- g. It is pertinent to mention here that this process has enabled the Mission to understand and analyze the problems at grass-root levels and fine-tune the strategies for the year, the goal of finalizing the plan along with the detailed budget.

Capacity Development for SIP:

The School Management & Development Committees (SMDCs) are yet to be constituted at school level, hence, the School Improvement Plan is not able to be developed through the SMDCs, community members & groups and other stakeholders.

There will be a School Management and Development Committee for Secondary and Higher Secondary Stage. This committee will be responsible for all the activities including, planning, collection of data under U-DISE, implementation, monitoring, evaluation and taking corrective / remedial actions on all the components / interventions of the scheme, infrastructural as well as academic and others, at the school level. The committee will maintain all the relevant records for recurring as well as non-recurring expenditure. These records will be updated on regular basis and placed before the committee in every meeting. These records and progress on each component / interventions of the scheme will also be placed in the meetings of Panchayat / Urban Local Bodies. Composition of proposed School Management and Development Committee (SMDC) as under -

1.	Senior Citizen or Educationist nominated by the D.C.	:	Chairman
2.	Principal/ Head Master	:	Member Secretary
Official members :			
3.	Vice Principal/ Asstt. Head Master	:	Member
4.	Senior Teacher (Science, S. Science, Mathematics subject wise selected by the subject teachers)	:	Member
5.	Officer from Education Department to be nominated by the Inspector of schools	:	Member
6.	Officer from Audit and Accounts Department of State Govt.- one	:	Member
Community Members:			
7.	Member, Anchalik Panchayat	:	Member
8.	President Gaon Panchayat or Urban Local Body	:	Member
9.	Parents - 2 (one woman)	:	Member
10.	Community member from ST/SC - one	:	Member
11.	Community Member from Educationally Backward Minority Community - one.	:	Member
12.	Member from local women group – one	:	Member

13.	Member of Panchayat Education standing Committee/ President of VCDC the school located in the village	:	Member
14.	Expert of the area from Computer literacy, Humanities and Art/ Craft/ Culture background to be nominated by the District Programme Coordinator through approval of DC. (total-3)	:	Member
15.	Representative of local MLA- one	:	Member

(Community members for the office of sl. 9, 10, 11,12 and 14 are to be selected in the meeting for constitution of SMDC.)

The School Management and Development Committee will be assisted by two sub committees, School Building Committee and Academic Committee, headed by the Principal and Vice Principal (senior most teachers of the school concerned) respectively.

School Building Sub-Committee

The School Building Committee will be responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of Accounts, monthly squaring up of accounts, presenting accounts before the School Management Committee, relating to construction, renovation, repairing and maintenance and other related civil works. The Civil Works will be undertaken either on Contract Basis as per rules or by the Community. These works may also be integrated with the appropriate Rural Development Schemes. While the composition of the Sub-Committee is as under,

1.	The Principal / Head Master of the school	:	Member Convener
2.	President of Panchayat or Urban Local Body	:	Member
3.	Parents of student reading in the school selected by the Parents (one)	:	Member
4.	Experts in Civil Works like Civil Engineer/ consultant nominated by the SMDC- one	:	Member
5.	Official expert from Audit and Accounts Department of state Govt.	:	Member
6.	Vice- President/ General Secretary, students Union body of the school	:	Member

School Academic Sub-Committee

The Academic Committee will be responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for SEMIS etc. The Academic Committee will be responsible for ensuring quality improvements, equity, reducing barriers- like socio economic, gender and disability, teachers and students attendance, recommending teachers for training, guidance and counseling, students achievements, co curricular and extra curricular activities and over all academic and personality development of students and teachers. While the composition of the Sub-Committee is as under,

1.	The Assistant Principal / Head Master of the school	:	Member Convener
2.	President of Panchayat or Urban Local Body	:	Member
3.	Parents of student reading in the school selected by the Parents (at least Graduate)- one	:	Member
4.	Experts from Science/ Mathematics, Humanities, Commerce, Computer, Art/Craft/ Culture/ Sports etc. nominated by the SMDC- one each	:	Member
5.	Resource Person from BRC	:	Member

6.	Vice- President/ General Secretary, students Union body of the school	:	Member
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Parent Teacher Association (PTA):

The Parent-Teacher Association (PTA) in each school will be constituted later on.

The Principals and Head Masters have been involved with preparation of the Annual Plan of the district through preparation of the U-DISE for his/ her school. Visualisation of the SIP imparted in the trainings for U-DISE. Capacity of the Principals and Head Masters have been build through various programmes and workshops in planning process as follows -

The ISs and KRPs were provided the soft copies of U-DISE data and assigned to analysis the said data and set targets in preparation of the Perspective and Annual Plan of RMSA. They were also assigned to visit at least 5-10 secondary schools to have experiences and collect requirement of the schools. They share the U-DISE as well as proposed school plan.

At the same time, one of the important aspects was to develop an overall approach to finalize the strategies & milestones. An Approach was developed at the State Mission Office and shared with the District and Sub-District level officials to have an idea on what should be the approach for the current year keeping in view the salient goals & objectives of RMSA.

Orientation & Capacity building programmes on U-DISE :

For conducting the U-DISE Survey, a district level orientation programme on DCF was held at the office of the Inspector of Schools, where Key Resource Persons were participated from SSA. In the orientation programme, the DCF have been discussed elaborately and the importance of each piece of information explained with reference to its need for planning and finalization of future strategies.

Then orientation for the Head Masters/Principals was organized regarding filling up of the DCFs. They conducted their U-DISE survey and submitted their filled DCFs.

A 2-3-day discussion & verification on U-DISE Survey was also held at district level wherein all the U-DISE data have been discussed elaborately and the importance of each piece of information explained with reference to its need for planning and finalization of future strategies. Some error has been found in the U-DISE survey which are rectified in the U-DISE data.

A threadbare discussion and sharing were held in the District Level for development of tentative school improvement plan.

(B) ICT@School :

Training of Government Teachers at Project Sites

- To impart training to all the teachers in the school in computers and make them computer literate within a period of 1 year.

- o. To provide limited number of learning material and tutorials for use by the teachers and train to use these packages in normal education delivery and pedagogy for greater benefit to the students.
- o To provide training to all the teachers in FOSS applications and encourage that the teachers use IT in imparting education delivery, pedagogy, preparation of lesson plans, session plans, use of FOSS applications in normal education delivery, doing small project works based on subjects and related FOSS applications.
- o To impart at least 30 day days compulsory behavioral & soft skills, computers Skills (including compulsory training on FOSS) to computer teacher every year.

4.3 Collection of Primary and Secondary Data: Field visit and Consultation:

Field visit by core groups:

In addition to the officials of RMSA at state & district level, the members of the various groups and committees were visit schools, SMDCs, Panchayats etc for effective functioning of implementing units as well as monitoring of pedagogy issues.

RMSA, Assam has targeted to ensure quality education right from the beginning of the scheme in all schools. For this, the support and monitoring system are targeted to be strengthened at district level. On site support to the teachers as well as case to case monitor and further its analysis and remedial measures are also to be made every month. To make the vision a reality, Quality Assurance Group (QAG) consisting 3 various subject experts were constituted and operationalised at district level. The group will minimize the gap of sub-district structure of secondary education (since there is no sub-district structure for secondary education in the state). The role of Resource groups has to be seen in a two-way opposite track-one for delivering the best needed and the other for receiving ingredients for preparing consignments for delivery.

intensive interaction with the stake holders:

To ensure the universal access, retention and quality improvement, local level governments/ administration, ethnic customs, religious institutions, CBOs were involved in every phases of the scheme. Priority were given to the focus areas including SC, ST, OBC, Tea & Ex-Tea tribes and Minority community dominated areas.

As for example, drop out prevention and retention drive etc are the basic issues through which interaction can be initiated with the various groups & stakeholders.

Generally there is a tendency of drop out of students especially girls students of SC/ST/ Minority/ Tea Tribes & Minority communities at Upper Primary and Secondary level. To ensure their continuation of their education, programmes like drop out prevention and increase Retention can be arranged. Again, to create awareness for secondary schooling for children mainly girls and working children, sharing with stakeholders like students, parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the SC/ST/ Minority/ Tea Tribes community targeted to be organized with the help of local NGOs or PPP mode.

Through the programmes and visit of the various officials and members of groups & committees, the primary as well as secondary data will also be collected time to time.

4.4 :: School Improvement Plan:

To facilitate the district plan, school improvement Plan need to be developed in each secondary school.

The School Improvement Plan (SIP) is primarily a working document for use by the school. It were based on the school's analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the periods ahead. It should be a living document which every member of SMDC, PTA and teachers can and does use, routinely, as a reference point in how they develop, improve and carry out their works.

Again a comprehensive role is envisaged for SMDC in monitoring the working of school and utilization of various grants & resources. SMDCs are also expected to prepare and recommend the School Improvement Plan and perform other functions. A proper linkages with local authority, the parents community and school administration can only make the SMDC a vibrant for better monitoring of school functioning. The conventional methods practiced among different communities also to supervise and monitor public institutions and need to be explored the natural role played by the parents toward their children is also to be kept in mind. It is assumed that the strategy of preparation and implementation of Improvement plans may lead to manifold outcomes at the concerned levels as well as at others. Thus SIP is a staged and coherent strategy which outlines the -

- ↳ areas of improvement
- ↳ the action to be taken
- ↳ the stakeholder involved
- ↳ the timescale
- ↳ resources required including costing
- ↳ monitoring and evaluation strategies

Consultation of selected SMDC members:

Each DPC is to initiate a process towards realization of this aspect. The process may be initiated initially with a top-down approach, which eventually will have a two-way traffic for reception & transmission. The **District Improvement plan** were formulated with the help of DMOs, PRI-members, core group members etc. The **School Improvement plan** were formulated with the help of PRI-members, experts, teachers, SMDCs & PTAs etc.

As it is proposed that the SIP shall be a basis for approving the plan and budget for a school, it is most important that parallel efforts should be made for developing the capacity of the SMDC members. It is not only the training of the members but an approach which strengthens the knowledge, abilities, skills and behaviour of the members and improves the institutional structure and processes of SMDC so that it can effectively meet its mission and goals in a sustainable way. A concerted effort will also be undertaken within a stipulated time frame for the capacity building programme of the SMDC members.

(B) ICT@School :

Provision made to provide web based school MIS in each school ensuring data management, analysis and reporting. This website MIS would be an integral part of the ICT@School scheme.

School MIS: The web based school MIS Application will have the following features:

1 User Management

This module is used by the application administrator to prevent unauthorized access to the application. Any user logging into the system can access functionalities for which the user has been granted right for. Application administrator can assign rights to users on every screen for data Add, Update, Delete, read and print. The application should provide security at user group level or at individual user level.

- Group wise security
- Module wise security

- Form wise security
- Operation Level (Add, Update, Delete, read and print) Security

2 Employee

This module should allow the application user to store all Personal, Family, Academic, professional, history data regarding a staff member. This module should allow the application user to generate reports for current staff, transferred staff, retired staff members. The data is maintained for future reference.

- Personal information Address, Date of Birth, Gender, Blood Group
- Family
- Academics / Professional Qualification
- Details of scholarship, Research work, Extracurricular Activities
- Staff's Interests
- Language known
- Previous work details
- Certificates deposited at the time of Employment
- Staff resignation

3 Student

This module should allow the application user to store student's Personal, Academic Professional and history data. Student's parents, Family, Siblings and other data also are saved. The user should also be able to generate reports for current student, dropouts and transferred students. Various report views are to be made available for students Siblings and parents.

- Student's personal information Address, Date of birth, Gender, Blood Group etc
- Parent's information like Profession, Qualification, Office Details
- Sibling information
- Session wise class information
- Student's interests
- Religion/Caste
- Student's previous schools information
- Certificate deposited at the time of Admission
- Issue common certificates Transfer, Character, Bonafide Certificate

4 Attendance

This module allow user to keep a track on the attendance of students and staffs. The module offers a variety of reports to show attendance records.

- Staff attendance
- Student attendance
- Monthly Attendance Register of Student and Staff
- Period/ Shift wise attendance
- Late/ Half day reports
- Calculation of leave on number of late
- Employee/ Student attendance percentage

5 Examination

This module covers planning, execution, maintenance and monitoring progress of student's academics. It enables application user to monitor progresses at different levels for various combinations of subjects, examinations and year's for single or all students as well as class and section performance. This module features generation of customized reports and helps in making the process more transparent.

- User define Designing and Generation of Progress Card
- Single / All Student various Exam Type various Subjects
- Single/ All Student Single Subject various Exam Types
- Single Student performance along the years
- Class/ Class-Section wise performance
- Topper in subjects in Class/ Class-Section

6 Time Table

This module has to designed to simplify the most time consuming and complex task in a school; the creation of the Timetable. The Timetable module should feature dynamic generation of class teacher substitution list for absent teachers, a list of teachers teaching a particular subject for a class/all classes, and a list of all class teachers. The information is also presented in various report formats.

- Creation of class/ teacher wise Timetable
- Substitution list for absent teachers
- List of teachers taking any one particular subject in various classes.
- List of teachers subject wise teaching in any class-section
- List of Teachers

7 Reports:

School-wise monthly reports in terms of system up-time and down-time and the days where the Computer Teacher has attended computer class.

- District-wise monthly report, where it will reflect the number of students per class along with percentage of syllabus covered and status of Computer, UPS, Printer and Generator in the site.
- Consolidated complaint registered.
- District-wise school classification (Boys/Girls/Co-Ed)
- District-wise computer instructor status
- Project core team details
- District-wise deliverable status.
- Year-wise, academic report, consolidated to student-wise.

Software should be Web 2.0 technology. enabled to allow student and teachers to access, utilize and interface with the learning portal.

AMTRON shall provide at its premise the below mentioned minimum system capabilities for hosting the MIS application.

1. The central data center were used by all schools.
2. A High availability model infrastructure with multiple web servers and a Database cluster is proposed so that:
 - a. In case one web server or database server goes down due to some hardware failure, the partial system can still be used (with less load capacity) for critical data access.
 - b. additional servers can be added in future to increase the server capacity if required.
3. Appropriate OS/database software and Firewall to be provided by the Purchaser.

A nation wide network were established in which schools, teachers, students, school managers and the community at large will participate.

School clusters encompassing neighborhood schools were established for sharing and learning from each other aiming to hasten the process of integration of ICT into all aspects of the school system.

4.5 :: Plan Formulation Process and Constraints:

The following steps and strategies were adopted for preparation of the Annual Plan (AWP&B) for the districts and the State as a whole.

1. The entire process of plan preparation started after the state level sharing meeting held on the database of SEMIS in the last year and U-DISE. The steps are also taken to prepare equity based Annual Work Plan & Budget for achieving the goals of USE in the state.
2. One of the important initiatives is undertaken to develop an overall approach Paper to finalize the strategies for the proposed fiscal and the same are also to be shared with the Inspector of Schools and selected Key Resource Persons (KRPs) to up gradation of the approach in addition to finalise the strategy for the Annual year plan keeping in view the salient goals of RMSA.
3. The State and District Level orientation programmes for preparation of Annual Plan is organized for all the members of District Planning Team. In this meeting, the detailed guideline for preparation of AWP & B for the fiscal is also discussed.
4. Members of State level planning team were oriented at North East States level.
5. The State and District officials were also trained by National Resource Persons.
6. After the District level orientation programme, the Annual Work Plan for the fiscal is prepared at district level and subsequently, Annual Work Plan was finalized at state level.
7. It is pertinent to mention here that this process has enabled the Mission to understand and analyze the problems at grass-root levels and fine-tune the strategies for the target year, the goal of finalizing the plan along with the detailed budget.

(B) ICT@School:

The existing cell at the district level may provide detail evidences of the process of consultations happened at various level including district.

Persons Involved	Scheme	Consultation for
Inspector of Schools AMTRON Representative District /School Coordinator (Agency)	ICT@School Scheme	Inspection of Schools, review of status of ICT@School

List out the issues faced during implementation of the programme at the school level by the school management committee.

Sl no	Scheme	List of Issues faced
1	ICT@School	
2	ICT@School	

The Planning Team members at State Level are as follows :

Sl	Name of officials	Designation	Role
1	D. R. Rajbangshi, ACS	Mission Director (i/c)	Advisor
2	Ms. K. Baruah, ACS	Officer on Special Duty	Advisor
3	Romen Das	Consultant, Plg & Bgt	Co-ordinator
4	A.A. Zeman	Project Engineer	Member
5.	Jitendra Kakoty	SEMIS, i/c	Member
6	Khim Kumari Kaushalya	Consultant, CWSN & Gender	Member
7	Chandan Sarma	Programme Associate	Member
8	Diganta Barman	Programmer	Member
9	Alakesh Baruah	Programmer	Member
10	Apurba Das	Accounts Officer	Member
11	Pranab Hazarika	AMTRON	Member
12		AMTRON	

Chapter - 5

Alternative Development Scenarios and Plan Targets

CHAPTER - 5**ALTERNATIVE DEVELOPMENT SCENARIO AND PLAN TARGETS****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)****5.1 :: Enrolment Projection and Targets:****5.1.1 Alternative Development Scenario:**

To achieve the USE in general and expansion of the Secondary education in particular in the state, the existing provisions and facilities in secondary education is found not up to the mark. To overcome the challenges ahead to this sector, an alternative arrangements or extended developmental strategies will have to be undertaken in a long term perspective. To provide universal access to all children of age group of 14-18 years, ensure GER by 2017 or 2020 or 2022 whatever may be and ensure quality as well, the present trend of the scenarios of secondary education will have to be developed.

The growth of enrolment in secondary education in the state is the base of planning and the growth in enrolment of students is to be estimated reasonably. On the basis of the enrolments the number of teachers, supporting staff and physical facilities required at this level are also estimated. Later, the probable budget is to prepare by defining costs and their norms and also needs a comparison with the resources available. The increasing enrolments are to be explored by using different methods i.e. empirical projection models and simulation models.

Alternative Development Scenario (Scenario-1/ empirical):

In Assam, the following alternative possibilities for the projections of enrolment in secondary classes are considered. The way of exploring the future possibility of growth in enrolment at secondary level is based on its past growth and assuming the enrolment in secondary classes will grow by the same rate in the future also. The following growth in secondary level enrolment in Assam is observed since 2008-09.

Annual Average Growth Rate of Enrolment 2008-09 to 2012

	2008-09			2012-13			Annual Average Growth Rate
	IX	X	Secondary	IX	X	Secondary	Secondary
Boys	175282	122989	298271	236344	169324	405668	7.99
Girls	184455	124476	308931	260370	183434	443804	9.47
Total	359737	247465	607202	496714	352758	849472	8.75

SEMIS data for enrolment in secondary classes is available for 2008-09 and 2012-13. It shows that Assam had 6.07 lakhs children enrolled for secondary classes (IX-X) in 2008-09 and 8.49 lakhs in 2012.

Hence, it is considered that, the annual rate of growth for enrolment in secondary classes in Assam was 8.75 per cent between 2008-09 and 2012-13. The rate of growth in enrolment of secondary classes among girls has been higher than that among boys.

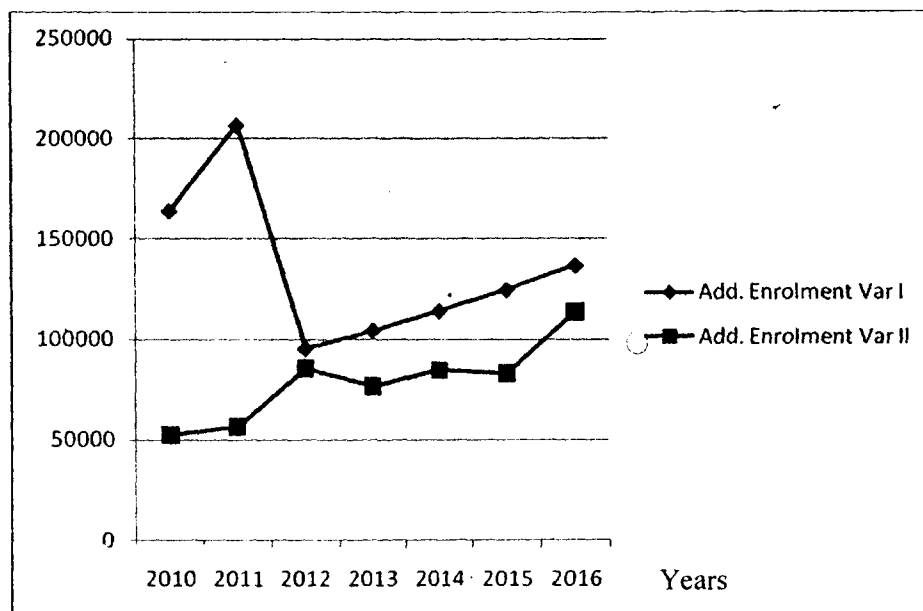
It is also assuming that some per cent of private contribution in enrolment at secondary level may increase in enrolment projections. To check the quantum increase in the enrolment size in this case, at least 10 per cent share of private sector can be considered. It is to be mentioned that the private contribution in enrolment is not helping the state to achieve GER=100%.

Alternative Development Scenario (Scenario-2/ Variant):

Year	Total Enrolment		Additional Enrolment	
	Var I	Var II	Var I	Var II
2009	655596	655596		
2010	819320	707877	163724	52281
2011	1025726	764403	206406	56526
2012	1121093	849472	95367	85069
2013	1225339	925958	104246	76486
2014	1339294	1010349	113955	84391
2015	1463863	1093089	124569	82740
2016	1600483	1206591	136620	113502

Note: Estimations.

Source: Var I - Enrolment by Target GER following RMSA norms,
Var II - Enrolment by Normal Growth Rate



Variants Enrolment Projection Models for Assam

Sno	Model	Projection Criterion	Remarks
1	Variant I	GER = 70% by 2011-12 and GER = 100% by 2016-17	
2	Variant II	Past performance based – 8.75 Annual Average Growth Rate	

The scenario of natural growth based on projections (Variant II) and then can be developed other alternative projection models while taking in to account RMSA targets related to

GER. Amongst these alternative models, Variant II considers that if at all the state of Assam considers national level RMSA targets particularly GER = 55% by 2012 and GER = 75% by 2017. But State is to achieve GER 100% by 2017.

Projected GER at Secondary level and Annual Growth of Projected Enrolment by Variant Models in Assam.

Year	GER		Growth of Enrolment (%)	
	Variant I	Variant II	Variant I	Variant II
2009-10	46.3	46.3	7.97	7.97
2011-12	70.0	52.2	25.0	7.97
2016-17	100.0	70.2	9.3	8.75

There may be a possibility of achieving GER = 100% by 2017. In this model, enrolment in secondary classes has to grow at 25 per cent per annum between 2009-10 to 2012, 9.3 per cent between 2012 and 2017 and GER=70.2% could be achieve if annual growth stick at 7.97 percent upto 2017.

The demand for total number of secondary schools is marginal in Assam. Keeping the number of existing secondary schools and the increase in enrolment in the state in mind, it can be stated that possibility of the expansion of number of schools for the secondary classes is very less. If we consider the distance criterion i.e 5-7 km at secondary schools, there is possibility of expansion of secondary school. But, it is not possible to estimate before conducting Micro Planning and school mapping.

Demand for Creation of Additional Secondary Schools in Place in Assam

Sno	Criterion	Demand
1	2	3
1	Total Population (in CENSUS 2011)	31169272
2	Child Population (14-15 age) (Projected for 2012)	1484619
3	Number of Villages	23342
4	Number of Habitations	77817
5	Existing Secondary Schools (Govt./Prov./LB)	2756
6	Secondary Schools required following one School per 10000 Total Population	3050
7	Secondary Schools required following one School per 400 Child Population	3117
8	Secondary Schools required following one School for every Three Villages	3711
9	Secondary Schools required following one School for every Six Habitations	12970

Note: Population figures are of reference date as in 2012. Source: Estimations.

Thou it is not high, the enrolment projections based on past growth of enrolment in secondary classes shows that there will also be a demand for classrooms and teachers in the state in the long run.

Following the above criterion, Assam needs a quantitative expansion at secondary level with qualitative improvement simultaneously. Therefore the state has to mobilize large resources to make an investment in these necessary requirements for the expansion of secondary education.

CHAPTER - 5**ALTERNATIVE DEVELOPMENT SCENARIO AND PLAN TARGETS****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)****5.1 :: Enrolment Projection and Targets:****5.1.1 Alternative Development Scenario:**

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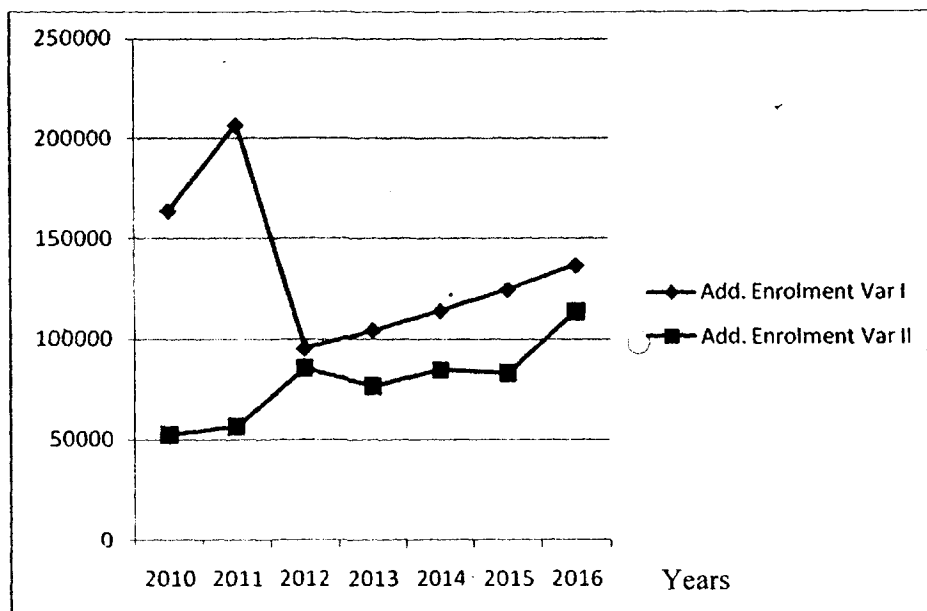
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Following the above criterion, Assam needs a quantitative expansion at secondary level with qualitative improvement simultaneously. Therefore the state has to mobilize large resources to make an investment in these necessary requirements for the expansion of secondary education.

Alternative Development Scenario (Scenario-2/ Simulation):

The growth in enrolments over the planning period is required to be simulated through a mathematical model based on rational assumptions regarding the rate of growth and the available resources. Three alternative scenarios for development of secondary education in Assam needs to be simulated by using the excel sheet based mathematical model developed by Professor Keith Lewin.

Projection of Enrolments

Scenario 1: Enrolment targets as specified in the RMSA (i.e GER -70% by 2011/12, GER = 75% by 2014/15 and GER = 100% by 2016/17)

Sl. No	District	14+15 Age Group in 2011			Enrolment target as GER=70% by 2011-12		
		Male	Female	Total	Boys	Girls	Total
1	Baksa	21826	20203	42029	15278	14142	29420
2	Barpeta	43209	39321	82530	30246	27525	57771
3	Bongaigaon	18271	16804	35075	12790	11763	24553
4	Cachar	43612	39998	83610	30528	27999	58527
5	Chirang	11024	10226	21250	7717	7158	14875
6	Darrang	23075	20389	43464	16153	14272	30425
7	Dhemaji	17388	15791	33179	12172	11054	23225
8	Dhubri	51183	46623	97806	35828	32636	68464
9	Dibrugarh	30883	28142	59025	21618	19699	41318
10	Goalpara	25937	23885	49822	18156	16720	34875
11	Golaghat	24479	22505	46984	17135	15754	32889
12	Hailakandi	16872	15275	32147	11810	10693	22503
13	Jorhat	24635	22536	47171	17245	15775	33020
14	Kamrup	36810	33327	70137	25767	23329	49096
15	Kamrup (M)	31883	28144	60027	22318	19701	42019
16	Karbi Anglong	23924	21889	45813	16747	15322	32069
17	Karimganj	30704	28226	58930	21493	19758	41251
18	Kokrajhar	19217	17622	36839	13452	12335	25787
19	Lakhimpur	25262	23339	48601	17683	16337	34021
20	Marigaon	24637	22956	47593	17246	16069	33315
21	Nagaon	72193	66467	138660	50535	46527	97062
22	Nalbari	17919	16209	34128	12543	11346	23890
23	North Cachar Hills	5095	4540	9635	3567	3178	6745
24	Sibsagar	26068	23734	49802	18248	16614	34861
25	Sonitpur	46588	42158	88746	32612	29511	62122
26	Tinsukia	31453	28539	59992	22017	19977	41994
27	Udalguri	18807	17383	36190	13165	12168	25333
	State ASSAM	762954	696231	1459185	534068	487362	1021430

Sl. No	District	Enrolment target as GER=75% by 2014-15			Enrolment target as GER=100% by 2016-17		
		Boys	Girls	Total	Boys	Girls	Total
1	Baksa	16925	15666	32591	23073	21357	44430
2	Barpeta	34532	31425	65957	48034	43711	91745
3	Bongaigaon	14524	13358	27881	20131	18515	38646
4	Cachar	34729	31851	66580	48193	44199	92392
5	Chirang	8551	7931	16482	11660	10815	22475
6	Darrang	18339	16205	34544	25415	22457	47872
7	Dhemaji	13852	12580	26432	19227	17461	36688
8	Dhubri	41267	37589	78857	57740	52595	110335
9	Dibrugarh	24008	21878	45887	32787	29877	62664
10	Goalpara	20810	19164	39974	29023	26728	55751
11	Golaghat	19022	17487	36509	25968	23873	49841
12	Hailakandi	13486	12209	25695	18761	16985	35746
13	Jorhat	18992	17373	36365	25791	23593	49384
14	Kamrup	28954	26215	55169	39851	36081	75932
15	Kamrup (M)	25301	22335	47636	35028	30922	65950
16	Karbi Anglong	18968	17354	36323	26245	24012	50257
17	Karimganj	24491	22514	47006	34024	31278	65302
18	Kokrajhar	14639	13424	28062	19722	18084	37806
19	Lakhimpur	19933	18415	38348	27492	25398	52890
20	Marigaon	19805	18454	38259	27657	25769	53426
21	Nagaon	57813	53228	111041	80528	74141	154669
22	Nalbari	13918	12590	26507	18997	17183	36180
23	North Cachar Hills	3978	3545	7523	5449	4856	10305
24	Sibsagar	20105	18305	38411	27312	24866	52178
25	Sonitpur	36610	33128	69738	50355	45566	95921
26	Tinsukia	24632	22350	46982	33802	30671	64473
27	Udalguri	14522	13422	27944	19742	18248	37990
	State ASSAM	599643	547202	1146845	826824	754516	1581340

Source: CENSUS 2001 & 2011

In above table the share of enrolment between the community groups are very significant and in case of share of SC students is very poor and the share of ST students is also poor; but it is a little bit higher than SC students. The comparison of the share is as follows-

Category	Percentage of share
SC	10.08%
ST	17.86%
OBC	29.44%
Others	42.62%
Girls	52.2%

Detail projection, analysis and other planning scenario & cost involvement are not made in this chapter and all projection will be made in the respective chapter.

Scenario 2: Past trends in the growth of enrolment in classes IX-X and their extrapolation till 2016/17

District Name	Annual Average Growth Rate 2008 to 2012			Enrolment in Class IX & X, 2013			Enrolment in Class IX & X, 2014		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BAKSA	8.76	9.39	9.08	16831	17835	34666	18305	19510	37815
BARPETA	6.72	8.94	7.86	24341	27406	51747	25976	29856	55833
BONGAIGAON	9.47	11.0	10.2	10833	11507	22341	11859	12773	24632
CACHAR	8.24	9.38	8.83	22468	25043	47511	24320	27392	51711
CHIRANG	16.2	18.1	17.1	9347	8829	18176	10861	10427	21289
DARRANG	9.22	13.4	11.3	13433	15507	28940	14671	17585	32257
DHEMAJI	4.59	5.77	5.18	15276	16187	31463	15978	17121	33099
DHUBRI	9.63	13.5	11.6	25776	29088	54864	28258	33015	61273
DIBRUGARH	5.10	4.88	4.99	16573	16742	33315	17418	17559	34977
Dima Hasao	10.7	8.91	9.83	4439	4100	8540	4914	4466	9380
GOALPARA	7.12	10.4	8.89	12422	15603	28024	13306	17226	30532
GOLAGHAT	9.24	8.77	9.00	17450	17470	34920	19062	19002	38064
HAILAKANDI	11.0	14.6	12.9	8237	10581	18818	9143	12126	21269
JORHAT	7.09	5.60	6.31	17859	18784	36644	19126	19836	38962
KAMRUP (M)	6.82	7.57	7.22	8217	9671	17887	8777	10403	19180
Kamrup	3.48	3.57	3.52	23976	24183	48159	24811	25046	49857
KARBI ANGLONG	12.5	14.8	13.6	18071	18113	36184	20330	20794	41124
KARIMGANJ	10.0	9.48	9.74	12471	14629	27099	13718	16016	29733
KOKRAJHAR	8.17	11.0	9.55	14529	14810	29339	15716	16439	32155
LAKHIMPUR	4.46	5.84	5.17	18328	20157	38485	19145	21334	40479
MARIGAON	8.78	9.35	9.08	12254	14549	26803	13330	15909	29239
NAGAON	11.7	13.5	12.7	32306	43312	75617	36086	49159	85244
NALBARI	5.94	7.24	6.62	13162	15014	28176	13944	16101	30044
SIBSAGAR	4.63	3.60	4.10	17132	17455	34587	17925	18083	36008
SONITPUR	7.86	10.2	9.11	25513	28781	54294	27519	31717	59235
TINSUKIA	13.4	17.4	15.4	18814	20695	39509	21335	24296	45632
UDALGURI	4.76	9.55	7.25	8752	11099	19850	9168	12158	21327
Total	7.99	9.47	8.75	438811	487148	925958	475003	535346	1010349

District Name	Enrolment in Class IX & X, 2015			Enrolment in Class IX & X, 2016			GER in 2016-17 as Projected Enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BAKSA	19908	21342	41250	21652	23346	44998	93.8	109.3	101.3
BARPETA	27722	32525	60247	29585	35433	65018	61.6	81.1	70.9
BONGAIGAON	12982	14178	27160	14212	15738	29949	70.6	85.0	77.5
CACHAR	26324	29961	56285	28493	32771	61264	59.1	74.1	66.3

CHIRANG	12621	12315	24935	14665	14543	29209	125.8	134.5	130.0
DARRANG	16024	19942	35966	17502	22614	40116	68.9	100.7	83.8
DHEMAJI	16711	18109	34820	17478	19154	36632	90.9	109.7	99.8
DHUBRI	30980	37472	68451	33963	42530	76493	58.8	80.9	69.3
DIBRUGARH	18307	18416	36723	19240	19315	38555	58.7	64.6	61.5
Dima Hasao	5440	4864	10304	6022	5297	11319	110.5	109.1	109.8
GOALPARA	14253	19017	33270	15268	20995	36263	52.6	78.5	65.0
GOLAGHAT	20824	20668	41492	22748	22481	45229	87.6	94.2	90.7
HAILAKANDI	10149	13896	24045	11266	15925	27191	60.0	93.8	76.1
JORHAT	20482	20947	41428	21934	22120	44054	85.0	93.8	89.2
KAMRUP (M)	9376	11190	20566	10015	12037	22052	28.6	38.9	33.4
Kamrup	25674	25940	51614	26568	26866	53434	66.7	74.5	70.4
KARBI ANGLONG	22871	23871	46742	25730	27404	53134	98.0	114.1	105.7
KARIMGANJ	15090	17534	32623	16599	19196	35794	48.8	61.4	54.8
KOKRAJHAR	17000	18247	35247	18389	20254	38644	93.2	112.0	102.2
LAKHIMPUR	19999	22580	42579	20891	23899	44790	76.0	94.1	84.7
MARIGAON	14500	17397	31897	15773	19023	34797	57.0	73.8	65.1
NAGAON	40308	55795	96103	45024	63327	108351	55.9	85.4	70.1
NALBARI	14772	17266	32038	15650	18516	34166	82.4	107.8	94.4
SIBSAGAR	18755	18734	37489	19624	19408	39032	71.8	78.1	74.8
SONITPUR	29681	34952	64633	32014	38517	70531	63.6	84.5	73.5
TINSUKIA	24194	28524	52718	27436	33487	60923	81.2	109.2	94.5
UDALGURI	9605	13320	22924	10062	14592	24653	51.0	80.0	64.9
Total	510883	582206	1093089	557802	648789	1206591	67.5	86.0	76.3

5.1.2 :: The Development Scenario and Enrolment Targets:

5.1.3 :: Year-wise additional Enrolment by Location, Gender and Social Category:

The picture on requirement of classrooms is as follows and due to adverse status shows by the SEMIS; no projection is made in this chapter. The estimation shows as follows-

Status of Classrooms and Teachers in Secondary sections in Assam.

S. No	Plan Item	Number
1	Number of Existing Secondary Schools(Govt./Prov.)	2756
2	Number of Existing Schools having Secondary section (All Management)	6839
3	Enrolment in all secondary classes(Govt./Prov.)	453776
4	Enrolment in all secondary classes (all category)	849472
5	Number of Classrooms (against 2756)	8859
6	Average Strength of a secondary school	124
7	Number of classrooms required (1.40 CPR)	11344
8	Gap in Classrooms	2485

Source: Estimations based on SEMIS 2009-10.

NB: The present strength of teachers in a school not only meant for class IX-X, but also for classes V-X. So the teachers' shown in SI No.4 & 5 in the above table is meant for classes V-X. Hence, appropriate gap in requirement of teacher could not be separated due to difficulties in separation of the teachers taught in class-V- VIII from the SEMIS data.

Again, if we go by the criterion of children population and following the norm, that one secondary school against each 360 or 400 children and following the norm of enrolment that enrolment of all 360 or 400 children in schools and enrolment projection by 8% of growth at secondary level in the state. Projection on requirement of number of teachers is on the basis of 8 teachers per school. The projection is as follows-

Table 4.3.4: The Demand for Schools, Classrooms and Teachers in State Assam

Year	Age group 14 & 15		Total Require			Additional Requirement		
	CP	Enrolment (IX & X)	School (By CP)	Classrooms	Teachers	Schools	Classrooms	Teachers
1	2	3		4	5	6	7	8
2012	1484619	849472	3712	21237	28316		7559	369
2013	1503670	925958	3759	23149	30865		1912	2550
2014	1529127	1010349	3823	25259	33678		2110	2813
2015	1555015	1093089	3888	27327	36436		2069	2758
2016	1581340	1206591	3953	30165	40220		2838	3783
					Total		16487	12262

- Note: 1.** By CP – Number of Schools required according to the criterion that for every 400 children of secondary school age (14/15) there must be one school with secondary classes;
2. Considered Govt./Prov., Central Govt., Local Body and Recognised Aided Secondary and Sr. Secondary Schools Total 4045 No. of Schools exist in Assam.
3. There are 12329 nos. of Classroom exist for class IX & X against the 4045 nos. of Schools
4. 41087No.s of Teacher at Secondary level against 4045 nos. of Schools
Source: Estimation, Source SEMIS 2009-10.

5.2 :: Other Component-wise Targets**TARGET GRID**

S l	Outcome indicators	Baseline	Target value					Data collection instrument
			2008-09	2009-10	2010-11	2013-14	2017	
1	2	3	4	5	6	7	8	9
Objective 1: All secondary schools conform to prescribed norms								
a	All schools have one classroom for every 40 Pupil	-	-	50%	80%	100%	100%	
b	All schools have Science Laboratory	-	-	50%	80%	100%	100%	
c	All Schools have Library	-	-	60%	90%	100%	100%	
d	All Schools have Disabled Access			50%	80%	100%	100%	
e	All Schools have Separate Toilets for Girls and Boys	-	-	80%	100%	100%	100%	
f	Computer and other ICT facilities available in all secondary schools according to prescribed norms	-	-	80%	100%	100%	100%	
Objective 2: Availability of and access to secondary schooling to all adolescent girls and boys up to the age of 16 by 2022.								
a	All habitations with access to a secondary school within a radius of 5km.	-	-	-	80%	100%	100%	
b	Increase in Enrolment in Secondary Classes of 14 to 16 years Age Population	43%	46.4%	-	55%	75%	100%	
c	GER increases from 43% to 55% by 2012; to 100% by 2017	43%	46.4%	55%	75%	100%	100%	
d	Transition rate between Middle to Secondary Level improves	-	-	-	-	-	-	
e	Retention (Survival Rate) at Secondary level will be improved	-	-	95%	98%	100%	100%	
f	Dropout rate at Secondary Level will be reduced	-	-	20%	10%	0%	0%	
G	Percentage of out of school children of secondary school age (14-16) at IX	20.6%	14%	12%	10%	5%	0%	

Sl	Outcome indicators	Baseline	Target value				Data collection instrument	
			2008-09	2009-10	2010-11	2011-12		2017
1	2	3	4	5	6	7	8	9
	Objective 3: Equity achieved through the removal of regional, gender, socio-economic and disability gaps							
a	Enrolments of Scheduled Castes, Schedule Tribe and Muslim children reflect their shares in 14-16 age group population in Secondary Schools							
b	Share of SC children in Secondary Classes			60%	80%	100%	100%	
c	Share of ST children in Secondary Classes			60%	80%	100%	100%	
d	Share of Muslim children in Secondary Classes			60%	80%	100%	100%	
e	Enrolment shares of girls in secondary education increased relative to their share in the population			80%	100%	100%	100%	
f	Means cum merit scholarships for specific disadvantaged groups taken up according to schedule. (% in total enrolled)			80%	100%	100%	100%	
g	Incentives for girls (especially from disadvantaged groups, SC, ST) to promote their participation in secondary education implemented according to schedule (% in total enrolled)			80%	100%	100%	100%	
	Objective 4: Education of Good Quality for all students							
a	Provision of quality inputs to improve learning levels				50%	100%	100%	
b	Pupil Teacher Ratio at Secondary Level					>30	>30	
c	Teacher Availability							
d	Additional secondary school teachers recruited for existing schools by 2017;				3909	-	-	
e	Additional Secondary school teachers recruited for upgraded Middle Schools							
f	Schools with PTR>32 at secondary level							

G	Schools with PTR > 30 to reduce from x to 0 at secondary level						
H	Teacher quality						
I	% Trained teachers in secondary schools will be increased			30%	50%		
J	Percentage of teachers receiving in-service training against annual targets			80%	100%		
K	All teachers receive in-service training in accordance with schedule.			80%	100%		
	Availability of Textbooks and other Teaching Learning Materials in accordance with NCF 2005	-	-	-	-		
a	% eligible students receive free text books	-	-	-	-		
b	More than 96% eligible students received free text books	-	-	-	-		
c	% teachers received TLM grants	-	-	-	-		
d	Number of Schools using Materials other than textbooks (e.g. workbooks / worksheets / ABL Cards / Kits / CAL/ Supplementary books etc.)	-	-	-	-		
E	Number of Schools using teaching/learning materials other than textbooks.	-	-	-	-		
	Classroom Practices in accordance with NCF 2005	-	-	-	-		
A	Change in classroom practices / innovative methodologies in use	-	-	-	-		
B	Number of schools reporting change in classroom practices / use of innovative methodologies	-	-	-	-		
	* Teachers instructional time	-	-	-	-		
	* Student learning opportunity time	-	-	-	-		
	* Active student participation	-	-	-	-		
	* Use of other materials in classrooms	-	-	-	-		
	* No. of instructional days/Year	-	-	-	-		
	Pupil Assessment in schools	-	-	-	-		
	Pupil Assessment System in place in schools	-	-	-	-		
	Attendance Rates	-	-	-	-		
	Student Attendance	-	-	-	-		
	Teacher Attendance	-	-	-	-		
	Teacher Attendance level (in %) in Secondary Schools	-	-	-	-		
	Accountability to the community			50%	100%		

VEC/SMDC/Local bodies role in school supervision as per State mandate			All	All	All	All	
Student achievement level outcomes		Not done	Not done	Not done	Not done	Not done	
Learning levels for Class IX		Not done	Not done	Not done	Not done	Not done	
Learning levels for Class X		Not done	Not done	Not done	Not done	Not done	

Note: Source: Based line data is based on SEMIS, Census Sources and the Targets are Estimations.

As per suggestion in the NE and other states workshop for facilitating the preparation Annual Plan held at Guwahati on February 18th and 20th , 2013 and the planning manual & formats received from NUEPA, this Annual Plan is prepared.

Chapter - 6

Strategies and Action Programmes

CHAPTER - 6**STRATEGIES AND ACTION PROGRAMMES****6.1 :: Advocacy and Stakeholder Participation :****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)**

The goal of universalisation of secondary education by 2020 set at national level will be very challenging to achieve at the state level in Assam. The primary goal of RMSA is to make secondary education of good quality available, accessible and affordable to all adolescent girls and boys up to the age of 18 years by 2020. To achieve universalisation of secondary education in Assam by 2020, extra efforts are required to be taken up by participation of stakeholders.

Simultaneously, the growth rate and various indicators etc. are required to be analyzed for expansion of secondary education. Availability of schooling facilities, schools according to the type and management, physical and teaching/learning facilities, average number of instructional rooms, ratio of upper primary to secondary schools, un-served habitations, pupil-teacher ratio, average number of teachers in a school, trained & female teachers, subject specialization and qualifications of teachers, student enrolment, retention rate etc. are some of the important issues that also required an in-depth analysis in preparation of Plan and budget.

Decentralization of school education with adequate delegation of powers to local bodies is expected to be ensured in implementing the RMSA. Involvement of Panchayat Raj and Municipal Bodies, Teachers, Parents and the other stakeholders in the management of secondary education through bodies such as School Management & Development Committee and Parent-Teachers Association is planned. They will be involved in planning process, implementation, monitoring and evaluation.

In the process for expanding the secondary education, all the activities including participation, quality, civil works especially in case of strengthening existing secondary schools, upgrading middle schools, and opening new schools, feasibility of private-public partnership etc. are targeted to be looked into. Community involvement and support from the community groups and local bodies will be sought for entire expansion process.

Local community & religious leaders and other change agents especially from the SC, ST, Tea Tribes and Minority communities will be involved at various levels of implementation. School Management & Development Committee and Parent-Teachers Association in the schools will be activated.

- ↳ Advocacy programme on Secondary Education as a whole and RMSA in particular will be proposed for the representatives of Panchayat Raj and Municipal Bodies, Teachers, Parents, other stakeholders.
- ↳ Orientation will be organized for the members of School Management & Development Committee on the issues related to participation.
- ↳ Other Capacity building programmes will be organized toward expansion of secondary education.

The Strategies and action programmes for scaling up the participation of stakeholders including advocacy are proposed under the Annual Plan 2013-14 as below-

6.1. (A). 1 :: 2 days SMDC members training at district level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 19.01)

The **School Management and Development Committee (SMDC)** for Secondary and Higher Secondary Stage have been constituted as per guidelines. This committee will be responsible for all the activities including, planning, collection of data under U-DISE, implementation, monitoring, evaluation and taking corrective / remedial actions on all the components/ interventions of the scheme- infrastructural as well as academic and others, at the school level.

Parent-Teacher Association (PTA) will be formed in every school. Meeting of PTA will be held periodically.

SMDC members need to be trained to equip them with the trends of RMSA activities, particularly quality aspect and to focus their roles in preparation and implementation of effective and worthy school development plan. Since, all kind of school development grants are released through community representative bodies (e.g., school grants is released through SMDC), hence, members of these bodies are to be trained on book and records keeping and its effective utilization. The training is found to be effective to strengthen school community linkage and mobilization of local resources. There are some areas like tracking out of school children with reasons, preparation of inventory for local resources and its effective use for school improvement, working in convergence with PRI and other line departments for school improvement, community based monitoring on school functioning etc where communities contribution can be assured if they are trained up properly. The training is found to be an effective tool to develop community ownership in school system.

So, it is proposed to conduct 2-day training programme for SMDC at district level in a phased manner. For conducting the said training programme, Resource Persons will be developed at state level. Total 15 SMDC members per school will be covered under the training at a cost of Rs.500/- (which includes development and printing of training module, training of Masters trainers at State level and supervision and monitoring by Resource Groups etc) and all members of SMDCs are targeted to be covered in the state in 2013-14.

The steps and strategies will be adopted in the training are as below-

- ↳ The DPCs will nominate their Master Trainers for receiving training at State level.
- ↳ The DPCs will finalise the schedule and venue for the training.
- ↳ Necessary logistics of the training including monitoring etc will be arranged by the DPCs.
- ↳ The 2 days training programme for SMDC members will be launched ceremonially by public representatives like MP, MLA, Ministers and Zilla Panchayat members etc.
- ↳ Documentation and publicity will be done during the training programme.

Development & printing of Module for Training of SMDC members:

If one goes to schools in the rural areas of the state, the teaching, learning and management of the schools is highly pathetic. Intensive training should be provided to the SMDC members so that they can equip themselves in their respective areas. For SMDC members, there are increased pressures through increased teaching loads, growing reporting and administrative requirements and pressure to develop and strengthen their own profile. At the same time, they still wish to improve and innovate their practice by designing and delivering effective courses and modules. Planning a module is a process that requires time, commitment and a thoughtful, systematic approach. While planning the module certain areas should be given deep emphasis, viz;

the content, logical approach, quality etc. The following steps will be adopted for preparation of the module –

- ↳ A series of workshop will be organized at state level for preparation of the module.
- ↳ The members of successful SMDCs, active members of community Groups, Teachers, Parents, administrators, academician and experts from various departments will be invited for preparation of the module.
- ↳ The feedback of the training conducted in last year will be analyzed through the experts in the workshop.
- ↳ Training Need of the members of SMDC members will also be identified.
- ↳ A multi-colour hands on training module will be developed and printed at state level in English, Assamese, Bangla and Bodo languages.
- ↳ The modules will be distributed to the districts as per requirement.

1 day State level Training of Master Trainer:

The Master Trainer Program is designed to provide training professionals a means to acquire knowledge and skills in various areas of the training profession and at various levels of expertise. Case studies, Role Play, Games are incorporated in the training modules, wherever required for the better understanding of the participants. If equipped with the skills of learning and teaching, they will definitely be able to train or communicate correct information and guide the other teachers to face challenges related to education. The Master Trainers will be trained on the issues of the Modules of in-service training for existing teachers at state level. An average of 8 Master Trainers per district (total 27), will be trained at the SMO for 1 day.

- ↳ The district will select their language wise Master Trainers as per the training strategies.
- ↳ State level Key trainers will train the Master Trainers of the districts at state level workshop.

To conduct the SMDC members training for 2 days at district level, Rs. 500/- per member per day is proposed under the plan which includes development of modules, cost for supply of modules to districts and training venues, cost for monitoring etc.

6.1. (A). 2 :: 1 day Annual Convention for SMDCs and PRIs etc. at district level (5 persons per school):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18:01)

Background of the proposals:

- ↳ 2 days training will not sufficient for review, plan and exchange good practices among the SMDCs.
- ↳ There should be a convergence between the SMDCs, so that all school grow up together. There should also be a platform for sharing the good initiatives as well as problems, so that SMDCs can adopt the good practices and provide solutions from their experiences.

Rational:

- ↳ SMDC members are required to be duly empowered in the areas of planning, implementation and monitoring of education interventions at schools.
- ↳ Moreover, the SMDCs will be graded on the basis of SIP and the best SMDCs will be facilitated in ceremonially.

Target group:

5 members from each SMDC including PRI members of school catchments areas.

Details of activity:

A convention of SMDC's and PRI's will be organized at district level annually at the end of the year to give the community members a forum for sharing of good practices, exchanging innovative ideas, exhibition of TLM, presentation of annual progress report etc. It will be a far reaching impact among community members so far mobilization and motivation are concerned. The school level initiatives and requirement will be received in this convention for inclusion in the next year Plan. The successful teachers, students, PRIs, SMDCs will be felicitated in this meeting.

Costing:

5 members from each SMDC will be invited to the convention for which expenditure will be incurred at a cost of Rs. 500/- per person.

6.1. (A). 3 :: Exposure visit for selected SMDC members:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.02)

The exposure visit for the SMDC members will be organised for 4-5 days preferably outside of the state. The purpose of the tour is to develop and share their experiences, knowledge, skills and mechanism for the management their respective schools. Interactions will also be organised at the visiting places with the various institutions and experts. Such tours also facilitate networking and initiate longer term organizational or mentoring links, between the tour participants.

In view of above, it is proposed to conduct the SMDC exposure tour in the year by covering an average 20 SMDCs per district @ 10000/- per member.

6.1. (A). 4 :: Education Sensitisation programme in Left Wing Affected Areas:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.04.01)

Background of the proposals:

Many sections of society, especially the younger generation, have romantic illusions about the Maoists, arising out of an incomplete understanding of their ideology. The central theme of Maoist ideology is violence. The Maoist insurgency doctrine glorifies violence as the primary means to overwhelm the existing socio-economic and political structures. In the first stage of the insurgency primarily aims at creating a vacuum at the grass-roots level of the existing governance structures. They achieve this by killing lower-level government officials, police-personnel of the local police stations, the workers of mainstream political parties and the peoples representatives of the Panchayati Raj system. After creating a vacuum, they coerce the local population to join the movement. A strident propaganda is also carried out against the purported and real inadequacies of the existing state structure.

The Government's approach is to deal with Left Wing Extremism in a holistic manner, in the areas of security, development, ensuring rights of local communities, improvement in governance and public perception management. In dealing with this decades-old problem, it has been felt appropriate, after various high-level deliberations and interactions with the State Governments concerned, that an integrated approach aimed at the relatively more affected areas would deliver results. With this in view, a detailed analysis of the spread and trends in respect of Left Wing Extremist violence has been made and have been taken up for special attention with regard to planning, implementation and monitoring various schemes.

Objective:

To protect the expansion of activities of the Left Wing in the affected districts.

Target group:

School going students, out of school children of the corresponding age group, parents, SMDC members and community leaders.

Details of activity:

Declaration was made in Parliament sessions held in February – March 2013 that there are few districts are existing in the state which suspected to be affected by Left Wing. If the youths are attracted by the facilities of Secondary level of education, there is a possibility to reduce the tendency in expansion of activities of the Left Wing.

To protect the expansion of activities of the Left Wing in these districts, some education sensitization programmes relating to secondary level mainly for students, out of school children of the corresponding age group, parents, SMDCs and community leaders will be organised. Audio – visual programme and popular talks on benefits of education and other incentive based programmes will be organized in the schools and public places. Local NGOs will be engaged for the education sensitization programme in Left Wing Areas.

10 such programmes will be organized in 20 block in such districts.

Cost:

A unit cost of Rs. 10,000/- will be kept for each programme covering decision making & strategy formulation and materials development at state level.

6.1. (A). 5 ::Science & Maths workshop:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.04.02)

Science and Mathematics workshop will be organised for students of the secondary schools in left wing affected areas. Total 100 schools will be covered under the programme.

The programme will be conducted through a district level committee or Math Science organizations of the state.

Rs. 1.00 lakh is proposed against each school.

6.1. (A). 6 ::Soft skill training for students :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.04.03)

Soft skill training will be organised for students of the secondary schools in left wing affected areas. Total 200 schools will be covered under the programme.

The programme will be conducted through a district level committee or NGOs/ Institutions having expertise of softskills.

Rs. 0.25 lakh is proposed against each school.

6.1. (A). 5 :: Stakeholder Awareness programmes, Multi-Media Publicity etc.:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.07)

For inspiring better participation of civil societies and with a view to maintain transparency and sharing of information, some publicity activities are also planned. Services of Mass media will be utilized to create a positive atmosphere and generate awareness on USE and provisions made available by RMSA for stakeholders.

The role of media is of immense importance in informing and communicating with the masses. One of the essential components in any programme is effective communication with target groups. Communication is an important activating force in all programmes that deal with human behavior. The communicator gives information through a media tool with the intention of bringing about a desirable change in the target group. Thus dissemination of information and generating awareness is very crucial in the success of all RMSA programmes and activities. This is done by using various mass media channels of communication like TV, radio, print media, street dramas, puppet shows, outdoor publicity material like hoardings, kiosks, bus back panels; events like conferences, workshops, exhibitions, theme based campaigns; audio-visual interventions through local radio and TV networks, FM and cable TV channels etc

A state level media cell will be constituted under RMSA comprising members from

- ↳ SEBA & AHSEC
- ↳ SCERT,
- ↳ Directorate of Secondary Education and
- ↳ Information & Publicity Deptt of Govt of Assam.

The media cell will decide about implementation of media activities. The activities will be conducted both through in-house and private party as per need basis. The broad activities are - .

- ↳ Printing of Monthly Newsletter for teachers, students, SMDCs and other stakeholders.
- ↳ Installation of hoardings in transit areas and prominent places at state and district HQ.
- ↳ Making advertisements for Doordarshan and Cable TV and appeals by celebrities on TV.
- ↳ Making documentaries on RMSA activities and programmes
- ↳ Making jingles on RMSA for Radio (AIR & FM)
- ↳ Display of RMSA advertisements on post cards and space sponsorship on letter boxes
- ↳ Designing and publishing of RMSA print advertisements in different newspapers and magazines of educational institutions.
- ↳ Putting up glow sign signboards in SMO office.
- ↳ Making information boards on flex and pasted on wooden boards to be put up in SMO office etc.
- ↳ Involvement of the local press in RMSA programmes by issuing press releases and giving press briefings about activities and programmes at state level so that the positive aspects of RMSA also get highlighted in the print media.
- ↳ Sending SMS on mobile phones. (RMSA appeals and messages).
- ↳ Printing of leaflets, posters and organizing rallies & street plays.
- ↳ Broadcast of RMSA related informative programmes on radio, TV
- ↳ Procurement of audio-visual aids like Handy cam, Digital Camera etc.

A lump sum of Rs.5 lakh per district (i.e. Rs. 27 lakhs) and Rs.20 lakhs at the state level have been proposed.

6.1. (A). 6 :: Bi-monthly Newsletter for teachers and students (100 copies per school):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.06)

The newsletter is a very important document that serves to provide one of the ways that communication between the school, parents, stakeholders and the general community can be maintained. A newsletter can play the pivotal role to increase and ensure participation of stakeholders with the secondary education. Moreover, it helps in maintainance of transparency in implementation of the programme and also helps in dissemination of policy & information, good practices, new initiatives etc. It requires the team work of policy makers, planners & implementers, SMDCs, students and teachers.

Hence, a multi-colour bi-monthly Newsletter in local languages like Assamese, Bodo and Bengali in addition to English language for public leaders, opinion makers, planner & implementers, SMDCs, Teachers and Students. Total 100 copies will be printed against each school. The broad issues to be covered by the Newsletter are –

1. Policies, opportunities etc of RMSA and other schemes.
2. Role & function of various stakeholders and committees, teaxhers, students, SMDCs etc
3. Achievements of the programmes and target of current programmes including steps and strategies.
4. Success stories and experiences.
5. International, national, state, district and school level news & information.
6. Interviews etc
7. A number of innovative and interesting components can be added into the newsletter such as, upcoming activities in the school, awards given to any student, club meet, what's new in the school etc.

An editorial board will be constituted for publication of the Newsletter comprising senior officials and academicians.

Total 100 copies will be printed at the cost of Rs. 2500/- per school and distributed amongst all the schools within the state.

6.1. (A). 7 :: Special enrolment camps in school:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.02.01)

Background:

Since, the GER at class- VIII is almost 100% in all districts and pass percentage is also highly favourable. But, many students do not get enroll them in class –IX due to various reasons; like no secondary school is nearby, natural barrier is existed between school and residence, parents and children apathy etc. other hand, the non-enrolled children can be sheltered from:

- ↳ Recruitment into armed forces
- ↳ Gender-based violence, joining terrorist outfits
- ↳ Other forms of exploitation, including child labour and prostitution

Objective:

To ensure enroll drop out children and irregular children in class-IX in selected areas.

Details of Activity: To ensue enrolment of aforesaid soft target children, Special enrolment camps will organised in all the schools of the state so as to boost the students' intake and also make them and their family aware of that. The strategies in brief are as below-

- ↳ Development of guidelines.

- ↳ Constitution of implementation and monitoring unit at district level under chairmanship of Additional Deputy Commissioner of district and DPC as Member Secretary.
- ↳ Selection of Local NGO through inviting RFP at district level.
- ↳ Agreement with the Local NGO.
- ↳ Implementation at school & local level including advocacy, community interaction, change agent mobilization, sensitization programmes at school level etc.
- ↳ Reporting.

Target:

2 schools per block.

Cost:

Rs. 3000/- per school will be allotted for organizing such a camp in selected schools and Local NGOs will be engaged for the same.

6.1. (A). 8 :: Arranging Makeshift school during disaster & post disaster situation (2 per district):

Education in its entirety is a challenge for Assam with large numbers of children out of school and even more young adults having very little formal education or training. It becomes even worse during the monsoon because of heavy rainfall resulting to floods in most of the districts. Since the monsoon brings heavy rain and the flood waters take time to recede, children are forced to remain out of school for over four to five months a year. It is a huge problem, especially given the poor literacy rate

In order to overcome this loophole flood-proof education or makeshift school should be initiated so that children's education remains uninterrupted even during the days of adverse weather or any other natural disaster. Such make shift school will undoubtedly bring instant relief to the people of the district.

A lump sum of Rs. 2 lakhs for 2 schools per districts will be covered to provide the necessary assistance to the other schools of the districts during/after the disaster.

(B) ICT@school

Information and Communication Technologies are defined as all devices, tools, content, Resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning Enhancing access to and reach of resources, building of capacities, as well as management of the educational system. These will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems, and management information systems. These will also include processes for digitization, deployment and management of content, development and deployment of platforms and processes for capacity development, and creation of forums for interaction and exchange.

Introduction of technology in the classroom is the main demand in all the countries in the Globe. Nowadays students are very eager to learn through information technology. ICT is latest development which can be utilized for the learning process for the learner anytime from anywhere. So learning can be taken placed effectively even beyond the classroom. It is essential to utilize all these advantages of the technological development in our learning process. The computers in schools are the main tools for teaching & learning and this motivates the students and teachers.

School Management & Development Committee, Parents-Teachers Association and local bodies will be involved with implementation of the programme along with the monitoring. Activities so far imparted for the students, students achievements will be displayed for the parents, community and other stakeholders etc.

(C) Inclusive Education of Disabled at Secondary Stage (IEDSS)

The goal of Inclusive Education for Disabled at Secondary Stage is to include all students with disabilities completing eight years of elementary schooling and provide an opportunity to complete four years of secondary schooling (class IX_ XII) in an inclusive and enabling environment and provide educational facilities to these students with disabilities in the general education system.

Least priority has been given to the education of disabled children, due to the following reasons:

- (1) **The attitude of the parents, family members and the community is that, there is no use of a disabled child being educated and it is a wastage of time, money and other resources, as they think that a disabled child / adult is not productive in any way. The capitalist mentality of the society also prevents the disabled child from enjoying the Right to Education as conferred by the Constitution of India.**
- (2) **When there are other siblings for a disabled child, the disabled child gets the least priority in education compared to his/her siblings, either due to poverty of parents or the attitudinal barriers in the society.** Poverty and Disability is a vicious circle. Due to poverty education is denied for children. Even if parents from the economically weaker sections of the society want to educate their children, the opportunity of a disabled child going to school is a rarity, as the cost involved in educating a disabled child is more when compared to a non- disabled child, due to the architectural barriers in the society.
- (3) **The prevalence of architectural and environmental barriers such as inaccessible built environment, school buildings, roads, transport and so on.** Many times parents will have to carry their disabled child due to the architectural and environmental barriers. They cannot use public transport and private transport is too expensive for them. Thus as the child grows older their environment is restricted to their home.
- (4) **The education system is also inaccessible for many disabled students, as the teaching methods, learning aids, the curriculum itself and the evaluation system is not disabled friendly. (Braille books and materials, readers for students with visual impairment, sign language interpretation and teaching are not available in most schools). Even when alternative teaching methods are used, the same methods are not used for evaluation. For example if a child is taught using the Picture Communication System they are not evaluated using this system. This allows little opportunity for Disabled People to continue with their education. Augmentative and Alternative Communication Techniques are confined only to few special schools.**

IEDSS aims for empowerment of the children with disabilities and their participation in to the general community and hence to make them capable to live with dignity and pride which can be achieved by encouraging them to participate in cultural activity, sports and by creating a conducive environment. Advocacy and stakeholders participate on in the programme for children with disabilities are the key factor for success of the programme. Empowerment of children with disabilities cannot be achieved by mere implementation of the programme like distribution of aids and appliances, book grant, stipends and other activities but the participation of the stake

holders like their parents, school teachers and headmasters at the same time is important and significant

Few strategies for achieving advocacy and community participation under IEDSS, is proposed below:

Children with disabilities are the most vulnerable group and special focused group amongst any other category at school who tends to dropout due to many odd reasons like architectural barriers, lack of required aids and appliances, unable to under the concept taught in classroom because of their disability, attitudinal barriers from their peer groups, teachers, head teachers and also due to psychological barriers faced in family, parents and siblings etc. Formation of parents / guardian groups at community/ village/ level has proved to be helpful in empowerment of persons with disabilities in other programmes. Therefore, at secondary level also formation of such group will be encouraged which will be under the direct supervision of the SMDC of respective schools under RMSA.

6.1. (C) . 1 :: Involvement of the Parents in Education as member of SMDC

Background of the proposals:

Since this scheme will be implemented for the first time in the whole state of Assam hence, no such efforts were made earlier for formation of group specific for children with disability. The parents are the immediate stakeholders of the CWSN and thus their involvement in the monitoring process is of utmost importance. Therefore, it is proposed to include parent/ guardian of children with disability as one of the member of SMDC of RMSA. With convergence of these schemes empowerment of children with special needs will be achieved and enable to prepare the child for future inclusion into the mainstream society after their schooling.

Rational:

- ↳ SMDC members are required to be duly empowered in the areas of planning, implementation and monitoring of education interventions at schools.
- ↳ Since the SMDCs are the immediate management body at school level, the children with special need will be benefitted directly through involvement of parents of CWSN in SMDC as a member.

Target group:

One parent of children with special need as member of each SMDC

No of SMDCs	No. of parent of disabled child
2607	2607

6.1.2 :: Training of General Teachers at district level in disability related issues:

(Costing sheet 32.1)

Background of the proposals:

Teachers are also the key stake holders of Children with disability at schools in secondary and higher secondary level. There are a total of 2757 Thus, a 5 days Orientation programme for teachers at district level is proposed @ Rs. 500/- per day per teacher.

Objectives:

- To provide inputs to the teachers they have to be oriented about their types of disability, classroom management of these students, guidance and counseling to them, etc.

Target group:

No. of Schools	No. of teacher to be oriented
5757	5757

Details of activity:

- Training programme for one teacher each school will be taken up at district level in disability related issues.
- A state level committee with the following member will be formed for undertaking the said programme:
 - Chairman - Mission Director.
 - Member Secretary- Officer on Special Duty/ Deputy Director
 - Member – Co-ordinator for the scheme.
 - Member – Representative of Director Secondary Education
 - Member – Representative of Training institutes/ universities/ Non-governmental organization, etc.
- A module will be developed in collaboration with reputed organization in the field of disability rehabilitation will be developed.
- Module development committee will be formed with representative from organization of disability rehabilitation, Subject expert, Resource persons, SEBA and AHSEC council to finalize the module.
- Master trainers training programme will be held at state level for taking the training programme.
- At district level the training will be organized.

Costing:

Thus, 5 days training programme for teachers at district level is proposed @ Rs. 500/- per day per teacher.

6.1.3:: Orientation of parents/ guardians of the children with disabilities at block level.

(Costing sheet no 34.2)

Background of the proposals:

Raising a child with a disability brings additional challenges and demands for parents and guardian. Parents of children with a disability have a difficult time and also have the joy that they experience in raising their children, celebrating successes. A block level orientation programme will give them a platform to converse and share their achievements that other parents may take for granted and ensuring their children's quality of life. Guidance and counseling will be provided for continuing their child's education even at secondary level and also to curve a plan for the future needs of the child with special needs.

Rationale of the proposals

Parents of the Disabled are the key stake holders of Children with disability, therefore, guidance and counseling for them for handling and preparing the child into the mainstream society is essential.

Objectives:

- To provide inputs to the parent of children with special needs awareness on the needs of the children needs, their role in educating the child and the importance secondary level education to the child.

Target group:

There are a total of 256 blocks in the state of Assam therefore, orientation programme of parents/ guardians of the children with disabilities at block level will be organized @ Rs. 10,000/- per block in 256 blocks in Assam.

Nos. of Blocks	Nos. of programme
256	256

Details of activity:

- 2- 3 days block level orientation programme for the parents/ guardian of children with special needs will be organized.
- Resource persons like counselor, therapist and other reputed academicians in the field of disability rehabilitation will be engaged for the orientation programme.
- Sharing of local success stories of children with special needs will also be one of the focal attentions of this activity.
- Motivation of parent for continuing the education of their children will also be focused in this programme.

Costing:

Thus, an orientation programme for parents and guardians at block level is proposed @ Rs. 10,000/- per block.

6.1.4.: Orientation of Educational Administrators, Principals, Headmasters of schools

(Costing sheet 34.1)

Background of the proposals:

Educational Administrators, Principals, Headmasters of schools have to be oriented about the architectural and non architectural barrier that children with special need face in the schools and to make them aware of the various strategies available to overcome such barriers. Hence apart from orientation of the teachers, it is also essential to orient the Educational Administrators, Principals, and Headmasters of schools for better co-operation and co-ordination with such child and their parents.

Objectives:

- To orient Educational Administrators, Principals, Headmasters of each and every Govt. and provincialised schools in disability related issues.
- To make them aware of the schemes available for children with special needs in secondary section for promoting inclusive education.

Target group:

No. of Schools	Nos. of teacher to be oriented
5757	5757

Details of activity:

- Orientation programme Educational Administrators, Principals, Headmasters will be taken up at district level in disability related issues.
- A state level committee with the following member will be formed for undertaking the said programme:
 - Chairman - Mission Director.
 - Member Secretary- Officer on Special Duty/ Deputy Director

- Member – Co-ordinator for the scheme.
- Member – Representative of Director Secondary Education
- Member – Representative of Training institutes/ universities/ Non-governmental organization, etc.
- A module will be developed in collaboration with reputed organization in the field of disability rehabilitation will be developed.
- Module development committee will be formed with representative from organization of disability rehabilitation, Subject expert, Resource persons, SEBA and AHSEC council to finalize the module.
- Master trainers training programme will be held at state level for taking the training programme.
- At district level the training will be organized.

Costing:

These Educational Administrators, Principals, Headmasters of schools shall also be oriented at block level/ district level @ Rs. 500/- per day.

6.1.5: Celebration of World's Disability Day at district level for awareness generation of the stakeholders at district level:

(Costing sheet: 35.1)

Background of the project:

'Worlds Disability Day' is observed on 3rd December throughout the World and thus it is proposed to celebrate Worlds Disability under IEDSS scheme to create awareness amongst the stakeholders. Programmes like painting competition, drama, dance, sports and other cultural activity may be included for enhancing participation of these children.

Objective:

- To create awareness among the people about the inclusion of persons with disability into the society.
- To provide a platform to the children with special needs for presenting the ability in them in cultural affairs like dance, music, games, art and craft, etc.

Target:

No. of Districts	Nos. of programme to be organized
27	27

Costing:

A grant of Rs. 30,000/- per programme is proposed for all 27 districts in Assam.

6.1.5 :: Inclusive Convention at district level

(Costing sheet: 35.2)

Background of the project:

An inclusive convention will be organized at district level. Programme like painting competition, drama, dance, sports and other cultural activity will be included for enhancing participation of students with disabilities and other students.

Objective:

- To provide a platform to the children with special needs and other student for an inclusive environment to learn and know about one another.
- To organize various events like dance, music, games, art and craft, etc. for boosting their confidence and encouraging participation.

Target:

No. of Districts	Nos. of programme to be organized
27	27

Costing:

A grant of Rs. 30,000/- per programme is proposed for all 27 districts in Assam.

(D) Girls Hostel

Extensive publicity applying various possible modalities such as local set up as well as mass media (newspapers, magazines, newsletters, radio, television, internet, etc.) will be done for creating the right image of the Girls Hostel scheme and to attract the girls towards the secondary education.

6.1. (D). 1 :: Publicity/Awareness Programme

Some of the publicity activities are mentioned in point at below :

- ↳ Publicity programme will be displayed through newspaper, radio, television, banner, flex, electronic media, internet etc.
- ↳ Various awareness programme through conducting workshop on the theme may be proposed.
- ↳ Stakeholder participation specifically through School Management and Development Committee's members after acquiring the power and functions about the subject will help the efficiency of the schools in order to attract the girls towards the secondary Education.
- ↳ Printing of Monthly Newsletter for teachers, students, SMDC members and other stakeholders.
- ↳ Installation of hoardings in transit areas and prominent places at state and district head quarters.
- ↳ Making advertisements through Doordarshan and Cable TV.
- ↳ Making documentaries on girls hostel activities and programme
- ↳ Making jingle on RMSA for Radio (AIR & FM)
- ↳ Designing and publishing of importance of secondary education for girls in different newspapers and magazines of educational institutions.
- ↳ Making information boards on flex and pasted on wooden boards and to be set in SMO office and DMO office etc.
- ↳ Sending SMS on mobile phones. (Vocational education messages).
- ↳ Printing of leaflets, posters and organizing rallies & street plays.
- ↳ Broadcast of RMSA related informative programmes on radio, TV

(E) Vocational education

Vocational Education comes into picture mainly for imparting both generic and specific skills for the children completing the primary/elementary schooling. Therefore, vocational education is of utmost importance.

Extensive publicity applying various possible modalities such as local set up as well as mass media (newspapers, magazines, newsletters, radio, television, internet, etc.) will be done for creating the right image of the vocational courses and to attract the youth towards the vocational education.

The activities for publicity of the scheme are as below-

6.1. (E). 1 :: Publicity/Awareness Programme

In view of this and for extensive publicity of vocational education and for creating right image of the vocational courses and to attract the youth towards the vocational education for the state of Assam various possible modalities have been targeted like publicity through newspaper, radio, television, banner, flex, electronic media, internet etc. which are mentioned in point at below :

- ✦ Publicity programme will be displayed through newspaper, radio, television, banner, flex, electronic media, internet etc.
- ✦ Various awareness programme through conducting workshop on the theme may be proposed.
- ✦ Stakeholder participation specifically through School Management and Development Committee's members after acquiring the power and functions about the subject will help the efficiency of the schools in order to attract the youth towards the vocational Education.
- ✦ Printing of Monthly Newsletter for teachers, students, SMDC members and other stakeholders.
- ✦ Installation of hoardings in transit areas and prominent places at state and district head quarters.
- ✦ Making advertisements through Doordarshan and Cable TV.
- ✦ Making documentaries on vocational education activities and programme
- ✦ Making jingle on RMSA for Radio (AIR & FM)
- ✦ Designing and publishing of importance of vocational education in different newspapers and magazines of educational institutions.
- ✦ Making information boards on flex and pasted on wooden boards and to be set in SMO office and DMO office etc.
- ✦ Sending SMS on mobile phones. (Vocational education messages).
- ✦ Printing of leaflets, posters and organizing rallies & street plays.
- ✦ Broadcast of RMSA related informative programmes on radio, TV
- ✦ Procurement of audio-visual aids like Handy cam, Digital Camera etc.

6. 2. :: Quantitative Expansion – Access and Participation

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

The first and foremost strategy is to improve physical access to secondary classes in terms of material, resources and infrastructure. Also number of schools with secondary classes available will be increased by upgradation of middle (Upper Primary) schools with availability of additional classrooms for secondary classes. While improving access to secondary schooling, ensuring availability of a secondary school within 5 Kms

distance/radius and Higher Secondary schools within 7 to 10 kms from each habitation is possible for Assam given its unique feature of relatively high population density. Opening a new school must be based on school mapping of under-served areas. About 80 Girls Hostels are planned for the educationally backward blocks (EBBs) from the Central Government.

Hon'ble Chief Minister, Assam has written a letter to the Hon'ble Minister or HRD, Govt of India for consideration of Civil Construction works under RMSA for the state as below-

1. Consideration of remaining 1599 Govt/ Provincialised secondary schools under infrastructure development.
2. Construction of more Model Schools and Girls Hostels in Tea Tribe and Minority Dominated areas/ blocks.

GIS based school mapping exercise has already been completed through Mission for Geo Applications (MGA), Ministry of Science & technology, New Delhi and proposal for new schools or up-gradation of UP schools will be submitted as per the analysis of findings of the mapping at district and state level. Thereafter, the target for opening new schools or upgradation of upper primary schools is being finalized for the state.

It is also to be stated that, to meet the demand in access, emphasis is required to be given in implementation of Civil works activities and the provision of following civil works activities should be available to achieve the target of 100% GER by the end of 2017-

- ↳ Establishment of New Secondary school & Up gradation of UP school to Secondary school
- ↳ Establishment of New HS school & Up gradation of Secondary school to HS school

Findings of GIS based school mapping exercise :

Sr. No.	Name Of District	No. of Habitations	No. of Habitations covered by Sec School in 5 Km areas	% of habitations having Secondary schooling provisions	No. of Habitations without Sec School in 5 Km radius	No. of un-served Habitations eligible for sec school as per State Norms
1	Baksa	3393	3352	98.79	41	4
2	Barpeta	3118	3016	96.73	102	8
3	Bongaigaon	1539	1515	98.44	24	13
4	Cachar	4755	4257	89.53	498	41
5	Chirang	1294	1199	92.66	95	11
6	Darrang	2322	2049	88.24	273	18
7	Dhemaji	2556	2484	97.18	72	13
8	Dhubri	3134	3081	98.31	53	19
9	Dibrugarh	2824	2643	93.59	181	13
10	Dima Hasao	873	669	76.63	204	44
11	Goalpara	2571	1999	77.75	572	25
12	Golaghat	3059	3025	98.89	34	9
13	Hailakandi	1726	1525	88.35	201	12
14	Jorhat	3945	3910	99.11	35	10
15	Kamrup	4627	4440	95.96	187	12
16	Kamrup (M)	1155	1105	95.67	50	5
17	Karbi Anglong	4046	3295	81.44	751	116
18	Karimganj	2707	2705	99.93	2	0
19	Kokrajhar	2455	2307	93.97	148	15

20	Lakhimpur	3514	3476	98.92	38	4
21	Morigaon	1741	1670	95.92	71	8
22	Nagaon	6749	5663	83.91	1086	41
23	Nalbari	2667	2543	95.35	124	3
24	Sibsagar	4292	4250	99.02	42	4
25	Sonitpur	3943	3554	90.13	389	25
26	Tinsukia	2681	2473	92.24	208	22
27	Udalguri	2244	2150	95.81	94	9
	TOTAL	79930	74355	93.03	5575	504

The activities proposed to be implemented under Access and Participation of AWP&B 2013-14 are as follows-

6.2.(A). 1 :: New schools:

GIS based school mapping exercise has already been completed through SSA, Assam and SSA has entrusted the Mission for Geo Applications (MGA) with mapping exercises. According to the findings of the mapping exercises, physical verification was made through the in-house mechanism of RMSA, Assam and proposal for the New schools have been prepared under the Annual Plan 2013-14.

6.2. (A). 1 (i) :: 1 section school : Not proposed.

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 1.01)

6.2. (A). 1 (ii) :: 2 section school :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 1.02)

To cover the earmarked children in the age group of UP schools in the vicinity, 2 section New schools are proposed and the proposals are prepared especially for unserved habitations in the flood affected, hilly, border, isolated areas where the young people in the age group of 14-16 especially the girls are not able to receive their education at secondary & Higher secondary level smoothly due to the natural & geographical problems. Basically, ST, SC, Tea Tribe and Minority & other backward community are residing in these areas. Moreover, some social problems are also faced by the young people in these areas and communities.

Hence, for continuation of education at secondary & Higher secondary level of the young people in the age group of 14-16 especially the girls, New schools having 2 sections are proposed in these areas.

The issues found in the identified areas are –

- Location of the schools are found to be more than 10 Kms from the Block Head quarter.
- The area where the schools are proposed to be located are isolated by the river, hills, forest etc or de-linked by flood from block HQ.
- Poor Communication with the nearest school and Block HQ.

The construction of the new schools as per norms of framework of Govt of India and design & estimate and implementation will be done through State PWD (Building).

In view of the mapping exercises and verification of particulars, the New schools having two section are proposed under the current plan as below-

6.2.(A). 2 :: Civil works of New schools:

6. 2. (A). 2 (i) :: 1 section school : Not proposed.

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 2.01)

6. 2. (A). 2 (ii) :: 2 section school :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 2.02)

Education Department, Govt of Assam has provincialised 3000 venture secondary schools in the state. Directorate of Secondary Education has notified the eligible schools and also asked to make modifications vide notice No. PC/SEC/3/2013/148 Dated Kahilipara the 5th March, 2013. In the notice it is stated that - Under the provisions of the Assam Venture Educational Institutions (Provincialisation of Services) Act, 2011 as amended, list of eligible Institutions like 2 Class High School/High Madrassa, 5 Class High School/High Madrassa including Mixed Medium Schools/ Higher Secondary Schools and Junior Colleges pertaining to the Districts under Secondary Education are published for General Information. The lists was published in pursuance to the Govt. Notification no. ASE.612/2011/70 – A dated 18.2.2013.

District wise lists of newly provincialised secondary schools are enclosed at ANNEXURE – I.

The condition of the building of these schools are not up to the mark and almost all the the schools are made of with bamboo wall and CGI sheet/ grass roofing. Hence, the schools may be treated as new schools and the construction works to these schools also may be considered as per guidelines of RMSA under New school category.

State is targeted to provide minimum required physical infrastructure in all secondary schools i.e.

- ↳ Additional classroom (at least one class room for each section)
- ↳ Science Laboratory along with lab equipment.
- ↳ Computer rooms.
- ↳ Art craft/culture room.
- ↳ Library.
- ↳ Drinking water facilities.
- ↳ Head master room

The schools were verified by the District Project Engineers and Junior Engineers and photographs alongwith land documents of the schools were also collected. Total 200 schools from the list of schools that information so far collected were found dilapidated and proposed for construction of New school.

Proposal for provision of upto Rs. 85.00 lakh for 2 section school may be considered.

(D) Girls Hostel

It is proposed to construct one hostel with the capacity of 100 girls in each of the 81 educational backward blocks in the state. The hostel is being constructed in the compound of a secondary/ higher secondary school selected by the State/UT Government. The hostel will be under the administrative control of the Headmaster/Principal of concerned school. However, students of neighbouring schools will also be eligible for staying in the hostel.

The features of the Girls Hostel are –

- The drawing, plan and estimate for construction of Girls Hostel in 81 different EBBs are prepared by IIT, Guwahati, Assam.
- Provisions are made in the Girls Hostel are -
 - Total 100 bedded capacity, 25 rooms for use of 100 boarders @ four boarders per room, Mini Library cum Reading Room, Warden's Room cum Office Room, Kitchen cum Store Room, Dining Room, Ramp with Rail, Toilet Block, Entrance Lobby, Sufficient Circulation Area, In Built Cup-board, Sit out for every room ie. Rooms with Balcony

The Girls' Hostel scheme was launched keeping in view huge historical deficit in girls' education and the marked disparity between boys' and girls' education in secondary stage. It was considered imperative to provide access to girls to secondary schools in such a way that they are not required to cover large distance. The scheme to provide financial assistance to NGOs to run girls' hostels close to the schools was launched with this objective in view.

Initiatives have been started for construction of 100 bedded Girls Hostels in 81 Nos. of Educationally Backward Blocks (one per block) in the state with a total outlay of Rs. 12902.496 lakhs excluding MMER cost under the Centrally Sponsored Girls Hostel Scheme. MHRD, Govt. of India has approved 80 proposals of Girls Hostels out of 81 EBBs (Educationally Backward Blocks).

Out of these, 57 Girls' Hostels falls in the General area districts (non-6th scheduled area). 24 Girls' Hostels are in the 6th scheduled areas (BTC-12 nos. DHAC-3 nos. & KAAC-9 nos.).

In General area, tendering is called by Chief Engineer, PWD (Building), Assam against 54 Girls' Hostels

Girls' Hostels works in the 6th Scheduled districts will be executed by the respective Councils as MOU signed with them suggests that Girls' Hostels in the jurisdiction of 6th Scheduled districts areas will be executed by the respective councils.

The list of Girls Hostels and their locations are as below-

SL No	District	EBB	Location of the proposed hostel
1	Baska	Tamulpur	Tamulpur Girls High School campus
2		Nagrijiuli	Khatarbari High School campus
3	Barpeta	Gumafulbari	Bahari Girls High School campus
4		Chenga	Sarthebari Girls High School campus
5		Gobardhana	G.N. Bardoloi Memorial High School campus
6		Mandia	Mandia H.S. School campus
7		Barpeta	Nehru Girls High School campus
8		Paka Betbari	Kayakuchi HS School campus
9		Rupsi- pt	Barnagar Girls HS School campus
10	Bongaigaon	Tapatari	proposed alongwith Model school campus
11	Cachar	Tapang	Srikona High School campus
12	Chirang	Sidli- chirang pt	Bengtol HS School campus
13		Borobajar	Borobajar HSS campus
14	Darrang	Pub Mangaldoi	Dhula High School campus
15		Dalgaon Sialmari	Kharupetia Town Girls High school campus
16		Bechimari	Bechimari Higher Secondary School campus
17	Dibrugarh	Lahoal	Moderkhat Girls High School campus
18		Panitola	Dikom High School campus

19		Diyungbra	Diuyungbra High School campus	
20	Dima Hasao	New Sangbar	Garampani Govt. High School campus	
21		Diyung Valley	Maibang HS School campus	
22	Dhemaji	Sissiborgaon	Silapathar Residential HS school campus	
23		Murkong Selek	Jonai Higher Secondary School campus	
24	Dhubri	Golakganj	Jagamohan Vidyapith High School campus	
25		Gauripur	Hadurhat Dharmasala H.S. School campus	
26		Debitola	Alomganj Geramari Amalgemated H.S. School campus	
27		Mahamaya	H.N. Seminary H.S. School campus	
28		Bilasipara	Raniganj H.S. School campus	
29		Chapar Salkocha	Salkocha H.S. School campus	
30		Fekamari	Janata H.S. School campus	
31		Jamadarhat	Kulamuya Nichinpur High School campus	
32		South Salmara	Hamidabad H.S. School campus	
33		Birshing Jarua	Birshing Jarua Kasturba Gandhi Balika Vidhyalaya	
34		Nayer Alga	Nayer Alga HS School campus	
35		Rupsi- pt	Mahesh Ch Academy campus	
36		Mancachar	JM HS School campus	
37		Goalpara	Kharmuza	Baguan High School campus
38			Matia	Bakaitari High School campus
39	Lakhipur		Lakhipur Higher Secondary School campus	
40	Jaleswar		Jaleswar Higher Secondary School campus	
41	Hailakandi	South Hailakandi	Proposed Model School campus, Manipur	
42	Kamrup	Chamaria	Nagarbera Girls High school campus	
43		Goraimari	Tokrapara Girls High school campus	
44	Karbi Anglong	Rangkhang	Jengkha High School campus campus	
45		Socheng	Dayangmukh High School campus	
46		Lansomepi	Bahani Adarsha High School campus campus	
47		Nilip	Deithor English High School campus	
48		Lumbajong	DAV HS School campus	
49		Amri	Bhok Song H. S. School campus	
50		Rongmongve	BKB Parkup Pahar H School campus	
51		Chinthong	Hamren Girls High School campus	
52		Samelangso	Dokmoka HS School campus	
53	Karimganj	Lowairpoa	Proposed Model School Campus, Maligaon	
54	Kokrajhar	Gossaigaon	Gossaigaon Girls H. School campus	
55		Kokrajhar	Titaguri High School campus	
56		Kachugaon	Boshgaon High school campus	
57		Hatidhura	Grahampur HS School campus	
58	Morigaon	Laharighat	Gerua High School campus	
59		Moirabari pt	Moirabari High school campus	
60	Nagaon	Laokhowa	Lailuri High school campus	
61		Batadrava	Dhing Girls High school campus	
62		Pachim Kaliabor	Salona Bapuji High School campus	
63		Lamding	National Higher Secondary school campus	
64		Juria	Dagaon A. K. High school campus	
65		Moirabari Pt	Bechamari M I H S School campus	

66	Nalbari	Barkhetri	Chandi Medhi Baiika High School campus
67	Sivasagar	Pachim Abhoipur	Sapekhati Higher Secondary School campus
68	Sonitpur	Dhekiajuli	Missamari Higher secondary School campus
69		Borsola	Borsola Higher secondary School campus
70		Behali	Janata Higher secondary School campus
71		Baghmara	Bapuji High School campus
72		Sakomatha	Pabhoi High School campus
73		Rangapara	Rangapara HS School campus
74	Tinsukia	Guijan	Borguri High School campus
75		Hapjan	Barhapjan High School campus
76		Itakhuli	Bordubi Higher secondary School campus
77		Saikhowa	Saikhowa HS School campus
78	Udalguri	Bhergaon	Bhergaon KGBV
79		Mazbat	Mazbat Higher Secondary School campus
80		Rowta	Danda Saharia Higher Secondary School campus

(E) Vocational Education

Vocational Education would be a distinct stream intended to prepare skilled persons for identified vocations/trades as per demand of emerging economy, industry/employer in several areas, which would include both the organized and unorganized sectors. For fulfilling this terms and conditions, it is very important to create new constructions may be in the existing schools depending upon the availability of land or in a new school.

Therefore, the project would involve establishment of new vocational schools, strengthening existing vocational schools, capacity building of vocational education teachers, development of competency based curriculum and teaching material and development of various ways for monitoring and evaluation.

It is to be mentioned here that, total 2547 secondary schools have been considered for preparation of proposal in the Annual Plan, but, for year 2013-14, the proposal against the physical and financial target has been made in this year plan and cost sheet for 30% of above school i.e. 764 secondary schools.

6.2. (E).1. :: Creation of New Class Room, New Laboratories, Office Room and Toilet Blocks:

For quantitative expansion, new construction approach in the existing schools after land verification has been emphasized and accordingly the following interventions for each school under vocational education are proposed :

- ↳ Creation of 4 new class rooms
- ↳ Creation of 2 new laboratories
- ↳ Creation of 1 new Office room
- ↳ Creation of Toilet Blocks

- a) 4 new class rooms against 764 secondary schools i.e. 3056 classrooms have been proposed.

- b) 2 new laboratories against 764 secondary schools i.e. 1528 laboratories have been proposed.
- c) 1 new Office room against 764 secondary schools i.e. 764 Office room have been proposed.

6.2. (E).2 :: Provide facilities like Pure Drinking Water :

Pure drinking water facility will have to be in each vocational school, so-that, lack of drinking water facility students will not leave schools. In addition, pure drinking water is also utmost necessity for teachers and others in schools. Therefore, in view of this, pure drinking water facility is also proposed.

6.2. (E). 3 :: Creation of Tool, Equipments, Computer, Generator set etc.

As far as the selection of trade is related to the IT sectors which is referred as revamping of old trades, therefore, creation of tools, equipments, computers and subsequent power supply unit and generator set is indispensable in each school for effective running of the project. Over and above, depending upon the selection of trades, tools and equipments may vary e.g., if selection of trade is related to weaving, then the fixed assets will be according to the trades or if the selection of the trade is related to the Production management then the assets will be according to the trade.

In this backdrop tools, equipments, computer, generator set and power supply unit with all necessary equipments related to the computer, generator are proposed.

Proposal prepared for 30% of targeted school i.e. 764 secondary schools.

6. 3. :: STRENGTHENING OF EXISTING SCHOOLING PROVISIONS

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Physical access will be improved by creating additional classrooms in the existing secondary schools. The expansion and strengthening of existing schools and higher secondary schools will be done according to the need reflected in U-DISE 2012-13.

Access facilities in the hilly & isolated areas will also be provided keeping in view the specification of RMSA framework and relaxation, if any deserved, due to specific geographical and social reasons. The some of the issues towards Quantitative expansion have been thought of for the state as below -

- ↳ Access cover not only availability of school but also availability of basic minimum facilities in the school. Therefore, all the secondary schools in the state will be provided with basic minimum facilities such as minimum required furniture, drinking water, toilet blocks, electricity and a play ground. All the schools will be provided with the facility of ramps, earthquake resistant buildings, etc. according to the requirement of the school and locality.
- ↳ According to U-DISE data, availability of infrastructure components are projected and proposal regarding additional classroom and other civil construction are placed in the proposal of Integrated AWP&B 2013-14 as per Govt. of India directions.
- ↳ State is targeted to provide minimum required physical infrastructure in all secondary schools i.e. at least one class room for each section, 1 Integrated Science Laboratory, 1 Library, 1 Computer Lab, 1 Art and Craft Room, Toilet block and drinking water facilities.

- ↳ To improve the access, hostel facilities for SC/ST and girl children will be provided and free of cost textbooks, uniforms etc. will be distributed.

It is also to be stated that, to meet the demand in access, emphasis is required to be given in implementation of Civil works activities and the provision of following civil works activities should be available to achieve the target of 100% GER by the end of 2017-

- ↳ Integrated Science Laboratory
- ↳ Subject wise Laboratory for HS sections
- ↳ Lab Equipments
- ↳ Headmaster/Principal Room
- ↳ Teachers quarter
- ↳ Computer Room
- ↳ Girls Activity Room
- ↳ Art/Craft/Culture Room
- ↳ Library
- ↳ Separate Toilet Blocks for Boys
- ↳ Separate Toilet Blocks for Girls
- ↳ Drinking water Facility
- ↳ Barrier Free Access in Sec & HS schools
- ↳ Special Toilet for CWSN in Sec & HS schools
- ↳ Repairing and Renovations-Major under special circumstances
- ↳ Retrofitting measures in existing schools having pucca building

As per letter of Hon'ble Chief Minister, Assam to the Hon'ble Minister or HRD, Govt of India proposal for consideration of remaining 1599 Govt/ Provincialised secondary schools Civil Construction works under RMSA has been placed as below-

6.3. (A). 1 :: Construction of Classroom/Additional Classroom:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.01)

In view of horizontal expansion of the existing Secondary & Higher Secondary schools additional classroom for new sections are proposed to be constructed in addition to infrastructure related to Management, co-curricular development of the students etc. Following activities are proposed to be undertaken for strengthening of existing schools.

The Additional classrooms are proposed to be constructed in the Govt. and Provincialised secondary and & higher secondary schools including Jr. Colleges on the basis of U-DISE survey. Priority will be given to high enrolment and room having poor condition. The National norm for construction works as well as State Schedule of Rates (SOR) and the unit cost for the work will be considered. The fund for construction of classrooms/additional classrooms will be utilized as per FMP manual.

The programme of construction of Classrooms/Additional Classrooms in the Secondary and Higher Secondary School including Jr. Colleges are proposed under the categories as follows.

i. The target for construction of Additional Class Rooms for Secondary sections:

- ↳ The target for construction of Additional Class Rooms for Secondary sections :- 3819 Nos.
- ↳ Under which approved in the AWP&B 2010-11:- 2198 No.
- ↳ Fresh target for secondary schools as per U-DISE - 2012-13:- 1621 No.

Hence, total **1621 Nos. fresh proposal of ACRs** is proposed for Secondary sections in the AWP&B 2013-14.

ii. The target for construction of Additional Class Rooms for Higher Secondary sections :

If, the state is targeted to open three streams (Arts, Science & Commerce) in all existing HS schools and Junior colleges as per the table above, the target will be as follows –

- (a) No.s of HS schools and Junior colleges where **Arts steam** to be opened :- **66**
Considering 2 sections each for XI, the total requirement of ACR will be **132**.
- (b) No.s of HS schools and Junior colleges where **Science steam** to be opened :- **410**
Considering 1 sections for XI, the total requirement of ACR will be :- **410**.
- (c) No.s of HS schools and Junior colleges where **Commerce steam** to be opened :- **486**
Considering 1 section each for XI, the total requirement of ACR will be :- **486**

Hence, total requirement of ACR in the existing HS schools and Junior colleges covering all three steams is **66 + 410 + 486 = 962**

Hence, the maximum requirement i.e. **962 No.s** of ACR will be proposed under the AWP&B 2013-14.

Fresh proposal of ACR in Secondary stage as per U-DISE - 2012-13	No.s of ACR in HS schools & Jr Colleges for opening of new streams	Total
2612	962	2583

The activities are expected to be undertaken in August-September, 2013 with the technical support from State PWD (Building).

The specifications for construction of the classrooms are as follows-

- ⊗ Class Room- Pupil Ratio: 1:40
- ⊗ Minimum ratio :1:25
- ⊗ Class Room size: as per State norm.
- ⊗ At least two additional class rooms should be built in one secondary and Higher secondary school
- ⊗ At least four additional class rooms, two sections each for classes IX & X should be built in one upgraded upper primary schools. Similarly Secondary schools are also required to be up-graded to Higher Secondary schools for class XI & XII.
- ⊗ Should involve elements of community contribution.
- ⊗ Grants will be available only for those schools which have existing buildings of their own
- ⊗ Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

6. 3. (A). 2 :: Establishment of Integrated Science Laboratory:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.02)

Since, the Board of Secondary Education, Assam (SEBA) has introduced practical examination in secondary level and most of the secondary and Higher secondary schools in Assam do not have a Science Laboratory to fulfill the requirement. Some of schools have arranging their laboratory in their classrooms also and some of the schools have a laboratory but not effective functional due to various reasons.

It is proposed to construct Integrated Science laboratory in each Govt./Provincialised Secondary sections of existing Secondary & HS schools and procured the lab equipments as per requirement of U-DISE - 2012-13. Moreover, the subject wise Science laboratory is also proposed against to be created secondary sections in Jr Colleges.

The National norm for construction works, state SOR and the unit cost for the work will be considered. The fund for construction of classrooms/additional classrooms will be utilized as per FMP manual. The specifications are-

- ↳ Room size: as per State norm.
- ↳ Involvement of elements of community contribution.
- ↳ Grants will be provided to Govt., Provincialised schools which have existing buildings of their own
- ↳ Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

As per U-DISE - 2012-13, the programme of construction of Integrated Science Laboratory in the Secondary and Higher Secondary School having secondary stage are proposed under the categories as follows.

- The target for construction of Integrated Laboratory approved under the AWP&B 2010-11 for Secondary schools :- 1029 No.
- Fresh target for Secondary schools :- 1501 No.

Requirement of Integrated science Laboratory at Secondary level			
Requirement	approved in 2010-11	Gap	Total proposal
2530	1029	1501	1501

The activities are expected to be undertaken in August-September, 2013 with the technical support from Govt departments or other agencies.

6.3. (A). 3 :: Lab equipments:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.03)

Laboratory equipments are proposed to be provided in all Secondary and Higher Secondary schools & Jr. Colleges. Since the Higher Secondary schools have to operate their laboratory for Physics, Chemistry, Biology (Botany & Zoology) and Geography separately, provision of equipments are also proposed for those schools also for facilitating the academic issues.

Lab equipments for Secondary schools			Lab equipments for Higher Secondary & Jr. Colleges	Total
Requirement	Already approved	Gap		
2530	1029	1501	847 x 4 = 3388*	4889

*figure covers 4 subjects like Chemistry, Physics, Botany and Zoology and Rs. 1.00 lakh is proposed for subject wise laboratory.

The guidelines for procurement of the equipments will be framed by a State level expert group and with the broad guidelines, the Academic sub-committee of the SMDC of the schools will procure the equipments.

6.3. (A). 4 :: Establishment of Computer (lab) Room:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.04)

As the computer education is an essential component of learning and hence It is felt that, unless all the schools are equipped with recent development of information and communication technology, the sharing of knowledge and data would not be possible. The Government has conducted the computer literacy programme in the Secondary and Higher secondary schools like Rajib Gandhi Computer Literacy Mission, through AMTRON, NIIT etc. The students of the Govt./ Provincialised Secondary and Higher secondary schools are required to be equipped in education through computer.

In view of above, it is proposed to construct one Computer room in each of the Govt. /Provincialised secondary and higher secondary schools as per requirement of U-DISE - 2012-13. The National norm for construction works in FMP manual and the unit cost for the work will be considered. Total construction cost will not include the cost for furniture and fixers etc. Computer rooms proposed to be constructed in all schools as the ICT @ schools scheme targets to cover all government and government aid schools during the 11th FYP.

The construction of computer room is proposed in the year in Secondary and Higher Secondary schools under this activity. The activities are expected to be undertaken in August, 2013 with the technical support from science & technology department, eminent educationists and PWD(B). The target for the same is as follows –

For Secondary schools					
Requirement	approved 2010-11	in	Gap	For HS schools & Jr. Colleges.	Total
1168	901		267	-	267

6. 3. (A). 5 :: Establishment of Library:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.05)

One Library room is proposed to be constructed in each of the Govt./Provincialised secondary and Higher secondary schools & Jr. Colleges as per requirement of U-DISE - 2012-13. The National norm for construction works in FMP manual and the unit cost for the work will be considered.

- ☞ Library will be established and run in a room of adequate size as per the norms fixed by the State Government or Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems.
- ☞ Encourage involvement of elements of community contribution.
- ☞ Grants will be given only to those schools which have existing buildings of their own
- ☞ Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc.
- ☞ Community should be approached to provide books and furniture etc. in the library.

The construction of Library room is proposed in the Secondary and Higher Secondary schools & Jr. Colleges as per U-DISE - 2012-13 as follows. The activities are expected to be undertaken in August, 201 through State PWD (B).

Requirement in Secondary & Higher Secondary				
Requirement	Approved in 2010-	Gap	Jr. Colleges	Total

	11			
922	896	26	-	26

6. 3. (A). 6 :: Establishment of Art and Craft Room:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.06)

All most, all secondary and higher secondary schools & Jr. Colleges do not have their Art/Craft/Culture room, in which student can develop their co-curricular skills as well as vocational expertise etc. In some of the schools, such activities are being organized in the existing classrooms after or before the schooling, which is not at all sufficient for learning. To give the scope to do the activities related to Art/ Craft/ Culture, a separate room with relevant equipments is proposed to be constructed in each school where required as per U-DISE - 2012-13

The National norm for construction works in FMP manual and the unit cost for the work will be considered. The fund for construction of their Art and Craft room will be utilized through the PWD (B) or SMDC. The norms are-

- ↳ Room size: as per State norm.
- ↳ Grants will be provided to Govt., Provincialised schools which have existing buildings of their own
- ↳ Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

As per U-DISE - 2012-13, the programme of construction of the Art and Craft room in the Secondary & Higher Secondary School & Jr. Colleges are proposed as follows.

For Secondary schools			For Higher Secondary schools & Jr colleges	Total
Requirement	Approved	Gap		
4793	2073	2720	-	2720

6. 3. (A). 7 :: Toilet blocks:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.07)

One of the main reasons of drop out of girls students at secondary level is lack of separate girls toilet with adequate facilities & hygiene. The Separate Toilet blocks for girls is proposed to be constructed in each of the Govt./Provincialised secondary and higher secondary schools & Jr. Colleges as per requirement of U-DISE - 2012-13. The National norm for construction works (FMP manual) and the unit cost for the work will be considered. All Boys Secondary schools are targeted to be up-graded to HS schools with Co-ed system.

The construction of Separate Toilet blocks for girls is proposed in the year for Secondary and Higher Secondary schools & Jr. Colleges under the activity as follows. The activities are expected to be undertaken in August, 2013.

Requirement	Approved in 2010-11	Gap	Total proposed
2027	644	1383	1383

6.3. (A). 8 :: Water facilities:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.08)

All school will have to have their water facilities including drinking and the students must get the facilities of pure drinking water. The water facilities blocks are proposed to be constructed in each of the Govt./Provincialised secondary and higher secondary schools & Jr. Colleges as per requirement of U-DISE - 2012-13. The National norm for construction works and the unit cost for the work will be considered.

The construction of water facilities blocks are proposed in the year for Secondary and Higher Secondary schools & Jr. Colleges under the activity as follows. The activities are expected to be undertaken in August, 2013.

Requirement	Approved in 2010-11	Gap	Total proposed
145	72	73	73

6.3. (A). 9: Establishment of subject wise Laboratory (for HS Section):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 3.09)

Laboratory activities in school provide various experiences with phenomena to the students due to which the Labs are considered as a starting place for the systematic development of students' ideas, and a testing ground for the predictive power of their reasoning. Laboratory activities must be designed to engage students' minds, so that students may acquire skill and confidence. Lack of subject wise laboratory facilities, most of students are deprived from studying in the science streams at Higher Secondary level. To give scope to maximum students of rural & remote areas for undergoing the study in science stream, the subject wise laboratory is required to be established in all Higher secondary & Jr. Colleges. Keeping in view to solve the gap in infrastructure, the all Secondary schools need to be up-graded into Higher Secondary level and necessary infrastructural support is also to be provided. Similarly, the subject wise laboratory is proposed to be established in to be Higher secondary & Jr. Colleges.

In view of above, it is proposed to construct the subject wise laboratory rooms in each Govt./Provincialised Higher secondary schools and lab equipments as per requirement of U-DISE - 2012-13.

As per U-DISE - 2012-13 and the ground reality, the programme of construction of subject wise laboratory in the existing HS and Jr. Colleges are proposed under the separate categories as follows.

Chemistry	Physics	Botany	Zoology	Geography	Total
410	410	410	410	66	792

The activities are expected to be undertaken in August-September, 2013 through State PWD(B).

The National norm for construction works and the unit cost and SOR for the work will be considered. The norms are-

- ↳ Room-size: as per State norm.
- ↳ Involvement of elements of community contribution.
- ↳ Grants will be provided to Govt., Provincialised schools which have existing buildings of their own.
- ↳ Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

6. 3. (B) :: STRENGTHENING OF EXISTING GOVT AIDED SCHOOLS:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is - 4)

A sizable students are covered under the Govt aided schools state. These students are also shared in enrolment and other participation issues. A sizable numbers of students also participate in the Board examination and sharing in the achievement in Secondary Board exam in the state.

To provide accessible, affordable and quality secondary education to these students, access facilities are required to be provided to the Govt aided schools also. The proposal of strengthening of existing Govt Aided category of schools are made as per the criteria adopted as below

- Total Govt. aided Secondary schools as per U-DISE :- 1985 No.
- Proposed new school building under existing building less school (newly provincialised) :- 70. (These schools have been provincialised after collection of U-DISE data 2012-13; so, in U-DISE these schools are projecting as Govt aided schools)
- One third of the gap schools of 1915 schools i.e. $(1985 - 70 = 1915)/3 = 638$ schools are proposed under the strengthening head so that only Govt aided schools can be covered.

6. 3. (B). 1 :: Construction of Classroom/Additional Classroom:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.01)

The Additional classrooms are required to be constructed in the Govt. aided Secondary schools also. Priority need to be given to high enrolment and room having poor condition.

But, No proposal of ACRs is placed in the AWP&B 2013-14

6. 3. (B). 2 :: Establishment of Integrated Science Laboratory:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.02)

Since, the Board of Secondary Education, Assam (SEBA) has introduced practical examination in secondary level and most of the Govt. aided Secondary and Higher secondary schools in Assam do not have a Science Laboratory to fulfill the requirement. Some of schools have arranging their laboratory in their classrooms also and some of the schools have a laboratory but not effective functional due to various reasons.

It is proposed to construct Integrated Science laboratory in each Govt. aided Secondary sections of existing Govt. aided Secondary schools and procured the lab equipments as per requirement of U-DISE - 2012-13. Moreover, the subject wise Science laboratory is also proposed against to be created secondary sections in Jr Colleges.

The National norm for construction works, state SOR and the unit cost for the work will be considered. The fund for construction of classrooms/additional classrooms will be utilized as per FMP manual. The specifications are-

- ↳ Room size: as per State norm.

- ↳ Involvement of elements of community contribution.
- ↳ Grants will be provided to Govt., Provincialised schools which have existing buildings of their own
- ↳ Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

As per U-DISE - 2012-13, the programme of construction of Integrated Science Laboratory in the Govt. aided Secondary and Higher Secondary School having secondary stage are proposed in the plan 2013-14.

The activities 638 science laboratory are expected to be undertaken in August-September, 2011 with the technical support from Govt departments or other agencies.

6.3. (B). 3 :: Lab equipments:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.03)

Laboratory equipments are proposed to be provided in above (638) Govt. aided Secondary schools only.

The guidelines for procurement of the equipments will be framed by a State level expert group and with the broad guidelines, the Academic sub-committee of the SMDC of the schools will procure the equipments.

6.3.(B). 4 :: Establishment of Computer (lab) Room:

7. (SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.04)

As the computer education is an essential component of learning and hence It is felt that, unless all the schools are equipped with recent development of information and communication technology, the sharing of knowledge and data would not be possible. The students of the Govt./ Provincialised Govt. aided Secondary and Higher secondary schools are required to be equipped in education through computer.

In view of above, it is proposed to construct one Computer room in each of the Govt. /Provincialised Govt. aided Secondary and higher secondary schools as per requirement of U-DISE - 2012-13.

The construction of computer room is proposed in the year in 638 Govt. aided Secondary schools only. The activities are expected to be undertaken in August, 2013 with the technical support from science & technology department, eminent educationists and PWD(B).

6.3. (B). 5 :: Establishment of Library:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.05)

One Library room is proposed to be constructed in each of the 638 Nos. Govt. aided secondary schools.

- ↳ Library will be established and run in a room of adequate size as per the norms fixed by the State Government or Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems.
- ↳ Encourage involvement of elements of community contribution.
- ↳ Grants will be given only to those schools which have existing buildings of their own
- ↳ Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc.

- ↳ Community should be approached to provide books and furniture etc. in the library.

6. 3. (B). 6 :: Establishment of Art and Craft Room:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.06)

All most, all Govt. aided Secondary schools do not have their Art/Craft/Culture room, in which student can develop their co-curricular skills as well as vocational expertise etc. In some of the schools, such activities are being organized in the existing classrooms after or before the schooling, which is not at all sufficient for learning. To give the scope to do the activities related to Art/ Craft/ Culture, a separate room with relevant equipments is proposed to be constructed in each of 638 Nos. schools.

The fund for construction of their Art and Craft room will be utilized through the PWD (B) or SMDC. Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

6. 3. (B). 7 :: Toilet blocks:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.07)

One of the main reasons of drop out of girls students at secondary level is lack of separate girls toilet with adequate facilities & hygiene. The Separate Toilet blocks for girls is proposed to be constructed in each of the Govt. aided Secondary schools.

The construction of Separate Toilet blocks is proposed in the year for 638 Govt. aided Secondary schools under the activity. The activities are expected to be undertaken in August, 2013.

6. 3. (B). 8 :: Water facilities:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.08)

All school will have to have their water facilities including drinking and the students must get the facilities of pure drinking water. The water facilities blocks are proposed to be constructed in each of the Govt. aided Secondary schools as per requirement of U-DISE - 2012-13.

The construction of water facilities blocks are proposed in the year for 638 Govt. aided Secondary schools under the activity. The activities are expected to be undertaken in August, 2013.

6. 3. (B). 9 :: Establishment of subject wise Laboratory for HS sections:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 4.09)

Laboratory activities in the Govt aided HS school are not proposed under the budget.

6. 3. (C) :: OTHER CIVIL WORKS :

In addition to above activities related to development of infrastructure of schools, there are some civil works activities proposed to be undertaken in 2013-14. Under this activity, construction of teachers quarter which is attached to the Model-school and

Hostels for boys and girls are proposed at the block head quarters in addition to the EBBs.

6.3. (C). 1 : Teachers quarter:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 5.01)

Teachers are basically not belonging to remote & isolated areas and the teachers of backward areas schools are not able to provide quality education to the students after journey of long distance to school. Fair accommodation facilities are also not available in these areas. Hence, to encourage the teachers

To provide residential facilities to the teachers, Teachers quarter are required to be constructed as per need basis in existing Secondary schools and in the Model school campus in the EBBs located at difficult areas. Total 5 schools including approved model schools per block are to be covered in the plan.

The National norm for construction works, direction of FMP manual and the unit cost for the work will be considered. Details proposed as below-

Nos. of CD blocks	Total Teachers quarter proposed
219	1095

6.3. (C). 2 :: Repairing & Renovations- Major under special circumstances (Govt/ Provincialised schools):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 6.01)

At present, a large number of secondary & higher secondary schools (where secondary section exists) buildings of more than 8-10 years old in the state, which urgently need major repairs. In addition to that kitchen shed, toilets, septic tanks, play ground, campus, conservancy services, sanitary & other fittings etc are also need for major repairing.

But, no major repairing activity for Govt / provincialised schools is proposed under the plan.

6.3. (C). 3 :: Repairing & Renovations- Major under special circumstances (Govt aided schools):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 6.02)

Proposal for Major Repairing for Govt aided secondary and Higher Secondary schools is not placed in AWP&B 2013-14.

(B) GIRLS HOSTEL

6.3. (C). 4 :: Girls Hostels:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 5.02)

To retain the students of the Backward & marginalized families, the hostel is required to be constructed having the capacity of 100 students each at block level. Girls Hostel is required in Tea Tribes and Minority dominated blocks other than 80-numbers of EBBs.

According to the letter of Hon'ble Chief Minister, Assam to the Hon'ble Minister or HRD, Govt of India for consideration of Construction of more Girls Hostels in Tea Tribe

and Minority Dominated areas/ blocks works under RMSA for the state. List of areas/ blocks that dominated by Tea Tribes and Minority community are as below –

Sl. No.	District	Name Of Minority / Tea- Tribe Concentrated CD Blocks	Whether Minority or Tea-Tribe	Girls Hostel already approved/ to be approved	Girls Hostel newly Proposed in 2013-2014
1	Barpeta	Barpeta	Minority	Yes	Yes
2	Barpeta	Bhawanipur	Minority		Yes
3	Barpeta	Chakchaka	Minority		Yes
4	Barpeta	Chenga	Minority	Yes	
5	Barpeta	Gobardhana	Minority	Yes	
6	Barpeta	Gumafulbari	Minority	Yes	
7	Barpeta	Mandia	Minority	Yes	
8	Barpeta	Pakabetbari	Minority	Yes	
9	Barpeta	Rupsi Pt.	Minority	Yes	
10	Barpeta	Sarukhetri	Minority		Yes
11	Bongaigaon	Baitamari	Minority		Yes
12	Bongaigaon	Manikpur	Minority		Yes
13	Bongaigaon	Srijangram	Minority		Yes
14	Bongaigaon	Tapatari	Minority	Yes	
15	Cachar	Banskandi	Tea Tribe & Minority		Yes
16	Cachar	Barkhola	Tea Tribe & Minority		Yes
17	Cachar	Binnakandi	Tea Tribe & Minority		Yes
18	Cachar	Borjalenga	Tea Tribe		Yes
19	Cachar	Kalain	Tea Tribe & Minority		Yes
20	Cachar	Katigora	Minority		Yes
21	Cachar	Lakhipur	Tea Tribe & Minority		Yes
22	Cachar	Narshingpur	Tea Tribe & Minority		Yes
23	Cachar	Palanghat	Tea Tribe & Minority		Yes
24	Cachar	Raja Bazar	Tea Tribe		Yes
25	Cachar	Salchapra	Minority		Yes
26	Cachar	Silchar	Minority		Yes
27	Cachar	Sonai	Minority		Yes
28	Cachar	Tapang	Tea Tribe	Yes	
29	Cachar	Udarbond	Tea Tribe & Minority		Yes
30	Chirang	Sidli-Chirang Pt.	Minority	Yes	
31	Darrang	Bechimari	Minority	Yes	
32	Darrang	Dolgaon-Sialmari	Tea Tribe & Minority	Yes	
33	Darrang	Kalaigaon	Minority		Yes
34	Darrang	Pachim Mangaldoi	Tea Tribe		Yes
35	Darrang	Pub- Mangaldai	Minority	Yes	
36	Darrang	Sipajhar	Minority		Yes
37	Dhubri	Agamoni	Minority		Yes
38	Dhubri	Bilasipara	Minority	Yes	
39	Dhubri	Birshingjarua	Minority	Yes	
40	Dhubri	Chapar- Salkocha	Minority	Yes	

41	Dhubri	Debitola	Minority	Yes	
42	Dhubri	Fekamari	Minority	Yes	
43	Dhubri	Gauripur	Minority	Yes	
44	Dhubri	Golokganj	Minority	Yes	
45	Dhubri	Jamadarhat	Minority	Yes	
46	Dhubri	Mahamaya	Minority	Yes	
47	Dhubri	Mankachar	Minority	Yes	
48	Dhubri	Nayeralga	Minority	Yes	
49	Dhubri	Rupsi Pt.	Minority	Yes	
50	Dhubri	South Salmara	Minority	Yes	
51	Dibrugarh	Barbaruah Block	Tea Tribe		Yes
52	Dibrugarh	Joypur Block	Tea Tribe		Yes
53	Dibrugarh	Khowang Block	Tea Tribe		Yes
54	Dibrugarh	Lahoal Block	Tea Tribe	Yes	
55	Dibrugarh	Panitola Block	Tea Tribe	Yes	
56	Dibrugarh	Tingkhong	Tea Tribe		Yes
57	Goalpara	Balijana	Minority		Yes
58	Goalpara	Dudhnai	Minority		Yes
59	Goalpara	Jaleswar	Minority	Yes	
60	Goalpara	Kharmuja	Minority	Yes	
61	Goalpara	Krishnai	Minority		Yes
62	Goalpara	Kushdhawa	Minority		Yes
63	Goalpara	Lakhipur	Minority	Yes	
64	Goalpara	Matia	Minority	Yes	
65	Golaghat	Central Golaghat	Tea Tribe		Yes
66	Golaghat	East Golaghat	Tea Tribe		Yes
67	Golaghat	Gomuriya	Tea Tribe		Yes
68	Golaghat	Kakodonga	Tea Tribe		Yes
69	Golaghat	Morangi	Tea Tribe		Yes
70	Golaghat	North Golaghat	Tea Tribe		Yes
71	Golaghat	South Golaghat	Tea Tribe		Yes
72	Golaghat	West Golaghat	Tea Tribe		Yes
73	Hailakandi	Algapur	Minority		Yes
74	Hailakandi	Hailakandi	Minority		Yes
75	Hailakandi	Katlicherra	Minority		Yes
76	Hailakandi	Lala	Minority		Yes
77	Hailakandi	South Hailakandi	Minority	Yes	
78	Jorhat	Jorhat	Tea Tribe		Yes
79	Jorhat	Jorhat Central	Tea Tribe		Yes
80	Jorhat	Jorhat East	Tea Tribe		Yes
81	Jorhat	Jorhat North West	Tea Tribe		Yes
82	Jorhat	Titabar	Tea Tribe		Yes
83	Kamrup	Bangaon	Minority		Yes
84	Kamrup	Bazera	Minority		Yes
85	Kamrup	Bihdia-Jajikona	Minority		Yes
86	Kamrup	Chamaria	Minority	Yes	
87	Kamrup	Goroimari	Minority	Yes	
88	Kamrup	Hajo	Minority		Yes
89	Kamrup	Rangia	Minority		Yes
90	Karbi Anglong	Amri	Tea Tribe	Yes	

91	Karbi Anglong	Bokajan	Tea Tribe & Minority		Yes
92	Karbi Anglong	Howraghat	Tea Tribe		Yes
93	Karbi Anglong	Langsomepi	Tea Tribe	Yes	
94	Karbi Anglong	Lumbajang	Tea Tribe	Yes	
95	Karbi Anglong	Nilip	Tea Tribe & Minority	Yes	
96	Karbi Anglong	Rongmongve	Tea Tribe	Yes	
97	Karbi Anglong	Samelangso	Tea Tribe	Yes	
98	Karimganj	Badarpur	Minority		Yes
99	Karimganj	Dullabcherra	Tea Tribe & Minority		Yes
100	Karimganj	Lowairpoa	Tea Tribe & Minority	Yes	
101	Karimganj	North Karimganj	Tea Tribe & Minority		Yes
102	Karimganj	Patharkandi	Tea Tribe & Minority		Yes
103	Karimganj	R.K. Nagar	Tea Tribe & Minority		Yes
104	Karimganj	South Karimganj	Tea Tribe & Minority		Yes
105	Kokrajhar	Dotoma	Minority	Yes	
106	Kokrajhar	Gossaigaon	Minority	Yes	
107	Kokrajhar	Hatidhura	Minority	Yes	
108	Kokrajhar	Kachugaon	Minority	Yes	
109	Kokrajhar	Sidli-Chirang Pt.	Minority	Yet to be approved	
110	Lakhimpur	Boginodi	Tea Tribe		Yes
111	Lakhimpur	Ghilamara	Tea Tribe		Yes
112	Lakhimpur	Karunabari	Tea Tribe & Minority		Yes
113	Lakhimpur	Lakhimpur	Tea Tribe & Minority		Yes
114	Lakhimpur	Nowboicha	Tea Tribe & Minority		Yes
115	Morigaon	Bhurbandha	Minority		Yes
116	Morigaon	Kapili Pt.	Minority		Yes
117	Morigaon	Laharighat	Minority	Yes	
118	Morigaon	Mairabari Pt.	Minority	Yes	
119	Morigaon	Mayang	Minority		Yes
120	N.C. Hills	Harangajao	Minority		Yes
121	N.C. Hills	Jatinga Valley	Minority		Yes
122	N.C. Hills	New Sangbar	Minority	Yes	
123	Nagaon	Bajigaon	Tea Tribe & Minority		Yes
124	Nagaon	Barhampur	Tea Tribe		Yes
125	Nagaon	Batadrawa	Minority	Yes	
126	Nagaon	Binnakandi	Minority		Yes
127	Nagaon	Dhal Pukhuri	Minority		Yes
128	Nagaon	Jugijan	Minority		Yes
129	Nagaon	Juria	Minority	Yes	
130	Nagaon	Kathiatoli	Tea Tribe & Minority		Yes
131	Nagaon	Khagarijan	Minority		Yes
132	Nagaon	Koliabor	Tea Tribe		Yes
133	Nagaon	Laokhowa	Minority	Yes	

134	Nagaon	Lumding	Minority	Yes	
135	Nagaon	Mairabari Pt.	Minority	Yes	
136	Nagaon	Pachim Kaliabar	Tea Tribe & Minority	Yes	
137	Nagaon	Pakhimaria	Minority		Yes
138	Nagaon	Raha	Tea Tribe & Minority		Yes
139	Nagaon	Rupahi	Minority		Yes
140	Nagaon	Udali	Minority		Yes
141	Nalbari	Barigog-Banbhag	Minority		Yes
142	Nalbari	Barkhetri	Minority	Yes	
143	Nalbari	Madhupur	Minority		Yes
144	Sivasagar	Nazira Block	Tea Tribe		Yes
145	Sivasagar	Sapekhati Block	Tea Tribe		Yes
146	Sivasagar	Sonari Block	Tea Tribe		Yes
147	Sonitpur	Baligara	Minority		Yes
148	Sonitpur	Barchala	Minority	Yes	
149	Sonitpur	Behali	Tea Tribe	Yes	
150	Sonitpur	Bishawnath	Tea Tribe & Minority		Yes
151	Sonitpur	Chaiduar	Tea Tribe		Yes
152	Sonitpur	Dhekiajuli	Tea Tribe & Minority	Yes	
153	Sonitpur	Gabharu	Minority		Yes
154	Sonitpur	Rangapara	Tea Tribe	Yes	
155	Sonitpur	Sootea	Minority		Yes
156	Tinsukia	Guijan	Tea Tribe	Yes	
157	Tinsukia	Hapjan	Tea Tribe	Yes	
158	Tinsukia	Itakhuli	Tea Tribe	Yes	
159	Tinsukia	Kakopathar	Tea Tribe		Yes
160	Tinsukia	Margherita	Tea Tribe		Yes
161	Tinsukia	Sadiya	Tea Tribe		Yes
162	Tinsukia	Saikhowa	Tea Tribe	Yes	
163	Udalguri	Khoirabari	Tea Tribe		Yes
164	Udalguri	Majbat	Tea Tribe	Yes	
165	Udalguri	Rowta	Minority	Yes	
166	Udalguri	Udalguri	Tea Tribe & Minority		Yes
				67	99

Girls hostels are to be proposed in remaining blocks in the state for covering the Tea Tribe students and Minority students from the marginalized families mainly. Total 99 numbers hostels are proposed to be constructed along with or nearby the campus of a leading Secondary or HS school at the block HQs @ cost of 155.35 lakhs per 100 beded Girls Hostel.

(C) ICT @ school

Under this scheme, the school will be strengthened by means of making equipment & furniture available to convert the same as per the norms prescribed in the scheme.

Proposal has been submitted by the AMTRON separately and the same is proposed in the costing sheet as per the existing guidelines. BOOT model (Hardware and Software including furniture) both for existing and new schools are proposed.

(D) Integrated Education for Disabled at Secondary Stage (IEDSS)

Strengthening the existing secondary and higher secondary schools in Assam is a very crucial factor for enrolment as well as retention of children with disabilities in schools which can be done by making a barrier free environment.

While facilitating the CWSN to participate in the secondary education following the guiding principle of equality and social justice, there must be access to these children in terms of disabled friendly environment in the school premises and classrooms. In this regard, each and every school must have the facilitating ramps access to science lab and toilet blocks for the physically challenged children. Also, all the secondary schools in the state will be having provisions for the children with learning disabilities. Funds under civil works may be granted for such architectural construction in every school.

6. 3. (C). 1 :: Removal of architectural barrier :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 23)

Background of the project:

A barrier free access will be ensured in the schools in such a way that every child with disability shall be accessible to all the architectural structures of the school through construction of ramp with handrails, resource rooms at block level, learning corners with special TLM, architectural barriers in schools, etc. Further it is to mention that the computer room, science laboratory, additional classroom, toilet blocks constructed/ to be constructed under RMSA, Assam is barrier free. Barrier free Access in RMSA office building is also required (Specially Ramp with handrails) for disabled persons in addition to Secondary and Higher Secondary schools & Jr. Colleges.

Objectives:

- To provide barrier free access to all classroom, rooms, toilet blocks, etc in the schools.

Target:

It is proposed to construct **ramp & hand railing** in every school. The requirement is as follows:-

Nos. of schools	For Secondary schools and Higher Secondary schools & Jr. Colleges
5757	5757

6. 3. (2) :: Construction of Recourse room per block/ urban setting:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 21)

Background of the project:

Establishing Resource room at every block, construction for the room under IEDSS scheme is proposed at block level. The centre will be equipped with adaptive devices, parallel bars, weight machine, wedge board, adjustable furniture, therapy ball,

therapy mattresses, therapy rollers, Braille slate, stylus, Abacus taylor frame, mobility cane, hand magnifiers for low vision children, audiometer, books, maps, cassettes and audio books, etc. Special educators and other professionals for providing therapeutic support to the children with special needs will also be made available and fixed honorarium may be provided until Resource Persons/ teachers are placed in positions. One Resource Person will be engaged against each block for counseling to the families having CWSNs for creating awareness as well as providing necessary support to the CWSN and their families on the education at secondary level. The Resource Person will also identify the CWSN in the age group of 14-18 years who are deprived from secondary education or any vocational education for ensuring inclusion of such children in the schools.

Objective:

- To provide support for CWSN for physical, mental and academics development apart from school at block level.

Target:

The total nos. of the resource room proposed under RMSA scheme @ Rs. 5.63 Lakh per room.

Nos of block	Nos. of Resource Room to be Constructed
256	256

Costing:

The design and budget of the resource room will be as per additional classroom under RMSA scheme @ Rs. 5.63 Lakh per room.

6. 3. (3). :: Toilet blocks for Children with Special Needs:

Costing sheet sl no: 24

Background of the activity:

One of the main reasons of less enrolment of CWSN into secondary schools is due to the lack of disabled friendly toilets with adequate facilities & hygiene. The Separate Toilet blocks for CWSN is proposed to be constructed in each of the Govt. aided Secondary and higher secondary schools & Jr. Colleges as per requirement of U-DISE - 2012-13. The National norm for construction works (FMP manual) and the unit cost for the work will be considered.

The construction of Separate Toilet blocks for CWSN (both boys & girls) is proposed in the year for Govt. aided Secondary and Higher Secondary schools & Jr. Colleges under the activity as follows. The activities are expected to be undertaken in August, 2013.

Objective:

- To make each and every secondary, higher secondary schools and junior college disabled friendly.
- To provide each and every secondary, higher secondary schools and junior college disabled friendly toilet blocks for both boys & Girls.

Target & Unit Cost:

Requirement	Already Approved	Unit Cost	Total
1993	0	1.5 Lakh	1993

6. 3 (Part-II) :: Rationalization Of Teacher Deployment And Appointment Of Additional Teachers

The Pupil Teacher Ratio (PTR) in the State as a whole is favorable at 1:18; but in case of the district and special remote areas, there is a requirement of additional teachers in 5 core subjects like English, Mathematics, Science, Social Science and Language (Assamese/ Bodo/ Bangla). Rationalisation of teacher at secondary level in the state is a matter of concern which is immediately not possible.

There is no subject wise teacher at secondary level in the state. As per Secondary School Provincialisation Rule 2003, there is only Assistant Teachers are appointed in schools under the category of Science and Arts. The Assistant teachers (Science) are to transact classes of Science and Mathematics and same way, Assistant teachers (Arts) are to teach all subjects Like Social Science, Language, History, Geography etc. in practical situation the teacher is given the responsibility for that subject in which he/she completed Degree.

There is still need of subject wise additional teachers for the district. The requirement of additional teachers at secondary level in the state has been calculated as per the guidelines of MHRD, Govt of India. The methodology is used as below-

Methodology for filling up the format (Table A 1) regarding requirement of Additional teacher at (Govt/Provincialized) Secondary level

- ✦ Information in **Column No. 2 to 7** of the format are required to be filled as per the data of SEMIS latest data (as corrected and verified by district concerned)
- ✦ **Column No. 8:** Total Enrolment of class IX & X (column 7) is to be divided by 30 (as per PTR - 30:1). As for example:- if total enrolment of class IX & X is 190; then total teachers required in school will be $(190/30) = 6.3$ (say:- 6).
- ✦ **Column No. 9:** Total Nos. of sanctioned post of the teachers of school is to be filled in. If Nos. of sanctioned post of the school is 5; fill up the column with 5. In case of composite school, total nos. of sanctioned post will be calculated following the principle of 3:2; i.e. 60% of teachers would be considered for UP sections and 40% teachers for Secondary sections only out of total sanctioned post of the composite school.
- ✦ **Column No. 10:** For calculation of *gap in terms of teachers*, one has to minus figure in column 8 by column 9.
- ✦ **Column No. 11:** While proposing number of additional teachers under RMSA, there would be three scenario while filling data in column 11 :
 - i When figure in column 10 is Zero: Attention is to be given to the fact whether minimum one post of teacher per subject is sanctioned or not in the school. In case of any subject teacher post lying un-sanctioned, that subject teacher post will be proposed as additional teacher under RMSA. In case of all subject teacher posts are sanctioned (Five core subjects) in the particular school, that school will not propose any additional teacher under RMSA.

- ii When figure in column 10 is Positive number: In this scenario, the school should first propose additional teacher under RMSA for subject against which post is un-sanctioned in the school. If all the subjects have min 1 teacher post sanctioned then school may propose teacher for Science and Mathematics subjects preferably. In case school having sufficient number of Science and Mathematics teachers, school may propose teacher for some other core subject.
- iii When figure in column 10 is negative number: In this scenario, the school should ensure that it should have minimum one post of teacher post sanctioned against all the five core subjects. If any subject teacher post is un-sanctioned then in this scenario school may propose min. 1 additional subject teacher under RMSA. If all the five core subjects have min one teacher then school can't propose any additional teacher under RMSA in this scenario.
- ✦ In column 12-18, school has to fill up data of sanctioned posts of teacher. Subject 1 is to be considered as English. Similarly subject 2, 3, 4, 5 are to be considered as Mathematics, Science, Social Science, MIL. Subject 6 and 7 may be considered as classical, Music & others.
- ✦ Districts only have to submit report in Annexure 1.

The districts have submitted their requirement in the specified format and the findings of the requirement is as follows-

Additional requirement of teachers						
Name of the District	English	Maths	Science	Social Science	MIL	Total
Baksa	54	13	23	60	49	199
Barpeta	113	47	41	65	33	299
Bongaigaon	6	7	5	5	6	29
Cachar	44	120	54	46	33	297
Chirang	22	29	29	18	9	107
Darrang	29	18	19	16	12	94
Dhemaji	5	14	8	4	7	38
Dhubri	21	38	26	17	9	111
Dibrugarh	14	15	12	5	2	48
Goalpara	36	29	31	19	17	132
Golaghat	12	10	10	0	0	32
Hailakandi	16	23	23	22	31	115
Jorhat	4	28	11	5	1	49
Kamrup	10	19	16	26	5	76
K Anlong	5	8	9	2	5	29
Karimganj	8	39	0	23	0	70
Kokrajhar	44	19	24	25	0	112
Lakhimpur	3	1	4	3	4	15
Marigaon	46	33	17	7	4	107
Nagaon	34	107	105	19	9	274
Naibari	21	26	29	21	10	107
Nc Hills	2	10	10	0	4	26
Sibsagar	1	0	1	1	1	4
Sonitpur	21	27	37	12	19	116
Tinsukia	52	36	20	19	10	137
Udalguri	7	11	13	5	2	38
Grand Total	630	727	577	445	282	2661

The requirements of additional teachers in existing schools has been undertaken with the tasks as below:

- (i) The Director, Secondary Education, Assam has instructed the Inspectors of schools cum DPCs to find out the requirement of teachers in concerned district.
- (ii) A day long sharing with the Inspectors of schools cum DPCs was held at the Directorate of Secondary Education, Assam where entire procedures were explained.
- (iii) Accordingly Inspectors of schools cum DPCs have completed their tasks in respective districts with the help of district Planning team and Key person of the department.
- (iv) The draft reports of the districts have been discussed with officials of Directorate of Secondary Education, Assam and RMSA, Assam.
- (v) After submission of the report by the Inspectors of schools cum DPCs the compiled report has been developed by the Director, Secondary Education, Assam. The report was submitted to Education (Secondary) Department, Govt of Assam and the Director, Secondary Education, Assam has submitted the report for submission at MHRD, Govt of India.

Re-submission of proposal for requirement of additional teachers in Assam:

The report was submitted to MHRD, Govt of India as per report submitted by the Directorate of Secondary Education; but said report regarding requirement of additional teachers in existing Secondary schools in Assam has been reviewed again and submitted the requirement of Additional Teachers to MHRD, Govt of India with a request to consider the proposal as below-

- i The entire calculation for requirement of additional teachers in Assam has been made within the modified report submitted by the Director, Secondary Education, Assam vide letter under reference – (ii) above.
- ii The requirement of additional teachers has been calculated according to the 'Step - 2' in the Guidelines to filling up information/formats that circulated alongwith the letter of the Director, RMSA-1, MHRD, Govt of India vide No. 1-42/2011-Sch-1 dte 15th May, 2012.
- iii The subject wise sanctioned and requirement have been calculated for Mathematics, Science, English, Social Science and Hindi/ any other language (like Assamese/ Bodo/ Bengali). The details of school wise sanctioned post and requirement of additional teachers are given in Table A1.
- iv The calculation has been made according to the criteria of "gap in terms of teachers" in the formats i.e. Table- A 1 and Table – B 2. Secondly, the additional teacher has been proposed against the above mentioned subjects on the basis of gap found and subjects for which "post not sanctioned". Hence, in view of these two criteria, there is an utmost requirement of additional teachers in existing Secondary schools in the State. (Table- A 1 and Table – B 2 may kindly be considered.)
- v It is to be stated that the calculation on the basis of enrolment of class – IX and X for requirement of teacher is not sufficient. But, with reference to your letter vide No. 1-42/2011-Sch-1 dte 15th May, 2012 in para -1 and 2, the proposal of additional teachers in existing Secondary schools in Assam is required to be considered.

The calculation and requirement of Additional teachers are as under-

District	Total Teachers required in School	Total No of Sanctioned Post	Gap terms in of teachers	Proposed No of Additional teachers under RMSA
Baksa	546	432	114	205
Barpeta	864	850	14	350
Bongaigaon	307	379	-72	30
Cachar	754	785	-31	256
Chirang	237	201	36	67
Darrang	387	376	11	133
Dhemaji	382	471	-89	60
Dhubri	695	609	86	185
Dibrugarh	519	665	-146	62
Goalpara	431	388	43	116
Golaghat	595	746	-151	72
Hailakandi	241	98	143	155
Jorhat	770	1109	-339	96
Kamrup	1372	1674	-302	204
Karbi Anglong	429	500	-71	66
Karimganj	462	408	46	106
Kokrajhar	396	313	83	131
Lakhimpur	614	1231	-617	15
Marigaon	447	429	18	150
Nagaon	1586	751	835	847
Nalbari	574	651	-77	116
North Cachar Hills	121	255	-134	13
Sibsagar	706	1131	-425	34
Sonitpur	751	654	97	-204
Tinsukia	424	315	109	197
Udalguri	342	474	-132	39
Total	14951	15895	-952	3909

(E) ICT @ school

PG teachers and Diploma/ graduate teachers will be recruited for the scheme as per need basis.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)**6. 4 :: Quality Improvement :**

The classroom practices and day to day activities in the Secondary level need to be modernized with innovative approaches. Some of the new approaches suggested by the CABE Committee will be implemented in Assam in a phased manner. The learning resources for the secondary school age children is also very important in addition to classrooms teaching & textbooks, activities related to laboratory, library, ICT support and other educational programmes. In the Annual plan for Assam, every secondary school will be having an integrated science laboratory with required equipments, a library with sufficient books, and provision for ICT support and link with EDUSAT programmes. Similar support and facilities will also be provided to HS schools also. ITIs and other Vocational Education and Training (VET) will be considered as major national programme in the mission mode and the same will be implemented structurally and administratively within the school system. Hence, the various vocational skills will be included in the classroom activities during arts and crafts classes during implementation of the scheme i.e. upto 2016-17. These skills will be designed in such a manner that they will help students in pursuing future vocational/professional courses.

Achieving the goal of universalisation of secondary education must ensure the universal performance (quality) at a predetermined level (i.e. at least 80 per cent of the children at secondary level will achieve 80 per cent mastery over subjects and the other learning tasks).

Teaching learning material also plays important role in making learning environment more conducive and in improving the quality of education. But there is no provision for the teaching learning material (TLM) at secondary level in the state. However, given the importance of teaching learning material while improving the quality of education, a TLM grant @ 2000 per year for each core-subject teacher is expected in the XII FYP.

The learning achievements of the children are definitely help the function of the quality of education in the schools. To improve the quality of education, important factors are - availability of teachers and their commitment, learning environment, learning resources, instructional process and time, and availability of learning material.

To improve the quality and learning achievements, the instructional time is planned to be improvised. The more time is allotted to the students learning opportunity time. It is to facilitate the students to interact/ have dialogue with teacher and opportunity to learning. Though the teacher cannot be substituted with anything in the classroom, the present syllabus and the lessons necessitate modern approaches to drive home some of the facts and figures into the minds of the young learners. The present trend is to use virtual classrooms to add to and reinforce what the student has learnt in the classroom.

The classroom practices and day to day activities in the Secondary level need to be modernized with innovative approaches. The learning resources for the secondary school age children are also very important in addition to classrooms teaching and textbooks are laboratory, library, ICT support and other educational programmes. Quality improvement will includes whole school approach on infrastructure, curricular development & pedagogical renewal, school based learning resources including materials, recruitment of teachers, capacity of teachers and motivational issues, teaching learning methodology.

- ❖ Curricular structure and course offerings are the necessary condition for quality secondary education in the state. Lack of problem solving ability, higher order thinking and cognition, and creativity of the students are needed to be address under the process.

- ↳ Quality schooling is to ensure the relevance of education in practical life. Enrolment and retention at secondary level can be improved with quality education. While improving quality schooling at secondary level first strategy is to follow the common school system and common curriculum throughout the state. Common School System essentially means a National System of Educational which is based on the values and principles of the Constitution of India which provides education as a comparable quality to all children irrespective of their caste, creed, language, economic or cultural background, geographic location or gender. This is the perspective articulated by the National Policy on Education 1986 and further elaborated by the National Curriculum framework-2005.
- ↳ Secondly, a minimum of 5 subject-specific teachers for all the 5 core-subjects of secondary classes in each school will be maintained. All the teachers in place for secondary classes will be qualified and trained. Adequacy of teachers will be ensured for additional enrolment where the pupil teacher ratio will be maintained at 30:1. For the professional development of teachers and innovate techniques in teaching practices, every teacher will undergo in-service training for 5 days per year (There is a possibility to enhance the span of training as per strategy adopted by the State Govt) . For the teachers of the special school will be trained separately through a 10 - 15 days residential training at state level with the separate unit cost. Since there is less numbers of teachers for CWSNs and resource persons or experts are very less. B.Ed colleges and DIETs will be strengthened to support secondary school teachers for their professional development. The current practice of number of days a teacher assigned with non-teaching activities in year will considerably reduced to increase the number of days available for teaching activities.

The Board of Secondary Education, Assam (SEBA), SCERT and Assam Higher Secondary Education Council (AHSEC) who are the nodal agency to improve the pedagogy qualitatively and evaluation. They will be assigned for development, implement and as well monitor the learning resources in the state. Curricular renewal process will be undertaken through these nodal agencies. These Govt. Agencies and Directorate will be strengthen. The Directorate of Secondary education (DSE) in the state will also be strengthen through building their capacity in terms of infrastructure and human resources.

The aspects that proposed under the plan are as below -

Infrastructure

- ↳ Infrastructure mapping / confirmation survey will be conducted for finalisation of requirement of quality related infrastructure.
- ↳ In order to facilitate the activities, necessary e-learning equipments will be installed in the High and Higher Secondary Schools. A separate classroom will be equipped with the e-learning equipments, computer, LCD Projector and sound equipments. Expertise will be outsourced to prepare and telecast the necessary lessons. Such arrangements will motivate the students to learn with interest and interaction with the Resource Persons and the students of other schools.

Curriculum Development/ Reform

Curricular structure and syllabus are the main pillars for quality secondary education and interventions for reform of these areas one of the prime aspects of RMSA.

- ↳ All reform agendas will be undertaken in purview of the NCF-2005. Govt decisions and Rules & norms are to be amended for ensuring the good educational administration, modernization / e-governance and power delegation to the PRIs & local bodies / de-centralization of planning & implementation;

- ↳ To improve the quality and learning achievements, the instructional time is to be improved. The more time needs to be allotted to the students as learning opportunity time so that students can interact/ have dialogue with teacher and practice.
- ↳ The Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC) who are the nodal agency to improve the quality and evaluation system in the state. Apart from SCERT, B. Ed Colleges these agencies will be assigned for development, implement and monitor the quality interventions in the state. Curricular and examination renewal process will be undertaken through these agencies.
- ↳ The key features of the reform agendas are-
 - National support in every aspect of reform agenda will be taken
 - State Policy will be taken into account
 - Expert group will be formed
 - Renewal process will be a participatory one
 - Stakeholder sensitisation will be made

Learning Resources:

- ↳ Teaching learning material also plays important role in making learning environment more conducive and improves the quality of education as a whole. But scope of utilisation of teaching learning material (TLM) at secondary level is to be provided in large scale.
- ↳ Creation of Learning resources including laboratory, library etc and other materials like Text books, workbooks, TLMs & e-TLMs etc need to be prioritised in the plan. Art / craft/ Culture rooms are to be construct at the earliest and utility of the support structure for the same needs to be ensured.
- ↳ The teacher will be insisted to develop local specific TLMs to make the transaction classes more fruitful and useful to the target. SC, ST, Tea tribes, Minority students and the students of SFG areas need to be given special attention. Though the textbooks and other curricular issues do not help to motivate the teachers, local level understanding need to be adopted for development and implementation of the local TLMs. The teachers grant will be proposed for every teacher covering Govt un-aided schools also so that all teacher of all school can utilise the TLMs. More over large sunk of Govt un-aided secondary schools are existed in rural, remote and isolated areas and the students of these areas should get the scope of education that imparting by the teachers through the TLMs.

Teachers' Training and Teaching Learning Process:

- ↳ A minimum of five subject-specific teachers for all the five core-subjects of secondary classes in each school will be maintained. All the teachers in place for secondary classes are required to be qualified and trained. Adequate teachers will be ensured for additional enrolment where the pupil teacher ratio will be maintained at 30:1.
- ↳ For the professional development of teachers and modernisation in teaching practices, every teacher will undergo in-service training for at least 5 days per year. For the teachers of the special school will be trained separately through a 10 days residential training at state level with the separate unit cost. Since there is no separate teacher for CWSNs in schools and resource persons or experts on the issues are also very less at district or block level, one Sr. Teacher will be designated as co-ordinator on CWSN issues in the school and the teacher will be trained at

state level (Foundation Course for 21 days) under RCI. Training related to school management & leadership for Head teachers / Principals, Music teachers, Hindi teachers, Sanskrit teachers etc will also be conducted separately.

- ↳ Teachers' attendance rate in schools will be increased and to monitor the attendance of both students and teachers' School Management and Development Committee (SMDC) and other persons will be involved. On line monitoring through Interactive Voice Response System (IVRS) is being introduced in the state. Moreover, teachers' performance will be measured on the basis of learning achievements of children but on the other hand, to improve the commitment the teachers will also be awarded. Teachers working at remote villages will be provided with residential quarters under RMSA.
- ↳ Academic Support and Monitoring Groups at State level (State Level Resource Group) and at District level (Quality Assurance Group) are being constituted with eminent academicians / citizens of the state for providing support in development of training modules, training of Master Trainers and on-site support to teachers training at district level. QAG members will inspect the schools regularly to improve the overall quality of education of the schools.
- ↳ Existing teaching learning process in the secondary schools of the state will be renewed and child centred and activity based teaching learning process will be introduced in the schools.
- ↳ Visioning workshop at state level is proposed to be organised for drawing a strategy regarding the teaching learning process in the secondary schools of the state. Interactive meetings and consultations will also be organised various level with the stakeholders.
- ↳ Workshops planned for discussion and planning of pedagogical interventions will also be proposed for DBSE, SMDCs, PRI and public representatives.
- ↳ All pedagogical interventions will be ensured for children of specific groups such as STs, SCs, linguistic minorities and urban poor with detail mechanism of proper class room transaction.

Academic support

- ↳ A State Resource Group consisting subject experts and other key functionaries of various Educational agencies/ institution is proposed to be constituted at state level. Ground works regarding selection of experts is going on and the group will be notified very soon. The resource group will design the concepts, develop modules, train the Master trainers, supervise the training at district. They will help in development of textbooks and other materials also.
- ↳ Academic support has been received from NUEPA, NCERT, NERIE (Shillong) and other National agencies and experts from time to time.
- ↳ Supports from SCERT, SEBA, AHSEC, B. Ed colleges, DIETS have been received in various programmes of RMSA at state and district level.
- ↳ To have positive suggestions for improving school environment a Quality Assurance Group consists of 3 (three) eminent persons from each district has been constituted. The eminent persons are noted writer, academicians, retired principals of educational institutions, retired Govt. officers. The group will inspect 2 Provincialised secondary and higher secondary schools per day for 10 days in a month (minimum) for 5 months.

Monitoring, Evaluation and supervision:

National, State and various agencies or Institutions will be involved for monitoring, evaluation and supervision under reforms agenda, and this include, -

- ↳ Monitoring and supervision of all quality related interventions will be ensured. To maintain the quality of programme as well as their outcomes, various institutions like SCERT, SEBA, ELTI, faculties of University and colleges have already been engaged.
- ↳ Consultative meetings, interactions with concerned stakeholders from state and district levels, NGOs, community representatives and teachers have been organised at state level.
- ↳ A monitoring structure/mechanism is going to be introduced under RMSA for which capacity building of the agencies/personnel for the purposes are being started.
- ↳ Capacity development programmes for administrators, planners, supervisors, local government like Autonomous council in 6th scheduled districts/SDMC members pertaining to quality related interventions have already been undertaken.
- ↳ Activities for Pupil evaluation have been proposed in the plan. Process for implementing the continuous and comprehensive evaluation (CCE) is proposed to be adopted in evaluation process. Students' achievement in different subject areas will be assessed periodically in a half year interval / yearly through school wise tests. Achievement report cards for individual students will be maintained indicating their performance. Apart from the evaluation of the various subjects taught in the classroom, students will be assessed on their participation and performance in sports and games, arts and crafts, extra-curricular and co-curricular, clubs and association activities at school, district and state level also.
- ↳ For promotion of adolescent education, sensitization and awareness programmes relating to different aspects of health & hygiene, HIV/AIDS in collaboration with NRHM, social welfare departments, NGOs and other relevant organizations will also be incorporated in the plan.
- ↳ District Administration and other line departments have been involved with Supervision and monitoring of the schemes.
- ↳ In addition to this, Supervision & Monitoring will also be made for functioning of various activities at district level including the structures from the state level. The Mission Director, RMSA with the help of the supporting functionaries will monitor all aspects of implementation including flow of funds, implementation of all components of the scheme at school level and District level, progress and quality of works, timely and correct payments etc. qualitative and equity aspects of implementation, collection of data for Secondary School Management System (U-DISE - 2012-13), its analysis and suggestions thereupon etc.

The activities proposed under the Quality Improvement of the plan are as below-

6.4.(a) : Excursion trips for students within the state:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.01)

Organising education or excursion trips helps the students to learn and gain knowledge in a better way. An excursion trip, a journey by the class-IX students mainly to a significant place and visiting to a historical monument, sanctuary, science museum etc., away from their normal school environment is proposed to be organised within the state or nearby districts for 4-5 days. The purpose of the trip is usually observation on education, non-experimental research or to provide students with experiences outside their everyday activities, such as camping with teachers and their classmates. The aim of this trip is to give scope to observe the subjects in its natural or actual places physically and possibly collect samples, historical & scientific things etc.

Objectives:

1. To provide scope to the students to gather experiences by visiting the site, monuments, areas etc.
2. To learn through practical way and interacting with the resource persons & sharing with other students.
3. To provide vocational guidance to students by way of exchanging experience and knowledge concerning new techniques and methods of work.

The strategy and timeframe for excursion trip are as follows -

- i. Planning meeting of "DLC"
- ii. Submission of detailed Plan & Budget to SMO
- iii. Approval of Plan & Budget by SMO as sent by district.
- iv. Fund released to the district by SMO
- v. Excursion trip

In view of above, it is proposed to conduct excursion trip for students during summer or during holidays in the year for 496714 students of Class- IX mainly and the unit cost is Rs.500/-

Such exposure to the students will yield prolific result as it is easier to remember things than to mug up.

6.4. (b) :: Study tour for students outside the State:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.02)

A study tour for the students who are meritorious will be organised for 4-5 days outside the Assam. The students of the State have very little knowledge in the scope available in the various fields of Arts, Science and Commerce. Due to lack of proper career guidance most of the students land up taking a career which they had never aspired for. The purpose of the trip is to observe the subject specific issues, non-experimental research or to provide students the scope of classroom experiences for co-relation with the outside actual things/objects or their everyday activities. Camping with teachers and their classmates on learning in a fear-free situation is also a one of the focus of the study tour.

In view of above, it is proposed to conduct the subject wise study tour for students during summer or during holidays in the year. An average of 50 students per district will be selected amongst all the districts at the unit cost of Rs. 10,000/-.

Such an exposure to the students will give them the knowledge of the job demand in the current market and plan their career accordingly by choosing the right stream.

6. 4. (C) . : : Excursion trips for teachers within the state:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.03)

Organising education or excursion trips helps the teachers also to learn and gain knowledge in a better way. An excursion trip, a journey by the teachers alongwith the students to a significant place and visiting to a historical monument, sanctuary, science museum etc., away from their normal school environment is proposed to be organised within the state or nearby districts for 4-5 days.

The purpose of the trip is usually observation on education, non-experimental research or to provide teachers with experiences outside their everyday activities, such as camping with students. The aim of this trip is to give scope to observe the subjects in its natural or actual places physically and possibly collect samples, historical & scientific things etc and to guide the student for the same.

Objectives:

1. To provide scope to the teachers to gather experiences by visiting the site, monuments, areas etc.

2. To enhance experience through practical way and interacting with the resource persons & sharing with other teachers.
3. To provide vocational guidance to students by way of exchanging experience and knowledge concerning new techniques and methods of work.

The strategy and timeframe for excursion trip are as follows -

- i Planning meeting of "DLC"
- ii Submission of detailed Plan & Budget to SMO
- iii Approval of Plan & Budget by SMO as sent by district.
- iv Fund released to the district by SMO
- v Excursion trip

In view of above, it is proposed to conduct excursion trip for 3 teachers per Govt/ provincialised school for 4800 schools i.e. **11028 teachers** during summer or during holidays in the year and the unit cost is Rs.1500/-

Such exposure to the teachers will yield prolific result as it is easier to remember things than to mug up.

6.4. (d) :: Study tour for teachers outside the State:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.04)

A study tour for the teachers who are able to provide achievements to the schools will be organised for 4-5 days outside the Assam. The purpose of the trip is to observe the subject specific issues, non-experimental research or to provide teachers the scope of classroom experiences for co-relation with the outside actual things/objects or their everyday teaching learning. Camping with students on learning in a cordial situation is also a one of the focus of the study tour.

In view of above, it is proposed to conduct the subject wise study tour for teachers during summer or during holidays in the year. An average of 2 teachers per Govt/ provincialised school **5514 teachers** will be selected at the unit cost of Rs. 15,000/-.

Objectives:

1. To provide scope to the teachers to gather experiences by visiting the site, monuments, areas etc.
2. To enhance experience through practical way and interacting with the resource persons & sharing with other teachers.
3. To provide vocational guidance to students by way of exchanging experience and knowledge concerning new techniques and methods of work.

The strategy and timeframe for excursion trip are as follows -

- ↳ Planning meeting of "DLC"
- ↳ Submission of detailed Plan & Budget to SMO
- ↳ Approval of Plan & Budget by SMO as sent by district.
- ↳ Fund released to the district by SMO

Such an exposure to the students will give them the knowledge of the job demand in the current market and plan their career accordingly by choosing the right stream.

6.4. (e) :: Science exhibition at District level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.05)

Science Exhibition at district level is a daylong programme and participating in such events provides ample opportunity for students such as:

- ↳ Learn and practice critical thinking, inquiry and investigative skills

- ↳ Foster imagination and creative thought
- ↳ Work independently as well as in a group
- ↳ Enhance communications skills
- ↳ Meet others interested in science study
- ↳ Earn recognition for academic excellence
- ↳ Win awards and special awards or recognition.

So, it is proposed to conduct 2-days Science exhibition at district level. The top 3 students from each school are expected to be participated in this exhibition.

Objectives of the programme:

- ↳ To present knowledge and information on science and technology.
- ↳ To provide a common platform to school teachers and students for illustrating their ideas.
- ↳ To give shape to the creative and innovative ideas of the students.
- ↳ To provide scope for the development of students in the field of science.

It was an exciting experience of creativity and innovations for children and teachers. The students created and presented the models and experiments by using available materials and local resources.

Expected outcome of the science exhibition were set before implementation are as below:

- ↳ It will stimulate interest in science and technology among students.
- ↳ It will inculcate scientific spirit in younger generations;
- ↳ It will also help to explore and encourage scientific and technological talent among children;
- ↳ The event will provide a sense of pride in their talent;
- ↳ Such event will encourage a problem solving approach by developing the appropriate technologies, especially for rural areas ;
- ↳ It will also help to integrating scientific ideas with daily life situations;
- ↳ Science exhibition will provide exploratory experiences and promote creative thinking and manipulative skills among children through self devised exhibits or models or simple apparatus;
- ↳ It will also help to popularize science among masses and create an awareness regarding the role of science and technology in socio-economic and sustainable growth of the country;

Details of the exhibition:

The two days district level science exhibition – “Bigyan Jeuti” will be organised in every district of in Govt. Aided resource centre/ school campus located at district head quarter.

Strategy of the programme:

Activity	Time period
Meeting for planning at State level	1 day
Planning meeting at District level with concerned officials.	1 day
School level Planning with the students	1 day
Science exhibition	2 days

A committee i.e “District Level Science Exhibition Committee” (DLSEC) will be formed with renowned acemedecians for finalization of the panel of judge, venue for the exhibition, selection criteria of the exhibit/ participants, etc. DLSEC will be notified by the D.C of the District.

District Level Science Exhibition Committee (DLSEC)	Duties and responsibilities
ADC (Education), Chairman	<ul style="list-style-type: none"> • Selection of students for participation in the competition • Selection of panel of Judge, venue of exhibition (should preferably be a govt. resource centre), time and date for exhibition. • Panel of judges for all 4 competitions to be selected : <ul style="list-style-type: none"> ○ 3 judges for science exhibition (physics, chemistry and biology) ○ 2 judges for essay writing competition. ○ 2 judges for debate competition. ○ 1 judge for quiz competition. • Selection criteria of the exhibits and participants. • Selection of theme and sub – theme of the science exhibition in the light of guidelines from RMSA, Assam. • Finalization of topic for debate, essay writing and guidelines for quiz competition.
Inspector of school, Convenor	
One renowned acemedecians, Member	
One scientist/ Retd/ in-service Professor of science, Member	
One representative of Zila Parisad / Anchalik Parisad/ Gram Panchayat, Member	
Principal of KV/ JNV, Member	

Drama on science themes will also be played and the best three dramas will be sent to state level science drama competition organized by Regional Science Centre, Guwahati. An amount of Rs. 2 lakhs will be given to all the 27 districts resulting into a total amount of Rs. 54 lakhs.

6. 4. (f) :: Book fair at district level “GRANTHOR SURABHI”:

(SI No. of the activity in costing sheet “AWP&B 2013-14” is 15.06)

Hosting a Fair is the best way to support a school’s reading efforts. Students, parents, and teachers enjoy Book Fairs for a number of reasons, including:

- ↳ They provide easy access to a wide assortment of books.
- ↳ They give children a choice in what inspires them to read more.
- ↳ Book Fairs involve family, which demonstrates to children that reading is vital.

Keeping in view its importance a Book fair at district level will be organized with a daylong programme with the help of book publisher and sellers and other agencies. Its aim is to convey to students and to the community the concepts of development of reading habit and also to make easy access to abundant of books written by distinguished authors. The SMDCs will be insisted to procure their library books from the book fair with a reasonable price. An amount of Rs. 2 lakhs will be given to all the 27 districts.

Objectives of the Book fair:

- ↳ To promote long–life learning, intellectual development and self improving as major factors of social integration.

- ↳ To develop a culture of reading habits among school going students.
- ↳ To provide platform for exposure of varieties of book for the students at their district.
- ↳ To inculcate in the students a sense of joy and spirit in learning

Guidelines for organising Book fair - "GRANTHOR SURABHI"

- A **3-5 days** book fair at district level will be organised under the banner of RMSA, Assam.
- Planning meeting at district level shall be conducted for the formation of **District Level Committee "DLC"**.
- District Level Committee will be the nodal agency to convene the book fair at the district. The committee may be formed of the following members:

Chairman	Deputy Commissioner
Convener	Inspector of School
Member	One Headmaster/ Headmistress of Secondary school from each development block of the district
Member	District Consultant (Project Management), RMSA of the district

- Invitation to all the renowned publishers for participating in the book fair shall be made and publishers like National Book Trust, All Assam Publishers and Book Sellers Association etc.
- Mass invitation to all the students, parents, teachers and public in the districts for the book fair programme.
- The suggested categories/ subjects of the books:
English Language Teaching & Learning, Science & Mathematics, Humanities & Social Science, Supplementary Reading, Dictionary & Atlas, Art, Biography & Autobiography, Drama, Education, Family & Relationships, Fiction, Foreign Language Study, Health & Fitness, History, Juvenile Non-fiction, Juvenile Fiction, Literary Collections, Music, Nature, Poetry, Reference Books of all subjects, Sports & Recreation, Study Aids, etc. The list of subject is not an exclusive one.

Instruction will be issued to ensure the utilisation of fund earmarked for purchasing of book under Annual School Grant (Rs. 10,000/-) in the book fair.

The districts will also be asked to organize other activities like quiz, drawing competition, poetry competition, etc. in the book fair.

6.4. (g) :: Bridge course for Learning Enhancement for slow learners (20% of class IX students):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.07)

The greatest challenge to a teacher is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these children to provide them the best possible opportunities in a changing world.

An average of twenty percent (20 %) slow learners per school will be identified at the beginning of enrolment in class- IX and the said students will be given special teaching on their needy subjects and areas. The slow learners of class-X would also be given special training to fill up their gaps in learning and achieving their competencies.

The sub activities are as below-

- (i) Identification of gap areas : Gap areas of learning for the children will be identified through an evaluation/ assessment.
- (ii) Diagnosis of the learning gaps : Teachers will assess the learning gaps and diagnose the gap areas. Camps etc will also be organised for diagnose the learning gaps occurred due other reasons.
- (iii) Confirmation of support strategies : The support strategies will be finalized in a teachers workshop.
- (iv) Development support materials : With the help of teachers diagnosis the experts will develop the children support materials.
- (v) Orientation of teachers & learners : Both the teachers and learners will be oriented on the bridge course and materials.
- (vi) Classroom practices and orientation : concerned teacher will transact the classes for slow learners with the help of bridge materials.
- (vii) Assessment : learning achievements of the children will be assessed at the end of the programme or quarterly basis.
- (viii) Review : review of the programme will be done at district level.

This activity will reduce the gap which the students didn't learn in their previous years and which has been acting as a major hindrance in understanding the concepts in the senior classes. If such bridge courses are not organised then all those students whose concepts are unclear will find great difficulty in their further studies.

In view of this, Rs. 500/- per slow learner will be provided for the programme which includes all i.e. expenditure for conducting assessment, module development, guide materials and cost for counselor/ guide training of MTs, support to learners etc . Total target learner is 99343.

6.4. (h) :: EDUSAT Hub:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.08)

The State Council of Educational Research and Training (SCERT) and Board of Secondary Education (SEBA) are entrusted with the tasks relating to Training of the Teachers in Assam. Especially short term Trainings of School Teachers /Teacher Educators of DIETs and other Resource persons are being conducted from time to time.

To break the barrier of urban, rural and hill areas in the system of education, Edusat Network facilities are proposed for utilisation. The Edusat Network is proposed to be set up in Assam. For this:

1. The hub will be established at the premises of state Mission Office or DSE or SEBA or SCERT or any suitable location at state level with the technical support ISRO. Entire Education department will utilize the services of EDUSAT
2. Different Satellite Interactive Terminals (SITs) at H.S Schools, DIETs and B. Ed colleges will be installed.
3. The Hub has the capacity to support 150 SITs and infinite number of Receive Only Terminals (ROTs).
4. A full fledged studio including hiring of technicians and other up-linking infrastructure is proposed to be established as per need during XII FYP.

Lumpsum 3 crore is proposed under the plan.

6.4. (i) :: Sports Equipments:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.09)

It is important for students, to get exercise on a daily basis. Regular exercise helps promote physical fitness and can improve self-esteem. While many school districts may use outdated or overused exercise equipment, making sure parts are in proper working order is essential for safety reasons.

New exercise equipment can help teachers expand their curriculum, with planning that includes the advantages of outdoor exercise and play. New equipment can also prepare students for after-school activities such as gymnastics, track and contact sports by giving them additional time to learn routines and practice ease of use with equipment.

The various sports equipments will be procured for the students with an objective to give scope to the students for learning & practice of the games & sports. The programme is proposed to be implemented in all schools with a unit cost of Rs. 10,000/- per school to 2757 Govt / Provincialised schools.

Availability of sports equipments will motivate the students to take up sports which will boost their energy and also actively utilize their lunch breaks.

6. 4. (j) :: 2 days Art/Craft/Culture camp at school level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.10)

The research shows that an education in and through music prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. The brief identifies high quality, evidence-based studies that document student learning outcomes. The results are in: music education enhances fine motor skills, improves recall and retention of verbal information, advances math achievement,

Hence to create awareness among the students on arts, culture and craft, camps will be organized time to time at school level as per need. The camp will be organized in a spare room in the school during this year on experimental basis, so that fully fledged activities can be conducted in the specific room with equipments from next year.

This activity would cost Rs. 0.20 lakhs per school for all 2757 Govt / Provincialised schools.

Such camp will motivate the students to showcase their talents as well as gather ideas in preparing art and craft.

6. 4. (k) :: Language learning camp for students (English & Hindi Language) in selected rural schools:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.11)

A special class on language learning including used in offices and speaking in the language with grammar, comprehension and phonetics, will be organized in all schools on every Saturday or any other day after normal routine classes. Maximum 32 such classes are proposed to be organized during 8 months under current AWP&B. All targeted schools will have to organized such class or initiatives by inviting Resource Persons.

20% of the total 2757 Govt / Provincialised schools per district is proposed to be covered, incurring a unit cost of `Rs. 0.10 lakh per school.

Language learning camp will provide a platform to the students to learn and speak English and the National language Hindi which majority of the students are not able to.

6. 4. (l) :: Organization of GYAN DARSHAN class in selected secondary schools (10% schools):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.12)

All schools will be provided one LCD TV and set top box etc and regular multimedia classes will be conducted through the GYAN DARSHAN channel. The IGNOU will be communicated in this regard.

Organising GYAN DARSHAN class will help the students in manifold. They will learn new concepts and topics which are not covered in their curriculum and yet the knowledge of which is indispensable. The strategies of the programme are-

After viewing the teachers can conduct a group discussion where the students can speak up and put across their point of view. This will improve the communication skills of the students, force the students to come out from their comfort zone and provide more clarity to the topics.

Initially 10 schools per district will be covered under the plan. This activity will involve a unit cost of Rs. 0.500 lakhs per targeted school.

6. 4. (m) :: Science & Maths kit to the IX-X students:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.13)

Introduction of Science & Maths kit to the students will make their learning interesting and innovative. It is observed that most of the students have developed liking for these core subjects which they had initially neglected.

It has been proposed to provide Science and Maths kit to the students of Class-IX and X. Since most of the students find Science and Maths tough, providing such kits will undoubtedly arouse interest them.

10 sets of Science & Maths kits will be provided to each of 2757 Govt / Provincialised schools @ 1500/- per kit.

6. 4. 1 :: Recruitment of Teachers and Staff:

The teachers will be recruited for both the New schools and as well as existing schools. The teachers will be recruited through conducting TET under RMSA.

The direction and norms of Govt of Assam will also be considered for recruiting and providing salary to the teachers.

6. 4. 1 (a) :: Recruitment of Teachers and Staff (in New School):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 8.01 to 8.09)

Since 504 numbers of New schools have been proposed under the plan and construction of these schools will take at least 1 year time, hence, details of requirement of teachers for New schools and newly Provincialised schools will be submitted in next year plan.

6. 4. 1 (b) :: Additional Teachers for existing schools :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 10.01 to 10.09)

Detail proposal is placed at above 6.3. (D).

There is a need of 3909 Additional teachers for English, Mathematics, Science, Social Science and Language (Assamese/ Bodo/ Bangla) subjects for secondary section of education in the state and the same is proposed under the Plan 2013-14.

Hon'ble Chief Minister, Assam has written a letter to the Hon'ble Minister or HRD, Govt of India for consideration of 3909 Additional teachers under RMSA for the state.

The districts have submitted their requirement in the specified format and the findings of the Subject wise requirement of additional teachers is as follows-

Subject wise requirement of additional teachers

Sl no.	District	Proposed Additional teachers under RMSA (Total)	English	Mathe-matics	Science	Social Science	MIL
1	Baksa	205	52	37	29	51	36
2	Barpeta	350	118	86	47	66	33
3	Bongaigaon	30	7	11	8	2	2
4	Cachar	256	39	162	26	15	14
5	Chirang	67	13	17	18	10	9
6	Darrang	133	38	33	25	23	14
7	Dhemaji	60	10	25	16	5	4
8	Dhubri	185	34	61	61	20	9
9	Dibrugarh	62	9	27	17	5	4
10	Goalpara	116	25	41	24	17	9
11	Golaghat	72	15	33	16	5	3
12	Hailakandi	155	27	49	40	22	17
13	Jorhat	96	19	30	25	16	6
14	Kamrup	204	36	77	48	30	13
15	Karbi Anglong	66	9	25	20	5	7
16	Karimganj	106	16	41	27	17	5
17	Kokrajhar	131	42	34	38	15	2
18	Lakhimpur	15	3	9	3	0	0
19	Marigaon	150	55	53	30	9	3
20	Nagaon	847	156	247	258	99	87
21	Nalbari	116	12	46	25	18	15
22	North Cachar Hills	13	1	5	3	1	3
23	Sibsagar	34	2	18	13	1	0
24	Sonitpur	204	36	72	54	15	27
25	Tinsukia	197	63	65	39	20	10
26	Udalguri	39	6	15	12	4	2
Total		3909	843	1319	922	491	334

MHRD, Govt of India may be approved the proposal.

6.4.2 :: Recruitment of Non-teaching staff etc

The Non-teaching staff will be recruited for both the New schools and as well as existing schools. The Non-teaching staff will be recruited under RMSA.

The direction and norms of Govt of Assam will also be considered for recruiting and providing salary to the Non-teaching staff.

Engagement of Laboratory Assistants (Secondary section):

Since, PAB has approved 1029 Science Lab for Secondary schools and to manage & run the laboratory, one laboratory assistant for each in these schools will be engaged so that students as well as teachers of secondary school benefited from these Lab Assistants. The Lab Assistants have to have knowledge of laboratory procedures and operations, performing basic and complex laboratory tasks as well as excellent communications skills and computer literacy. They are proposed to be engaged in contractual basis as per Govt rules and norms.

Rs. 14,000/- per month will be provided Lab Assistant as their salary.

Engagement of Office Assistant/ Dufftary:

The magnitude of support works in the schools has been increase tremendously. Demand of a messenger is utmost requirement in the schools, since the schools having various committees like DMDC, PTA and also linkage has been developed with other agencies and departments like PRI, heatl etc. Invitation of SMDC & PTA members to the meetings, to assist the HMs/ Principals in utilization of school grants or construction issues and help in day to day functioning of the school, a Dufftary is proposed to be engaged in each Govt/ Provincialised schools under this plan. The Dufftaries are proposed to be engaged in contractual basis as per Govt rules and norms

Rs. 8,000/- per month will be provided each Dufftary as their salary.

6. 4. 2 (a) :: Recruitment of Non- teaching staff etc in new schools & newly provincialised schools :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 8.10 & 8.12)

Details of requirement of Non-teaching staff for New schools will be submitted in next year plan.

6. 4. 2 (b) :: Recruitment of Non- teaching staff etc in existing schools

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 10.10 & 10.12)

Since, the Integrated Science Laboratory at Secondary level is a new concept in the State and also going to be introduced under RMSA; hence, there is no Lab attendant recruited earlier in the existing schools. Therefore, New Lab attendant for Integrated Science Laboratory in Secondary schools have been proposed under the plan and the Lab attendant are proposed as per the guideline of RMSA and norms.

Simultaneously, most of the existing schools do not having the Office Assistant/ Dufftary; hence Office Assistant/ Dufftary has been proposed as per requirement of 2757 Govt/ Provincialised schools.

6. 4. 2 (c) :: Recruitment of new techers in existing Higher Secondary sections:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 10.10 & 10.12)

To ensure enrolment in HS schools and maintain good quality, additional subject wise teachers is required to be provided urgently. The field reality in some of schools is that, due to lack of subject teacher, no enrolment is made so far against the subject in the school. Other hand due to lack of schooling facility at Higher Secondary level (class-XI & XII) within the locality, the drop out tendency is often also arisen. Hence, subject wise teachers are proposed to be engaged to meet such problems.

As per U-DISE 2012-13, the existing status and requirement of teachers for HS sections in the HS schools and Jr. Colleges is as follows-

Arts Stream :

	Subject wise Teachers in HSS & Jr. College	Existing status			Requirement
		Male	Female	Total	
1	Economics	4	2	6	639
2	English	255	96	351	294
3	Political Science	4	2	6	639
4	Regional Language	135	74	209	436
5	Geography	3	1	4	641
	Total	401	175	576	2649

Science Stream :

	Subject wise Teachers in HSS & Jr. College	Existing status			Requirement
		Male	Female	Total	
7	Mathematics	659	144	803	0
8	Physics	0	11	11	634
9	Chemistry	54	16	70	476
10	Biology	104	57	161	484
	Total	817	228	1045	1594

Commerce Stream :

	Subject wise Teachers in HSS & Jr. College	Existing status			Requirement
		Male	Female	Total	
11	Accountancy	32	23	55	590
12	Business Studies	18	11	29	616
	Total	50	34	84	1206

Total stream wise subject teachers required for Higher Secondary section:

Arts	Science	Commerce	Total
2649	1594	1206	5449

Total 5449 Additional subject wise Teachers are proposed to be engaged in various Higher Secondary school & Jr. Colleges against the subjects mentioned above for 12 months @ 0.25 lakh per teacher per month.

6. 4. 3 :: Training at different level (in-service training of teachers)

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14)

As per SEMIS 2011-12, as many as 24898 teachers in Govt/ Provincialised secondary schools are untrained i.e. 78%. The said teachers are required to be trained within XII Five Year Plan period and average 5000 teachers need to be covered per year through the teachers training institutes in face to face or distance mode. The training is proposed to be organized in SEBA/ SCERT/ DIETs/ CTEs/ B. Ed Colleges etc. State Open University, Distance & Open learning centres of University, IGNOU centres are also proposed to be utilized for training the teachers.

The suggestive steps and strategies of the training are-

- i Finalisation of strategy
- ii Development of training curriculum, Syllabus etc
- iii Development of contents for module
- iv Financial Assistance to CTE, B.ED college, AISE, IGNOU etc
- v Deputation of teachers
- vi Training & certification

Further Govt of Assam has provided funds to RMSA, Assam for conducting training of teachers. To avoid duplicity of training and to meet the field requirement, the training has been designed through both the fund. Duration of training is to be enhanced to 10-15 days instead of 5 days (Govt of India approved duration).

Training and capacity building of Head Masters / Principals / teachers are as below-

6.4.3 (a) :: 5 days in service training for existing teachers at district level :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.02)

The 5 days teachers training programme is targeted to address training needs in different curricular subjects and content up-gradation, NCF-2005, Health and hygiene in convergence with National Rural Health Mission, Disaster Risk Reduction through NDMA, Science & Mathematics, English and other subjects and identified curricular or general areas. As per the proposed training strategy, all resource persons at different levels will be sufficiently competent in properly handling all these areas.

This activity is proposed for all teachers of Govt/ provincialised. Approach of the training will be as below-

- (i) Conducting the training for subject wise teachers at par with the initiatives of Govt of Assam.
- (ii) Conducting the training for different subjects in collaboration with private training partners or Utilisation of services of training partners.
- (iii) Conducting the training programme through SCERT/ B. Ed Colleges/ SEBA etc.

After receiving the training, the teachers will be able to cope up with the changing teaching learning situations in secondary education, transaction methodology. They will be able to develop TLM etc as per need basis or lesson plan.

Details of the rationale for teachers training are as below-

Gravity of the Problem in our state

- ↳ Percentage of un-trained teachers – 78%.
- ↳ Trained teachers in Aided schools is – 8 %

- ↪ The so called trained teachers were trained long back in the early years of joining. So all teachers are required to meet up the present day teaching requirements.
- ↪ In-house teachers training institutes are not adequately equipped.

Objectives of teachers training:

- ↪ To continuously upgrade the quality of teachers through in-service training programmes by utilizing best possible modern methods and technologies.
- ↪ To develop a mechanism whereby secondary school teachers will be able to share their experiences and learn from each other, thereby developing a learning community and culture.
- ↪ To remove the regional disparity in the provision for training of teacher of secondary schools.

Steps and strategies of the training:

The Govt and non-Govt Experts, Academicians and appropriate departments will be entrusted with the process right from the visioning to execution of programme.

- ↪ Finalization of Tools/ Module of Training Need Analysis (TNA) by experts of SEBA, DSE & RMSA and Conducting Training Need Analysis (TNA).
- ↪ Development of modules for the subjects for Teachers' Training. Development & printing of Module for Training for teachers will be done at state level and the same will also be provided for all teachers in all subjects. In case of private training partners, the modules developed by the partners will be approved by RMSA and appropriate authority.
- ↪ Approval of the Modules and all tools & guidelines by RMSA, Assam (developed by the executing agency) to maintain conformity with approved curriculum and adherence to the Govt. norms.
- ↪ Ensuring all arrangements (including TA/DA/food/venue etc) to support best possible qualitative training and practical/hands-on facilities to be made available at the training venues including food for teachers, training equipments including LCD projector, computer set, printer, Generator etc
- ↪ Development of suitable mechanism and their utilization for continuous up-dation of knowledge of teachers during implementation period of the training.
- ↪ Formation of the committee for monitoring various activities for Teachers' Training with the representatives of SEBA, DSE, SCERT, ELTI & RMSA
- ↪ Review & monitoring of all activities continuously from State and district level.
- ↪ Submission of the Training Evaluation Report (Feedback mechanism) based on the questionnaire/test to be developed by the executing agency.
- ↪ Submission of report by the trainers with questionnaire, model test papers and methodology in order to assess the Training Impact on teachers.

The target for in-service training of teachers of Secondary Section are as below-

Nos. of teachers in Govt / Provincialised schools	Nos. of teachers in Govt aided schools	Total
27947	18622	46569

It is to be highlighted that, the cost norm of Rs. 300/- per teacher per day is not at all sufficient; because development, printing and distribution of modules, state level works, payment to MTs/ KRPs and supervision & monitoring etc. works are required to be done through this unit cost. The unit cost for training at district level is proposed to be increased to Rs. 500/- per teacher per day.

6.4.3 (b) :: Study tour for teachers outside the State :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 15.04)

The study tour for the teachers of Secondary will be organised for 4-5 days preferably outside of the state. The purpose of the tour is to develop teachers experience, knowledge and skill in teaching and other their professional growth. Tours to educational institutes at the national level will help them to identify the change and analyse the difference of their school functioning with that of national schools.

Interactions will also be organised at the visiting places with the various institutions and experts. Such tours also facilitate networking and initiate longer term organizational or mentoring links, between the tour participants.

In view of the above, it is proposed to conduct the teachers study tour in the year and 2 teachers per govt provincialised school i.e. $(2757 \times 2) = 5514$ will be selected. The unit cost of `Rs. 15,000/-

The programme will motivate the teachers and inspire to implement the good cases of other institutions in their schools.

6.4.4 :: Induction Training of new teachers:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.03)

Induction is a distinct phase on the continuum of teacher education that builds on the learning and experiences from initial teacher education and prepares newly qualified teachers (NQTs) for continuing professional development/ lifelong learning as a teacher. A teacher is someone who should be committed to studying and developing their own practice; but be able to model the teaching; able to work with adults from diverse backgrounds; sensitive to the viewpoints of others; committed to ethical practice; committed to providing both professional and emotional support and challenge.

Induction training for new teachers is a necessity so that they are trained on the innovative methods of teaching, techniques of dealing with the students etc. Moreover not all the teachers have the B.Ed degree so 15 days State level Residential Induction Training for new teachers is proposed.

The MHRD, Govt of India has approved the 15 days residential training programme for 2661 Nos. of New teachers during 2012-13. But due to non-approval of recruitment of new teacher, training could not be imparted. Further, MHRD has approved the unit cost for the training at Rs. 300/-; but it is not at all possible to conduct 15 days residential training at state level within the said unit cost. Hence, the unit cost is proposed to be revised. Therefore, `Rs. 1000/- per teacher per day is also proposed under the plan.

The training will be conducted through SCERT/ SEBA/ ELTI etc with the strategy as below-

- ↳ Training need assessment will be conducted and TNA will be analysed.
- ↳ Development & printing of Module for Training for new teachers will be done.
- ↳ The Master Trainers will be trained for 7 days on the issues of the Modules of in-service training for existing teachers at state level. Subject experts will be invited in phased manner to provide the training. 4 Master Trainers will be selected per District for the subjects and are proposed to be trained at SMO.

After the training, the new teachers will be able to understand the process of teaching learning methodology, preparation of lesson plans, designing of activity plan etc.

(B) ICT@school scheme

Proposal for teachers training both induction and refresher has been submitted by AMTRON separately.

10 days induction and Refresher training for teachers for 5 days are proposed separately.

Here, it is placed in the costing sheet only.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

(Costing sheet sl. no 33.1)

Induction is a distinct phase on the continuum of teacher education that builds on the learning and experiences from initial teacher education and prepares newly qualified special educators under IEDSS scheme for continuing professional development/ lifelong learning as a teacher. A teacher is someone who should be committed to studying and developing their own practice; but be able to model the teaching; able to work with adults from diverse backgrounds; sensitive to the viewpoints of others; committed to ethical practice; committed to providing both professional and emotional support and challenge.

The training will be conducted through the below stated strategies through reputed organization expert in multi category training of special teachers -

- ✦ Identification of the reputed organization expert in training special educators.
- ✦ Development & printing of Module for Training for new teachers will be done.
- ✦ The Master Trainers will be trained for 7 days on the issues of the Modules of in-service training for existing teachers at state level. Experts will be invited in phased manner to provide the training. 4 Master Trainers will be selected per District are proposed to be trained at SMO.

After the training, the new teachers will be able to understand the process of teaching learning methodology, preparation of Individual educational plans, designing of activity plan etc.

Nos. of special educators appointed	Nos. of teachers to be trained
500	500

4.6.: 21 days State level residential training for selected teachers on CWSN issues

(Sl No. of the activity in costing sheet "AWP&B 2013-14" is 14.06)

Inclusive education is development of general education system to meet the educational needs of children with disabilities. The RMSA is provides a framework to include many children with special needs (CWSN) in general Schools.

From sustainability point of view instead of new teachers, the existing teachers should be provided training so that they can contribute their learning in dealing and educating the CWSN students. Such training from reputed institutes like RCI will give them professional growth as they will be certified.

For this purpose proper training should be imparted to the selected teachers on CWSN issues through institutes having RCI recognition. Unit cost Rs. 0.18 lakh is proposed as per actual cost earmarked for the course. The strategies are-

- (i) Finalisation of strategies
- (ii) Finalisation of agency for training
- (iii) Agreement with the training partners

- (iv) Selection and nomination of teacher
- (v) Deputation of teachers
- (vi) Training of teachers
- (vii) Assessment & follow up

The teacher will realize the issue related to CWSN. Moreover, they will be able to identify the CWSN, provide support to CWSN in school and other home based support.

(D) Girls Hostel:

(E) Vocational Education

Quality improvement is one of the main thrust areas of vocational education. Since the vocational education was emerged particularly for vocational education, that is because – the children completing the primary/elementary schooling need to be imparted both generic and specific skills that will help them live a quality life. This is where the vocational education comes into picture.

For maintaining quality education intact with improvement and to establish and effective and efficient VE system in the institution for promotion of equality of opportunity for all, the following interventions may be stated –

- (i) to provide or arrange a range of support services to the students such as arranging on-the-job training, establishment of training-cum-production centre, establishment of linkages with industry, arranging guidance and counselling etc.
- (ii) to arrange competent teachers/trainers and ensure their continuing education and training through capacity building programmes and action research.
- (iii) to undertake publicity, image building and awareness programmes.
- (iv) Keep track of vocational students passing out with regard to their employment, vertical or horizontal mobility etc and maintain records.
- (v) Promote enhancement of enrolment of girls, SC/ST/OBC, minorities, BPL, Children with special needs etc.

In addition, the vocational courses would be competency based and modular with specified credits and built-in provision for multi-entry, multi-exit and vertical mobility. The curriculum would be need-based and relevant so as to lead to gainful self or wage employment.

6.4.1. 30 days induction training:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.02)

30 days induction training once in a year for newly appointed teachers may be undertaken. The training will be conducted through inviting RFP, EoI for the newly appointed teachers. Rest of that, the same training programme can also be conducted through PSS Central Institute of Vocational Education, Bhopal or in convergence with State Education Board, Central Board of Secondary Education etc.

The training will be conducted through the below stated strategies through reputed organization expert in multi category vocational courses -

- ↳ Identification of the reputed organization expert in training VE.
- ↳ Development & printing of Module for Training for new teachers will be done.

- ↳ The Master Trainers will be trained for 7 days on the issues of the Modules of in-service training for existing teachers at state level. Experts will be invited in phased manner to provide the training.

6.4.2. SMDC Training in respect of vocational education:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.02)

School Management and Development Committee has already been constituted as per Government Notification vide PMA(S) 4/2Q10/53, Dated Dispur the 14th June, 2011. School Management and Development Committee may be empowered by providing more power and functions about vocational education in the existing schools by Government and accordingly necessary training have to be organized and so proposed.

6.4.3 Preparation updated Curriculum Courseware, Textbooks:

The vocational courses would be competency based and modular with specified credits and built-in provision for multi-entry, multi-exit and vertical mobility. The curriculum would be need-based and relevant one so as to lead to gainful self or wage employment. The modules will include vocational theory and practice for which the weight age may vary from vocation to vocation and module to module, but competency development will be the main focus. Modules will also be available for inculcation of soft/generic skills, language, foundation subjects, personality development, etc. leading to better employability of the students. A component of on-the-job training/internship would be an integral part of the curriculum. A package for each vocational course including various important components will be offered.

Curriculum development will be undertaken through inviting Request of Proposal or Expression of Interest or by the PSS Central Institute of Vocational Education/Central Board of Secondary Education/SEBA/AHSEC etc. with greater inputs from industry through the Industry confederation/ Sector Skills Councils formed by NSDC to allow conceptualization and localization of content. For assurance of quality and relevance, the vocational courses, modules and curricula need to be reviewed and revised every three years or earlier as per need.

Instructional and Learning Materials

Competency based instructional and learning materials would be made available for the identified vocational courses to the learners, teachers and trainers. Teacher and trainer guides, practical manuals/workbooks, charts, multi media packages would be developed accordingly for translation, contextualization and implementation. Worksheets Handouts, Kits, etc. would form an integral part of the package to keep the learner active during the learning process. The procedure as detailed out for development of curricula will also apply to development or revision of such materials.

Rest of that Monitoring and Supervision from the state office will be done. In addition, Dristi – A quality assurance group, which are mandate to monitor the schools 2 times in a month that already exist in the RMSA may be implemented for monitoring purpose.

6.4.4 Translation of courseware from English to Assamese, Bodo, Bengali and Hindi Medium and Printing of courseware

All the courseware after selected and finalized need to be translated from English to Assamese, Bodo, Bengali and Hindi medium for better understanding of the regional/local students. And depending upon the students and teachers, the courseware need to be printed and disseminated in the schools.

6.4.5 Teachers Recruitment

Assessment of human resource needs is the first step towards planning for Human Resource Development locally or globally. It helps in identifying the trend of emerging vocations, levels of competency required, duration for which the demand is likely to subsist, quantum of requirement and the extent to which education and training facilities are needed. It is a sophisticated exercise and requires a great deal of expertise. Therefore, in order to have realistic national estimates of human resource needs on a long term and continued basis, this task would be assigned to bodies like Industry Skills Councils/ Skill Development Councils/Sector Skills Councils in different trades/vocational clusters, e.g., Automobile, Health Care Services, Health, Banking, Tourism, Electronics, Organized Retail Marketing, Insurance, Food Processing, Information Technology, Textile, Entertainment, Construction, Tea etc. In addition, States in consultation with the local industry etc. will identify the human resource needs.

Rest of the above views, it is also presumed that the sustainability of the vocational education would depend upon the efficiency of the teachers according to the course material and vocational sectors. In addition, recruitment of Coordinator, Guest Faculty, Non teaching staff would enhance the efficiency of the vocational school. Therefore, the following interventions are proposed :

- Vocational Coordinator
- Vocational teacher
- Guest Faculty
- Lab Assistant
- Accountant Cum Clerk
- Helper
- Security Staff etc.

6.4.5 :: Training for Head Master/ Principals under RMSA

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.01)

The head of the school is the key person behind the success of any institution. So he/she needs to be equipped with the latest mechanism of administration and management for effective running of the schools. Since they cannot be enrolled for a regular course for a year in relevant areas, so it is proposed that short term or distance mode can be opted for fruitful outcome and improve the functioning of the schools in Assam.

In the initial period i.e. starting quarter of the year, all issues related to school administration and management are required to be discussed with the Headmasters and Principals. Since, a huge amount is expected to be released to the schools under the scheme, which includes implementation of RMSA, development of the school etc. For this, the Headmasters & Principals will be trained on school Administration for 5 days at state level. The Headmasters & Principals of recognized schools will also be covered under the training. The training is expected to be conducted through training partners.

The Head Master and Principals will be equipped to deal with the impediments in managing the school with great professionalism. And also able to manage the school situation effectively and give best possible leadership to the teachers, non-teaching staff and students after receiving the training. They will be having a certificate on school administration, management and leadership.

The sub activities are-

- ↳ Development & printing of Module for Training for Head Master/ Principals will be done at state level. The module will be developed with the help of State level subject experts or vetted by appropriate authority.
- ↳ The Master Trainers will be trained for 3 days on the issues of the Modules at state level. Total 180 subject experts will be invited in phased manner. 4 Master Trainers will be selected per District and are proposed to be trained at SMO.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

6.4.3:: Trainings for Head Master/ Principal

Educational Administrators, Principals, Headmasters of schools, have to be oriented about the architectural and non architectural barrier that children with special need face in the schools and to make them aware of the strategies available to overcome such barriers. Before orientation of the teachers it is essential to orient the Educational Administrators, Principals, and Headmasters of schools for better co-operation and co-ordination with the child and their parents.

Sl. no	Nos. of Schools	Nos. of teacher to be oriented
1	2607	2607

6.4.6 :: Training of Master Trainers and Key Resource Persons:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.04 & 14.05)

6.4.6 (a) :: Training of Key Resource Persons:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.04)

The Key Resource Persons will be drawn from the State level institutions like SCERT, SEBA etc/ Universities/ Colleges/ retired professors & lecturers/ academicians/ educationist of the State. The KRPs will help in development of training modules and review & finalise the same. The KRPs will train the Masters Trainers on the issues of the Modules of various training programmes at state level. The selected Key Resource Persons will be given exposure to the Resource Institutions located out- side the sate on need basis.

Following strategies will be adopted for a team of KRPs-

- ↳ The team of KRPs will be formed subject/ issue wise as per need of training.
- ↳ The KRP team will be notified.
- ↳ The KRPs will train the MTs/ teachers at state level training as per schedule.
- ↳ They will visit district to provide support to the MTs for conducting the teachers training and monitor the training programme
- ↳ The KRPs will be paid Honorarium and other TA/DA etc as per norms.
- ↳ KRPs will be deployed as per the ratio of 2:40 with the MTs.

6.4.6 (b) :: Training of Master Trainers:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 14.05)

The Master Trainers will be trained on the issues of the Modules of various training programmes at state level. Subject experts /KRPS will be invited in phased

manner to provide the training to the MTs. District wise Master Trainers will be selected as per need basis and will also be trained at SMO.

Following strategies will be adopted for training of MTs -

- ↳ The team of MTs will be formed subject/ issue wise at district level as per need of training.
- ↳ The KRP team will be notified by the DPCs.
- ↳ The MTs will train the teachers at state level training as per schedule.
- ↳ The MTs will be paid Honorarium and other TA/DA etc as per norms.
- ↳ MTs will be deployed as per the ratio of 2:40 with the teachers.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

6.4.6 (c) :: Training of Master Trainers:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 33.2)

The Master Trainers will be trained on the issues of the Modules of various training programmes under recognized programme run by NI/ Apex institutes of RCI will be done in a phased wise manner to developing MTs. 4 Master Trainers will be selected from each district for the said training.

Following strategies will be adopted for training of MTs -

- ↳ Collaboration with institutes run by NI/ Apex institutes of RCI will be done.
- ↳ Selection of the master trainer to be formed will be made by the district level committee.
- ↳ The MTs will train the teachers at state level training as per schedule.
- ↳ The MTs will be paid Honorarium and other TA/DA etc as per norms.

(B) ICT@School :

5 (five) teachers per district for a period of 5(days) would be trained as Master Trainers in 27 (twenty seven) districts across the State. For conduction of the training, local resource persons from IIT, Guwahati, Gauhati University and Assam Engineering College would be engaged.

Sl. No.	No. Districts	No. of Master Trainee per district	KRPs
1	27	208	16

Requirement of MTs/ KRPs and days to be required for the training programme are as below -

Training	Nos. of KRP required	Nos. of MT required
5 days in-service training of teachers	24	648
Training for Head Masters/ Principals under RMSA	10	240
Induction training for Newly recruited teachers	24	648
In-service training for teachers (ICT)	16	208
In-service training for Resource teachers (IEDSS)	10	40
Training for Resource Persons (Vocational Education)	16	80
Training for lab attendants	10	216

Training for SMDC members	10	240
Total	120	2320

6.4.7 :: Guidance and Counseling:

Counselling is the service offered to the individual who is under going a problem and needs professional help to overcome it. Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals. Counselling involves two individuals one seeking help and other a professionally trained person helped solved problems to orient and direct him to words a goals.

School guidance and counselling is based; in the aim of ensuring the education of pupils through the educational process, (especially as regards the adaptation of teaching and learning processes and the transition between different stages and levels).It must also offer MAINLY:- (i) The whole educational community and (ii) Advice and support to the whole school community including parents, students and teachers and so on.

Guidance and Counselling for students:

There is an urgent need of introducing and strengthening the counselling service in the schools and colleges of our country to meet the various needs of the students administrational and the educational system.

- i To help in the total development of the student: Along with the intellectual development proper motivation and clarification of goals and ideas to pupils in conformity with their basic potentialities and social tendencies are important total development of the student nouseates that individual differences among them are expected, accepted, understood and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student.
- ii To help in the proper choices of courses
- iii To help in the students in vocational development
- iv To develop readiness for choices and changes to face new challenges.
- v To motivate the youth for self employment.
- vi To help freshers establish proper identity Guidance and counselling service is needed to help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly.
- vii To identify and motivate the students form weaker sections of society.
- viii There are such students as the gifted, the backward the handicapped who need special opportunities. They need special attention and opportunities.
- ix To ensure the proper utilization of time spent outside the classrooms. The manner in which student spend their non class hours clearly affects their success in achieving both academic competence and personal development of all types a positive direction to students should be provided by influencing how they can use those non class hours.

Guidance and Counselling for Teachers:

Teachers as helping professionals have to come across many situations which demand guidance and counselling help from them. Teachers require counselling and guidance. Now a day the guidance and counselling is an integral part of teaching and teaching profession.

Emotions play and significant role in determining the goals and direction of teachers activities. The goods qualities latent in and individual can be fully realized only if he harmonizes all his reactions with his logical insight, by utilizing all his innate capacities.

The following are the significant goals of the counselling for the teachers -

- ↳ To give teacher information on important matters leading to their success.
- ↳ To gather relevant information about the teachers and to make him aware of this with a view to help him solve their problems.
- ↳ To help the teachers to plan appropriate steps and work these out for solving their problems and difficulties.
- ↳ To assist the teacher know themselves better – his interests, abilities, aptitudes and opportunities.
- ↳ To encourage and develop special abilities and right attitudes.
- ↳ To inspire successful endeavour toward attainment.
- ↳ Intended to help the teacher to realize his potentialities.
- ↳ It helps the teachers to solve his problems.
- ↳ It provides assistance to teachers.
- ↳ It is a centred round the needs and aspirations of students.

Guidance and Counselling for parents:

Personal and social guidance is the process of helping an individual on how to behave with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

In the backdrop of the educational scenario, counselling is required to the parents also so that they can guide to the children for continuation of education.

The following programmes are proposed under guidance and counselling

- i Career Corner – availed periodicals, employment news and bulletins.
- ii Career Talks – on teaching, banking, Indian defence services, Indian administrative forces, etc.
- iii Career Conference – supplementing information. A number of successful persons explain the vocations in which they work and answer questions about their job.
- iv Film show – arranged to give educational and vocational informations.
- v Visits – visit to institutions relevant to occupational choices.
- vi Exhibitions – organised to disseminate information regarding modern courses and occupation.
- vii Guidance service centres – engagement of Resource Persons

6. 4. 7. (a) :: Salary for Co-ordinators

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 16.01)

To provide guidance and counselling to the teachers as well parents and students, special Resource Persons will be engaged under RMSA at block level.

- ↳ A school will be selected as a centre for guidance and counselling at block level where a centre will be established in an additional room of the schools.
- ↳ The centre will cover all schools of the block for guidance and counselling and total 256 centres will be required for the state.
- ↳ Required books & materials including computers with internet facilities, furniture etc will be available in the centre.
- ↳ A Co-ordinator will be engaged in each centre preferably from retired and reputed HMs/ Principals/ DIET or B.Ed college or College faculties etc or a fresh educated person having required qualification on contract basis.
- ↳ The Co-ordinator will be trained through expert groups/ institutions.
- ↳ The Co-ordinator will provide guidance and counselling to the teachers, students, parents etc.

Salary of Rs. 25000/- pm lumpsum for the Co-ordinator for Guidance and Counselling is proposed under the plan. This activity will be taken up through PPP mode/ private parties or through existing Govt department.

6.4. 7. (b) :: Salary for Research Associates

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 16.02)

To help in providing guidance and counselling to the teachers as well parents and students, special Research Associates will be engaged under RMSA at block level.

- ↳ Research Associates will be engaged in centre for guidance and counselling at block level where a centre will be established in a additional room of the schools.
- ↳ The Research Associates will cover all schools of the block for guidance and counselling.
- ↳ The books & materials including computers with internet facilities, furniture etc in the centre will be maintained by the Research Associates .
- ↳ The Research Associates will be engaged afresh from educated person having required qualification on contract basis.
- ↳ The Research Associates will be trained through expert groups/ institutions.
- ↳ The Research Associates will also provide guidance and counselling to the teachers, students, parents etc.

Salary of Rs. 15000/- pm lumpsum for the Research Associates for Guidance and Counselling is proposed under the plan.

6.4.7. (C) . :: Literature and display materials for guidance counseling :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 16.03)

The Literature and display materials will be the most important documents to provide information/ communication/ sensitization between the school, parents, stakeholders and the general community. The display materials can increase and ensure participation of stakeholders with the secondary education. Moreover, it helps in maintainance of transparency in implementation of the programme and also helps in dissemination of policy & information, good practices, new initiatives etc. It requires the team work of policy makers, planners & implementers, SMDCs, students and teachers.

Hence, various Literature and display materials pertaining to guidance & counseling in local languages like Assamese, Bodo and Bengali in addition to English language for public leaders, opinion makers, planner & implementers, SMDCs, Teachers and Students.

Total multi-colour copies of Literature and display materials will be printed against each centre and stakeholders. The broad issues to be covered by the Literature and display materials are –

- ↳ Policies, opportunities etc of RMSA and other schemes.
- ↳ Role & function of various stakeholders and committees, teachers, students, SMDCs etc
- ↳ Achievements of the programmes and target of current programmes including steps and strategies.
- ↳ Success stories and experiences.
- ↳ International, national, state, district and school level news & informations.
- ↳ Interviews etc
- ↳ A number of innovative and interesting components can be added into the newsletter such as, upcoming activities in the school, awards given to any student, club meet, what's new in the school etc.

An experts team will be constituted at state level for development of of the Literature and display materials comprising senior officials and academicians.

A lumpsum cost of Rs. 20000/- per centre including furnitures and exparts management etc has been in the plan.

6.4.7 (d) : Sensitisation of Principals / Head Masters :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 16.04)

Counseling Workshops have become imperative for the Head Masters/ Principals to groom themselves and to learn a wide variety of new issues that will help them to develop professionally. Such counseling workshop has been proposed which identifies the tools that are needed to make the Head Masters/ Principals grow professionally in addition to sensitization etc. The Head Masters/ Principals should be encouraged for pursuing B.Ed, M. Phil, Ph.D, participating in the National Seminars, presentation and publication of research papers and the various issues related to Secondary Education etc. so that they professionally grow and build up their career.

In view of this, 2 days counseling workshop for Head Masters/ Principals on professional growth at district level has been proposed this year. Rs. 500/- per day will be provided for the programme inclusive all i.e. expenditure for module development, guide materials and cost for counselor/ guide training of MTs etc .

Such encouragement will bring out positive result as it will reduce stagnation, monotony of work and up gradation of knowledge and concepts.

6.4.7. (e) :: Capacity building for competitive examinations for class - XII students :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 16.05)

A separate guidance & Counseling/training Centres will be established at district level for the students of class-XI to provide Counseling/training courses on various competitive examinations. The activities of the centre will be conducted during summer vacation and holidays. The activities are as below-

Activities	Amount
infrastructure (computer, LCD, Generator, fuel etc)	10,00,000.000
books for students	10,00,000.000
Honorarium for Resource Persons	12,00,000.000
Room rent	1,20,000.000
furnitures	1,00,000.000
Honorarium for Guest faculty	1,25,000.000
miscellenious	1,00,000.000
mock test	5,00,000.000
Total	41,45,000.000
Total for 27 districts	11,19,15,000.000

Guidelines for organising the Capacity building for competitive examinations for class - XII students

- The programme shall be conducted by the District Level Committee "DLC".
- The committee may be formed of the following members:

Chairman	Deputy Commissioner
Convener	Inspector of School
Member	One Headmaster/ Headmistress of Secondary school from

	each development block of the district
Member	District Consultant (Project Management), RMSA of the district

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

(A) 6.4.8:: Learning Resource Centres (LRC):

(Costing sheet: Sl. No 22)

Background:

A learning resource centre per block/ urban cluster has to be created so as to enhance the learning of the children with special needs. The centre will be equipped with adaptive devices, parallel bars, weight machine, wedge board, adjustable furniture, therapy ball, therapy mattresses, therapy rollers, Braille slate, stylus, Abacus taylor frame, mobility cane, hand magnifiers for low vision children, audiometer, books, maps, cassettes and audio books, etc. Special educators and other professionals for providing therapeutic support to the children with special needs will also be made available and fixed honorarium may be provided until Resource Persons/ teachers are placed in positions.

Details of the project:

- A State level committee will be formed for finalizing the list of equipments required to set up resource room.
- Proper procedure for the procurement as per govt. norms will be followed for purchasing of the equipment.
- A district level monitoring committee will be formed for ensuring the procurement of the equipments.
-

Target:

Nos. of blocks	Nos. of resource room proposed
256	256

Costing:

The equipment for the recourse is proposed @ Rs. 70,000/- per centre.

(E) Vocational Education :

Guidance and Counseling would depend upon those who provide the course material, so-that student can be prepared according to their course material in order to transformation from vocational education to employability. Since, PS Central Institute of Vocational Education, Bhopal has been conferred upon the responsibility for preparing the modules by Govt. of India, therefore, for Guidance and Counseling, the same institute may be indicated in overall basis.

Again, at School level, a Vocational Guidance and Counselling Cell will have to be established by the school offering vocational courses with the help of available faculty. Vocational Coordinator/ Principal should involve the vocational counsellors from time to time on honorarium basis for providing necessary inputs to teachers and guidance to

students and parents regarding market trends and suitable vocational choices. The Counselor would also be responsible for informing students about the various job opportunities, vertical and horizontal mobility and also opportunities for self-employment. Specific counselling drives should be organized in the school involving suitable experts. Students from disadvantaged groups will need specific attention. Care should also be taken that girls should be guided in gender unbiased manner.

Course Adjustment, Examination and Certificates:

The course adjustment in terms of Academic and Vocational subjects is one of the important criteria for successful organization of exams. The concerned State Board or Council may be requested to adjust the vocational subjects in their set of courses. After successful evaluation of the exams, certificates may be signed jointly by concerned State Board/Council with Industry Confederation.

6.4.8 :: Learning Resource Centre (LRC):

The aim of the Learning Resource Centre is to provide the environment in which the students can obtain information and develop ideas that are fundamental to their development as independent, self-motivated and effective lifelong learners.

The LRC occupies two floors, serving the Primary and Secondary schools. Materials that will enrich and support the curriculum are provided, taking into account the varied interests and abilities of the students, as well those which will meet their recreational needs.

The Secondary LRC is an extremely well-used facility, with students being encouraged to borrow both fiction and non-fiction materials. Classes visit for research purposes, using book and non-book materials, including the computer facilities. The LRC is also available for students during break times and before and after school.

LRC can also stand for Library Resource Centre and in some cases Learning Resource Centre has been shortened to Learning Centre.

These centres contain traditional educational resources such as books, journals, software and audio/visual materials, but they also exist to promote electronic information resources. Examples of these are subscription electronic journals, databases, free websites and other web based resources. The traditional Librarian role has been replaced with the LRC Manager who is an Information Professional. As well as managing the physical environment of the LRC the LRC Manager is usually involved in editing LRC web pages and making contributions to the Virtual Learning Environment, in order to provide access to quality and timely resources to colleagues and students.

LRCs usually have a responsibility for the teaching of Information Literacy and/or Study Skills within the institution they are in. Although this role is firmly established in further and secondary education, it has only become a serious responsibility for the Secondary School LRC. The schools inspector have also made this a key area for school LRCs to evaluate themselves on in their self evaluation document for LRCs .

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Since IEDSS was being implemented in Assam by NGOs mode in only 2 districts therefore, only a very few nos. of total PWDs was covered. However, various other incentives schemes were expanded through secondary education dept .in the state covering both the regular students as well as the children with disability. Also there are 4 government special schools under Social welfare department in Assam like Deaf and Dumb school. Kahilipara, Guwahati, Blind School, Guwahati in Nagoan. To meet the demand for schooling among the disadvantaged category of people, the implementation of the incentive schemes need to be improved and the enrolment levels and retention especially those of disadvantaged sections will be improved. Strategies for achieving quality improvement under IEDSS are as follows:

6.4.9 (1):: Purchase of Assistive devices for children with disabilities:

Costing sheet sl no:31(D)

Background of the project:

As the target group of the students under IEDSS are class VII passed out elementary education of eight years and has already received the aids and appliances under the interventions of Sava Siksha Abhijan. However since the child is growing and attained adolescence which entitles them for new assistive device by the time they achieve secondary level demanding the change of their existing aids and appliance as because of physical growth or may be due to improvement/ deterioration of the existing level of disability

Assistive devices for children with disabilities are yet another factor that can render quality improvement to the children with disabilities in the schools. Individual assistive device has to be provided as per age requirement and need of the children after a thorough assessment by experts.

Objective:

- To provide all the children with special need at secondary schools with age appropriate aids and appliances'

Target & Cost:

It is proposed to provide actual cost of assistive device for the children with special need. The nos. of children with disabilities is shown below. But only assistive devices to 1000 CWSN @ Rs. 2000/- per child is proposed in this financial year.

Nos. of Assistive Devices to be distributed	Unit Cost
1000	2000

6.4.9 (2) :: Provision of teaching learning material (TLM):

Costing sheet sl no: 31(f)

Background of the project:

Teaching learning material also plays important role in making learning environment more conducive and in improving the quality of education for children with special needs. Development of teaching learning materials for individual CWSN will be covered under IEDSS. The expenses incurred for providing such support will be as per norms of IEDSS. Supplementary materials, self learning materials for teachers and students at secondary stage will also be distributed.

Target:

The data of no of CWSN disability which shows the requirements of TLM is given below:

Sl. No	Types of disability	Nos. of CWSN in Secondary level	Nos. of CWSN in Higher Secondary level	Total Nos. of CWSN in Secondary level
1	Visual Impairment (Blindness)	94	43	508
2	Visual Impairment (Low-vision)	235	155	1187
3	Hearing impairment	62	45	428
4	Speech impairment	33	25	226
5	Loco motor impairment	0	0	0
6	Mental Retardation	41	15	237
7	Learning disability	65	27	381
8	Cerebral Palsy	1	1	25
9	Autism	5	2	31
10	Multiple disability	30	7	163
Total		599	354	3412

Costing:

The Teaching learning materials will be provided @ Rs. 500/- per child.

6.4.9 (3):: Purchase of screen reading software for Visually impaired like JAWS/ SAFA/ DAISY :

Costing sheet sl no: 31(g)

Background of the project:

Access to ICT technology relevant to students with disabilities, as it increases their access to a vast amount of information. Computers provided to the students in secondary schools also to be made available to children with disabilities by purchasing of special software such as screen reading software like JAWS/ SAFA/ DAISY for Visually Impaired in convergence with ICT at schools. This scheme will be undertaken in convergence with ICT @ schools programme under intergrated plan of RMSA.

Target & Unit cost:

On pilot basis 100 schools will be taken up for this project @ Rs. 12,000/- per school.

No. of schools to be covered	Unit cost
100	12,000

6.4. (C) . 1: Teachers Recruitment (Salary of Special Education Teacher):

Costing sheet sl. No:28

Background of the project:

To improve the quality of education, important factors are - availability of teachers and their commitment, learning environment, learning resources, instructional process and time, and availability of learning material.

Inclusive education in Assam is up to class VIII only under Sarva Sikha Abhijan and till now IEDSS is implemented in only 2 districts of Assam i.e. Kamrup and Darrang. An effort under State Plan of Assam is already taken for training of 1310 general teacher in Foundation course for Education of Children with Disabilities under Rehabilitation Council of India is already initiated which also bridge a gap up to some extent for meeting the demand of special educators. Since special educators are not appointed/ available at this level except in few special schools present in Assam a huge demand of appointment of these special educators aroused which has to be filled up in the ratio of 5:1 i.e one special educators for 5 children with disability.

Target:

Sl. no	Types of disability	Nos. of boys in Secondary level	Nos. of girls in Secondary level	Total Nos. of CWSN in Secondary level	Total nos. of Special Educators required at the ratio of 5:1
1	Visual Impairment (Blindness)	74	53	127	25
2	Visual Impairment (Low-vision)	439	445	884	176
3	Hearing impairment	209	147	356	71
4	Speech impairment	127	75	202	40
5	Loco motor impairment	237	170	407	81
6	Mental Retardation	53	46	99	19
7	Learning disability	221	100	321	64
8	Cerebral Palsy	30	13	43	8
9	Autism	4	5	9	2
10	Multiple disability	40	30	70	14
Total		1434	1084	3412	500

Costing:

Payment will be made as per State govt norms.

6.4.(C). 2: Special pay for general teachers trained in special education:

Identification of teachers having special education diploma has not been done therefore no special pay for general teachers is proposed under IEDSS.

7.3.(C). 3 :: Non-teaching staff:

For children with severe orthopedically handicapped assistance of other is required for mobility and in some cases for toilet and other basic needs which have to meet during the school hours. Thus, non teaching staff in form of attendant/ helpers is needed to be appointed on fixed pay basis as per one staff per school basis.

6.5.(C)4: Attendant in school for children with severe orthopedics impairment :

Costing sheet sl. No 31 (k)

Background of the project;

Special educators for children with orthopedically are not required however attendant in school for children with severe orthopedics impairment is required at the ratio of 1:10 children. Severe orthopedically handicapped are the one with restriction that adversely affects a child's educational performance. For such children with severe orthopedic impairments attendants at the ratio of 1:10 are required for looking after the basic needs of such children as well as providing support in their mobility wherever required. The requirement of attendants under non- teaching staff head is given below:

Target:

Type of disability	Total nos. in secondary and higher section	Total nos. of attendants required
Severe Loco motor impairment	407	40

Honorarium will be paid to the attendants on monthly basis engaged in schools for children with severe orthopedic impairment.

6.4. (C). 5: Establishment of IEDSS Resource Rooms & equipments

In most parts of Assam, disgrace of giving birth to CWSNs (disabled child) is unanimous. Parents of these children also feel guilt and sometimes take the blame for the impairment on themselves. Families, communities and the medical profession often do not help to alleviate this guilt by their attitude to the baby and to the parents, calling the child as a 'burden'. Consequently, children with Special Needs are amongst the most marginalized sections of society in Assam. While in the last decade and a half, there has been a growing awareness and several significant achievements, a large number of these children still live in alienation and isolation. Ignorance of the parent's as well social stigma leave the child in the mercy of the superstitious belief.

As result of the growing need to create awareness amongst the family and the society appropriate counseling should be conducted by professionals, specially a multi specialty team consisting of a Psychologist, Physiotherapist, Speech therapist, Occupational therapist, Special educator and a Social worker who will analyze the child's living conditions, physical needs, emotional needs, family circumstances etc.

Hence one Resource Room and equipments will be established in a leading Secondary schools having sufficient space for construction in the block where counseling will be given to parents and students will be given assistance according to their disabilities.

One Resource Person will be engaged against each block for counseling to the families having CWSNs for creating awareness as well as providing necessary support to the CWSN and their families on the education at secondary level. The Resource Person will also identify the CWSN in the age group of 14-18 years who are deprived from secondary education or any vocational education.

(B) Vocational Education

Placement Services:

For placement services in terms of vocational education students, Rashtriya Madhyamik Siksha Abhijan may constitute Industry Confederation or Sector Skill Council in convergence with National Skill Development Council. The confederation will look after the placement of passing out students (after 18 years students). Since the certificates are national level certificate, therefore, placement in terms of vocational students may be across the country or globe.

6.4.9 :: Teaching Learning Materials (under Annual School Grant)

Development of local specific Teaching Learning materials:

One of the major reforms to be undertaken is classroom transaction process. This gives a fillip to the teaching methodologies to be adopted in. Classroom interactions with children should not be in a monotonous way and students' participation in the learning process must be insisted instead. Teaching Learning Materials (TLMs) and Teaching Learning Equipments (TLEs) are to be used to strengthen the children's learning activity. Using computer and educational compact discs, a live demonstration regarding the content shall be arranged for subjects like English, Mathematics, Social science and Science. For Standard IX, teaching learning process is undertaking on Active Learning Methodology (ALM+) strategy.

The selection of teaching and learning materials is an integral part of curriculum planning and delivery in preschools and schools. Children and students come into contact with a vast array of print, visual and multimedia materials in their daily lives. Their exposure to such materials is mediated by parents and other caregivers, by legislation and by social conventions. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes.

The teacher will be insisted to develop local specific TLMs to make the transaction classes more fruitful and useful to the target students and the students of SFG areas. The teachers grant will also be proposed for every teacher so that all teacher of all school can utilise the TLMs.

(E) Vocational Education – Raw Materials

The adequate requirement in terms of tools, equipment and machinery for the development of soft and basic technical skills will be provided to the schools. The list of the tools and equipment will be mentioned in the curriculum, which would form the basis for purchase of relevant machinery and equipment for the vocational course. In addition, the requirements for modern tools and equipment could also be assessed taking the help of employers, relevant organizations, and professionals in the field. Linkages will have to be developed with industry and other organizations for specialized technical training using their equipment and expertise. Raw materials and consumable items like glassware, plastic-ware, chemicals, etc. would also be provided for each course, the grant for which would vary from course to course. Maintenance of tools and equipment will also be funded through the scheme.

6.4.10:: Setting up of Satellite Information Technology (SIT setting up of receive only)

In the year 2004 the Govt. of India launched a dedicated Satellite called EDUSAT (Educational Satellite) to serve the educational sectors offering an interactive satellite based distance education system for the country. It is to provide connectivity to schools, colleges, and other similar institutions. Initially it is proposed to use the facilities in four different states for reaching different target groups.

EDUSAT is primarily meant for providing connectivity to school, college and higher levels of education and also to support non-formal education including developmental communication. The various institutes require distance mode of satellite education for conduct of training programmes, holding of virtual conferences, exchange of data and other services viz. linking of libraries and media resources of various

institutions. The review meeting, follow up assessment of training & classroom practices, new initiatives etc will be conducted through distance mode.

6.4.10 (a) :: SIT setting up of Receive only Terminal (ROT) at school

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 7.01)

Keeping in view the usefulness of EDUSAT in the field of education, it is proposed to establish EDUSAT centre/ Receive only Terminal (ROT) at schools for refreshing the training and other inputs to Teachers, PRIs, SMDCs and students etc. The centre is proposed to be included the equipments like LCD-TV, set top box, disc and other furniture, so the centre can function as training Centre at school level.

Initially, the ROT will be established in leading schools in the blocks and one ROT has been proposed in each block under the plan in pilot basis.

A lump sum Rs. 10.00 lakhs is proposed for the programme which includes equipments and infrastructure etc.

The teachers and other stakeholders will able to receive information, increase knowledge & skills in the respective fields.

6.4.10. (b) :: Quarterly 2 days training review/ monitoring/ follow up orientation for teachers, students and SMDC members through ROT centers:

A Quarterly 2 days training review/ monitoring/ follow up orientation for subject wise teachers, students, SMDC members and parents through ROT centers has been proposed. The review will be through two way audio and one way video. In one sentence the programme is known as teleconferencing.

- ↳ Subject wise schedule for review will be done prepared and the teachers, students, SMDC members and parents will be invited separately.
- ↳ SMDC members and Parents will be invited separately for Civil Works and Accounts.
- ↳ The guide materials/ support material will be supplied to the teachers, students, SMDC members and parents and MTs will conduct/ facilitate the session at ROT centres.
- ↳ The experts will as per schedule & action plan explained the issues from the Edusat centre (up linking).

The total cost estimated for the activity as Rs. 500/- per teacher per day. Rs.300/- per day per teachers, students, SMDC members and parents at the district which includes the cost for modules/ support/ guide materials, Facilitators/ Resource Persons, refreshment, Travelling cost for teachers & facilitators etc and, Rs. 200/- per day per teachers at the state includes the cost of contingency for experts, sharing for district facilitators, TA, refreshment etc.

The stakeholders and teachers will benefit directly from the Key experts of the state as well as National level.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

NIL

(E) Vocational Education

6.4.10. Production-Cum-Training Centre (PTC):

Establishment of Production-cum-Training Centres are visualized as a methodology of providing a learning experience linking teaching learning process with the world of work, so that students not only gain relevant skills and attitudes but also the necessary hands on experience to use skills in producing and marketing goods and services. The

dichotomy between education and work could be reduced by establishing PTCs in schools, as the production processes become vehicles of learning, which is related to society's needs for goods and services. A large share of earnings through the PTC is distributed amongst students which comes as an incentive and support to them.

The major objectives of PTCs would be as follows: (i) provide educational experience relevant to market (ii) enhance self-support capabilities (iii) forge Institute-community linkages through need based products and services (iv) inculcate the spirit of social accountability in educational institutions and (v) prepare students for gainful self/wage employment.

Hence, a PTC can be formed in each school considering the scope of the vocational courses offered in the school. The PSSCIVE would provide the guidelines for establishing and running PTCs in schools and would also organize training programmes for the key functionaries for establishment of PTCs. In addition, contingency fund may be required for unavoidable unforeseen expenses.

Again, in terms of construction of civil works, a suitable piece of land will be finalized after land survey for construction of classrooms, workshops and office room within the premises of the selected existing secondary/higher secondary schools. The size of classroom, workshop, laboratory and office room is as per the norms approved in the scheme of Rashtriya Madhyamik Siksha Abhijan (RMSA).

6.4.11. Setting up of Satellite Information Technology :

Setting up of Satellite Information Technology can be developed as and when necessary guidelines will be received from Government of India or Government of Assam. The process may be initiated with the help of National Informatics Centre or through V-SAT as per guidelines of the Government. This process will help to easy access with all the states of India or abroad related to vocational education, so-that, necessary steps may initiate to cope with national and international standards.

Again, for better maintenance of the data under vocational education, a data base and a web portal can be developed at the State Level. The requirement will be worked out as per requirement of the State

6.5 :: Capacity building for Planning and Management:

The development of coherent policies and plans is crucial to bring about real and sustainable change in education systems throughout the world and achieve the goal of Education for All.

According to the context, this support can come in the form of technical assistance in education policy analysis, the design of education sector development plans.

In other cases, the support can relate to institutional capacity-building in policy formulation, sector analysis, educational planning, policy simulation and dialogue, resource projections, sector management, programme monitoring and evaluation, development cooperation.

Variety of capacity-building are required for the planners of education and training as well as for the benefit of various stakeholders. In the field of educational policies and

strategies, the current focus is placed on strengthening state capacities to design coherent policies and credible development plans within the framework.

The areas of capacity-building include:

- ↳ Education management information systems;
- ↳ Education sector analyses and policy assessment;
- ↳ Education policy formulation;
- ↳ Policy simulation and resource projection techniques;
- ↳ Educational expenditure and finance frameworks;
- ↳ Macro-economic frameworks;
- ↳ Monitoring and evaluation mechanism;

Expansion of secondary education and implementation of RMSA in the state desperately need institutional reforms. Reform will begin with in educational administration including modernization/e-governance and delegation/decentralization.

Decentralisation of school education with adequate delegation of powers to local bodies will be ensured where school management committees are the main instruments in implementing the RMSA. Involvement of Panchayati Raj and Council & Municipal Bodies, Teachers, Parents and the other stakeholders in the management of secondary education will be ensured through the bodies such as School Management & Development Committee (SMDC) and Parent-Teachers Association. They will be involved in planning process, implementation, monitoring and evaluation at grassroots level.

As per norms of RMSA Framework and decision of Governing Body, the scheme is being implemented through the RMSA society namely "Assam Madhayamik Siksha Abhijan Society". Keeping in mind the efficient & effective administration, the existing capacity and strength of the administrative setup will be enlarged from district to state level with deployment of additional manpower.

- ↳ All activities of RMSA like planning, management, implementation of all components will be carried out at respective levels within the stipulated time frame.
- ↳ The State & district Planning Teams as well as TSGs and existing structure/officials have been oriented for Planning and Management issues from time to time at district & State level. Consultants and other officials are being deployed at state & district level for operationalisation of the scheme and various training are also imparted from time to time for them for effective management of the programmes.
- ↳ Enforcement of all kinds of Govt. Rules & Regulations and other such works will be done from state level and top-bottom approach. The focus will be on time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the state and district level to facilitate this process.
- ↳ Monitoring, evaluation, maintenance of all necessary records / registers, reporting, control and supervision to the schools,
- ↳ The State and District Level Society will be responsible for the preparation of the Annual Work Plans at the district Level and responsible for the utilization of funds in the district.
- ↳ It will be the monitoring agency for the activities of the project in the districts and block level upraise of the developments to the Mission Director, RMSA Assam and to the agencies at the state Level. The proposed management structure of the state level society will be as given below.
- ↳ The SMDC & PTA members will also be oriented on School Development Plan (SDP) to develop a good district and state plan.

6.5.1. :: Salary for Administrators, TSG & Staff & capacity building

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.03.01 to 20.03.10)

6.5.1. (a) Salary for Administrators :

One Mission Director, one Executive Director, one Sr. Administrative Officer, Two OSDs are to be posted at State Mission Office out of which One Mission Director, one Sr. Administrative Officer, Two OSDs have been posted by the Govt of Assam from the Assam Civil Service on deputation basis and their salary and other allowances as per admissible has been proposed under the plan. An amount of Rs. 1.20 lakhs per month is kept against per person for 12 months.

Beside, a Chief Accounts Officer has been posted on attachment basis and the salary Rs. 60,000/- pm and other allowances as per admissible to CAO is proposed in the plan.

6.5.1. (b) Salary for TSG & Staff:

In State Mission Offices, RMSA, total 5 consultants have been posted in SMO on contractual basis and salary for them is being made around @ 50,000/- pm in average. 9 more Consultants including SPE/ system analyst will be engaged within months time period.

Salary around Rs. 50,000/- pm and other allowances as per admissible for these 14 consultants/ SPE/ system analyst for 12 months are proposed. Salary for the consultant and staff who have been absorbed from other organization/ society/ Mission like SSA, NRHM etc will be made as per their LPC.

Simultaneously, other supporting staff for Finance, administration, SEMIS, Civil Works and other components will also be made for existing staff as per range of salary given below. New staff will also be deployed as per need.

Keeping in mind the efficient & effective cost of administration, the existing capacity and strength of the administrative setup of RMSA will be enlarged from district to state level with deployment of additional manpower.

The proposed management structure of the state level society will be as given below.

Management Structure at state Level

Sl. No.	Name of the Position	Remarks
1.	Administration	
A	Mission Director	On full time or ex-officio basis
B	Executive Director	On full time or ex-officio basis
C	Sr. Administrative Officer	On full time or ex-officio basis
D	Officer on Special Duty	On full time or ex-officio basis
E	UDA	Contract
F	Assistant Nazir	Contract
G	LDA cum Typist	Contract
H	Receptionist	Contract
2.	Finance and Accounts	
A	Chief Accounts Officer	On Deputation
B	Consultant, Finance, Accounts & Audit	On Deputation / Contract
C	Accounts Officer	Contract
D	Accountant Cum Cashier	Contract
3.	SEMIS	
A	Consultant, SEMIS (System Analyst)	Contract
B	State Programmer	Contract
C	Electronic Data Processor	Contract
4.	Civil Works	
A	Consultant, Civil Works (State Project	On Deputation /Contract

S/No	Name of the Position	Remarks
	Engineer)	
B	Junior Engineer	Contract
C	Draughtsman	Contract
5.	Programme Management	
A	State Consultant (Planning & Budget)	On Deputation /Contract
B	State Consultant (Pedagogy & Quality improvement)	On Deputation / Contract
C	State Consultant (Community Participation, Emergency Education & Disadvantaged Groups)	On Deputation / Contract
D	State Consultant (CWSN & Gender)	On Deputation / Contract
E	State Consultant (Distance education & media)	On Deputation / Contract
F	State Consultant (Documentation, supervision & Monitoring)	On Deputation / Contract
G	State Consultant (Grievance Redressal, public relation & RTI)	On Deputation / Contract
H	State Consultant (Research & Evaluation)	On Deputation / Contract

- The state office has to be equipped with necessary infrastructure, furniture, and computers with necessary peripherals and telephone with Internet connectivity.
- Day to day activities in the state level will be carried out with the above personnel appointed for the Project.
- Training and other specific purpose programmes will be carried out with experts for the specific purposes from Higher Secondary Schools, Colleges and Universities in the state.

To carry out the plan activities as well as different pre-project activities of RMSA, it is utmost necessary to set up office with some certain officers, staff etc.

In the State Mission Office, RMSA, following officials are proposed to be engaged as Technical Support Group for 12 months period with monthly remuneration as below. Later on, fully fledged officials & staff will be engaged in the next financial year.

It is also proposed to engage other staff in the State Mission Office, RMSA, Assam to carry out different activities of academic, establishment issues etc. It is also proposed to provide salary to each staff as per rank and other norms.

However, there will be the power of Mission Director, RMSA, Assam to fix the salary of these officials or consultants at a higher range or lower range.

Moreover, the salary for the other staff will also be kept in budget as per suitable rank and position. The range of remuneration will be fixed by the Mission Director, RMSA or HR Manual of the Mission.

Salary for other staff of State TSG:

(A) State Mission Office:

Name of position as per AWP&B 2011-12	Pay scale proposed
A: ADMINISTRATION	
UDA	Rs. 20,000- 30,000/- PM
Nazir	Rs. 20,000- 30,000/- PM
LDA	Rs. 13,000-20,000/- PM
Stenographer	Rs. 13,000-20,000/- PM
PA to MD	Rs. 13,000-20,000/- PM

Receptionist	Rs. 10,000-15,000/- PM
Grade -IV	Rs. 8000 - 10,000/- PM
B: FINANCE	
Consultant (Finance)	Rs. 35,000 - 50,000/- PM
Finance and Accounts Officer	Rs. 20,000- 30,000/- PM
Senior Accountant	Rs. 18,000- 25,000/- PM
Cashier	Rs. 15,000- 20,000/- PM
Junior Accountant	Rs. 13,000-20,000/- PM
Deputy Accountant	Rs. 10,000-15,000/- PM
Audit Officer	Rs. 30,000- 45,000/- PM
Senior Auditor	Rs. 20,000- 30,000/- PM
C: SEMIS	
System Analyst (SEMIS)	Rs. 35,000 - 50,000/- PM
State Programmer	Rs. 20,000- 30,000/- PM
Electronic Data Processor	Rs. 13,000-20,000/- PM
D: CIVIL WORKS	
Consultant, Civil Works (State Project Engineer)	Rs. 35,000- 50,000/- PM
Project Engineer	RS. 20,000- 30,000/-PM
Deputy Project Engineer (JE)	Rs. 18,000- 25,000/- PM
Draughtsman	Rs. 15,000- 20,000/- PM
E: PROGRAMME MANAGEMENT	
State Consultant (Pedagogy & other Quality issues)	Rs. 35,000- 50,000/- PM
State Consultant (Plan, Policy & Budget)	Rs. 35,000- 50,000/- PM
State Consultant (Community Mobilisation, Emergency Education & Disadvantaged Groups)	Rs. 35,000- 50,000/- PM
State Consultant (CWSN, Equity & incentives)	Rs. 35,000- 50,000/- PM
State Consultant (Distance education & Out of school interventions)	Rs. 35,000- 50,000/- PM
State Consultant (Documentation, supervision & Monitoring)	Rs. 35,000- 50,000/- PM
State Consultant (Media, Grievance Redressal, public relation & RTI)	Rs. 35,000- 50,000/- PM
State Consultant (Research & Evaluation)	Rs. 35,000- 50,000/- PM
State Programme Associate	Rs.20,000- 25,000/- PM

6.5.1. (c) :: Salary for Officers/Consultants of District TSG:

The following salary structure has been proposed for year 2013-14.

(A) District Mission Office:

Name of position as per AWP&B 2013-14	Pay scale proposed
District Consultant (Programme Management)	Rs. 22,000-30,000/- PM
District Consultant(Pedagogy & other Quality)	Rs. 22,000-30,000/- PM
District Consultant (Planning, Community Mobilization & Disadvantaged Groups)	Rs. 22,000-30,000/- PM
District Consultant(CWSN, Equity & incentives)	Rs. 22,000-30,000/- PM
District Consultant (Distance Education & Out of School interventions)	Rs. 22,000-30,000/- PM
District Consultant (Media, Public relation & RTI)	Rs. 22,000-30,000/- PM

District Project Engineer	Rs. 22,000-30,000/- PM
Programme Associate	Rs. 15,000-20,000/- PM

Fig: List showing Salary for Officers/Consultants of District TSG

20.8: Salary for other Staffs at district level

Name of position	Pay scale proposed
Junior Engineer	Rs. 15,000-20,000/- PM
Senior Accountant	Rs. 15,000-20,000/- PM
Cashier	Rs. 13,000-18,000/- PM
Junior Accountant	Rs. 13,000-18,000/- PM
Assistant Nazir	Rs. 13,000-18,000/- PM
LDA cum Typist	Rs. 13,000-18,000/- PM
Grade- IV	Rs. 6,000-8,000/- PM

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Capacity building refers to capacity development that focuses on understanding the obstacles that inhibits from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

6.5.1 Exposure visit to outside state to get a stalk of implementation of IEDSS in other state:

(Costing sheet sl. no 36.1)

Background of the proposal:

IEDSS is being implemented in all districts in Assam under integrated plan of RMSA, Assam not much emphasis has to be given for better implementation. An exposure trip to outside state is required to get a stalk of implementation of IEDSS in outside State.

Detail of the activity:

A 3 days exposure and field visit to nearby State which is successfully implementing IEDSS is proposed for team of 5 member of Assam.

Target & Unit cost:

Head	Unit cost
Exposure visit to outside state on implementation of IEDSS.	Rs. 12,000/-

(E) Vocational Education:

6.5: Functions of Administrations & Staff & capacity building under Vocational Education :

6.5.1. (a) State Level Steering Committee for the State of Assam under vocational education :

At the State Level Steering Committee (SLSC) for vocational education and skill development will be established under the chairpersonship of the State Chief Secretary and with representation from Departments of Education, Labour and Industry and Industry Confederation/State chapters of NSDC/SSC/industry associations.

6.5.1. (b) Salary for Administrators for vocational education :

The proposed management structure of the state level society will be as given below.

Management Structure at state Level for vocational education (Existing management of RMSA will control the Vocational Education in the state. Few additional officials will be engaged for implementing the scheme as below)-

Name of the Position	Remarks
State Programme Officer	Contract
Assistant Programme Officer	Contract
EDP	Contract
Security Officer	Contract
Grade IV	Contract

In State Mission Office, the following officer/officials have been proposed exclusively for vocational education under this plan like - One State Programme Officer – Salary @ Rs. 45,000/- pm. In addition, Two Assistant Programme Officer – Salary @ Rs. 35000/- pm,

Management Structure at district Level for vocational education:

S/No	Name of the Position	Remarks
1	A Inspector of School	On full time or ex-officio basis
2	B District Programme Officer	Contract
3	C District Project Officer	Contract

- The state office has to be equipped with necessary infrastructure, furniture, and computers with necessary peripherals and telephone with Internet connectivity.
- Day to day activities in the state level will be carried out with the above personnel appointed for the Project.
- Training and other specific purpose programme will be carried out with experts for the specific purposes for vocational education.

The salary for the staff will also be kept in budget as per suitable rank and position. The range of remuneration will be fixed by the approval of State Level Steering Committee.

6. 8. 6. :: SLSC meetings for vocational education:

The State Level Steering Committee meeting meeting (four) will be organized regularly in the year. The SLSC has always maintained strategic control of the direction of the organization and fulfillment of its mission and its legal, financial and accounting obligations. A lumpsum fund will be kept for the meetings.

6. 8. 7. :: State Level Quarterly review meeting for vocational education:

A State Level Quarterly review meeting will be organized. A review is an extremely important part of the success of any education system and also highlights the significant source for improvements. A lumpsum fund will be kept for the meetings.

6. 8. 8. :: Supervision & Monitoring by State deputed representatives for vocational education:

For the purpose of effective supervision and monitoring, State deputed representatives will participate to view the progress and if there is any discrepancy. A lumpsum fund will be kept for the meetings

6. 8. 9. :: Supervision & Monitoring by District Officers for vocational education:

For the purpose of effectual supervision and monitoring, District officers will participate to view the development in their respective districts. Unit cost of 1500/- per day may be proposed.

6. 8. 9. :: State Level Workshop on Planning and Management Unit for vocational education :

(A) In view of the importance of the vocational education, a proper rigorous planning is needed. And in the way of preparation of Planning and Management Unit, State Level workshop inviting competent National Resource Person is proposed. A lumpsum fund will be kept for the meetings.

(B) Capacity Building for Planning and Management Unit under Vocational Education:

For capacity building for Planning and Management Unit under Vocational Education, time to time National Level workshop is crucial before preparation of the planning, so that, State can understand which activity will be acceptable and which activity will not be acceptable in view of the project. In addition, thematic activity would increase the capacity building of the members related to Planning and Management Unit under Vocational Education. However, State Level workshop inviting national resource person can also be arranged for effective preparation of the Planning and for setting up Planning and Management Unit. A lumpsum fund will be kept for the meetings.

(C) External Manpower Support at State Level :

To carry out the some certain mission works at State Mission Office for vocational education, it will be required external manpower support for timely and urgently accomplish the tasks. Hence, it is proposed to keep an amount of lump sum in AWP&B for this purpose.

As per need of the project, State Project Director will engage subject/ technical experts or resource persons on short term contract basis and honorarium for the experts will be fixed accordingly. A lump sum of Rs. 10 lakhs has been estimated for the purpose.

6. 6. :: Secondary education Management Information System (SEMIS)

Management Information System at Secondary Education provides information on access, retention, quality related issues, schooling scenario of children in the target group through which perspective/ annual work plan & budget are prepared. It is to act as a Decision Support System (DSS) for implementation.

The SEMIS unit of RMSA will basically deal with Project Management Information System (PMIS) and institutional based data of Secondary & Higher Secondary Schools; hence the name of the system is Secondary Education Management and Information System (SEMIS). SEMIS helped in doing mapping of schools with basic administrative indicators which enable us to connect school data with data of other departments facilitating scope of analyzing various developmental schemes.

Process for unification of DISE for Elementary level and SEMIS was done in 2012-13 and the system is called U-DISE.

As a part of the SEMIS a Web site has been developed at state level and information and data regarding activities performed & achieved uploaded.

For doing all activities smoothly under the Project Management it is proposed to deploy an on-line data entry & reporting website wherein the personnel information & service record of all officials /employees from district level could be uploaded, updated, viewed, accessed and monitored the performances of employees.

The State level structure consisting a System Analyst (Consultant, SEMIS) will be supported by two other Programmers, 4 (four) EDPs including two DTP operator in Assamese- Bengali & Bodo language will be engaged for smooth functioning of educational management. Same way, at District Level a District Programmer (District Consultant, SEMIS) who will be supported by 2 (two) EDPs heads the SEMIS cell. The State and District MIS Cell has to be fully equipped with latest computer systems, Internet facility (V-Sat or Broadband), High speed Laser Printers, Scanners, Digital Cameras, Web Cameras etc.

The district SEMIS unit will be well equipped with the following provisions—

- On-line monitoring through official web site.
- Installation of V-SAT in all District Programme Co-ordinator Office throughout the nation so that RMSA can have it's own network system for which installation of high speed Server will be needed.
- Development of EDI at state & district level for better monitoring and evaluation of performance indicators.
- Capacity building and Training for SEMIS, Web Portal, EDI, SPSS, PMIS for MIS personnel.
- Formation of district level planning team under the chairmanship of District Programme Co-ordinator & District Programmer as Member Secretary.

All schools & institutes will be cover under the SEMIS and information for these schools & institutions will be collected regularly every year in the month of September or as and when required through on-line. The data will be up dated/ modified in the formats and up-loaded as per guidelines of NUEPA.

The computer education, computer aided learning in all secondary schools in the state is the priority area of implementation and all the schools will be equipped with recent development of information and communication technology.

6. 6. 1. :: U-DISE Survey:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 06)

All schools and institutes will be cover under the U-DISE and information for these schools and institutions will be collected regularly every year in the month of September. The data will be up dated/ modified in the formats and up-loaded as per guidelines of NUEPA.

The U-DISE - 2013-14 will be conducted in each Govt/ Provincialised/ recognized aided & Un-aided secondary and HS schools and Jr. Colleges in the month of September, 2013 as per DCF and guidelines of NUEPA. Necessary training for the HMs/ Principals will be conducted at district level on filling up of DCF and later verification will also be made at district level. The data will be entered through online.

6. 6. 2. :: 2 days orientation for Head Masters / Principals on U-DISE:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 07)

2 days orientation will be given to the Head Masters/ Principals on various facets of SEMIS such as, school data base, data entry, inconsistency checks, teachers report, enrolment, latest data capture format, ways to export data from dump file etc. The orientation will equip them to be technically aware to identify if there is any discrepancies. The activity will cost for 2 days for all Head Masters / Principals according to unit of Rs.500 per HM/ Principal per day.

6. 6. 3. :: Establishment of SEMIS at state level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 08)

RMSA for conducting regular school data collection, data entry, maintaining of database and regular updating, other ICT facilities etc. with provision (lump sum of Rs. 10 lakhs) in AWP&B, 2013-14.

6. 6. 4. :: Establishment of SEMIS at district level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 09)

It is proposed to establish MIS & other ICT Support Structure at District Mission Offices, RMSA for conducting regular SEMIS survey, data entry, maintaining of database and regular updating, other ICT facilities etc. with provision (lump sum of Rs. 54 lakhs, i.e. Rs. 2 lakhs for all the districts) in AWP&B, 2013-14.

6. 7. :: Internal efficiency of school system – Monitoring & evaluation

Efficiency in general describes the extent to which time, effort or cost is well used for the intended task or purpose. It is often used with the specific purpose of relaying the capability of a specific application of effort to produce a specific outcome effectively with a minimum amount or quantity of waste, expense, or unnecessary effort. "Efficiency" has widely varying meanings in different disciplines.

Both external efficiency and internal efficiency are among the most important considerations for public subsidization of education. However, a review on past research shows that internal efficiency seems to play only a marginal role.

More attentions should be paid on internal efficiency, not only because low internal efficiency could act as a "black hole" absorbing the outcomes of public subsidization, but also because the new challenges in developing countries: growing financial constraints, expanding secondary and higher education, improving the quality of primary education and so on.

External efficiency and internal efficiency are linked but different considerations in public subsidization in education. To make a better understanding of these two concepts, it is necessary to distinguish "output" and "outcome" clearly. The World Bank who distinguishes between output in the sense of achievement of pupils or students—which refers to knowledge, skills, behavior, and attitudes—as measured by tests, examination results, and the like, and out come in the sense of the external effects of output—that is, the ability of people to be socially and economically productive (World Bank 1980, p.32). Roughly speaking, external efficiency, with the objective of social welfare maximization, is judged by the relation between input and outcome.

Establishing efficient internal processes can have a direct effect on the bottom line. Companies must continuously assess existing procedures in order to streamline processes.

Pilot reform of current grant-in-aid system, making continued annual funding conditional on teacher and school performance (e.g. teacher and student attendance, student retention and dropout, examination pass rates, etc.). Develop incentives for expanded enrolment, enhanced internal efficiency and improved student learning outcome.

Various options are open to states that want to expand access to secondary education: these range from increasing the share of government resources spent on education and secondary education, to reducing unit costs, increasing internal efficiency, developing cost-sharing mechanisms, raising the proportion of private education, using distance education and calling on external assistance. Different countries illustrate different strategies:

In fact, despite the considerable progress achieved in the education sector since Independence, the Government has had to deal with various setbacks, and in particular the fact that many young people were without any prospect of employment. A certain number of measures were considered: the improvement of internal efficiency of the system by reducing the repetition and drop-out rates; the revision of courses and programmes; the development, printing and distribution of new textbooks; in-service teacher training; the systematic use of new technologies; the opportunity of opening up education to the private sector; and, finally, the reorganization of measures for evaluating and managing the system.

The internal efficiency of secondary education is not easy to evaluate. The fact that there are a number of different streams at this level makes it difficult to follow the movement of a cohort from one school year to the next. As a result, the only aspect of educational efficiency that can be analyzed, on the basis of data from DISE, SEMIS and U-DISE etc.

The belief is that good quality textbooks based on heuristic curriculum, transacted by effective classroom processes, followed by comprehensive assessment procedures and timely feedback to students would produce desirable learning outcomes. Again, quality output not only means high achievement in terms of marks leading to grade promotion reflecting the internal efficiency of the system, but also in terms of value addition to students in terms of promoting knowledge, social skills and humane tendencies. Therefore, while the state is keen to improve its input and output indicators through RMSA, it is equally if not more focused on strengthening the process indicators that have long-term impact on sustainable education quality. It is in this regard, the following issues and strategies are presented:

The state is equipped to begin improvements in terms of strengthening the state office and district offices through capacity building and awareness workshops. Once the pre-project funds are released, the state will be able to conduct household surveys and complete the GIS mapping exercise for habitation access. Cohort studies to improve internal efficiency of schools would also be conducted in the lines of SSA.

The following Indicators of Internal Efficiency will be considered under the plan

- ↳ Primary completion rates (grade V and grade VIII)
- ↳ Secondary completion rates (Grade X)
- ↳ Dropout and repetition rates at elementary level
- ↳ Transition rates from grade V to VI
- ↳ Dropout and Repetition rates at secondary level
- ↳ Promotion and survival rates
- ↳ Coefficient of Efficiency at the elementary level
- ↳ Elementary to secondary transition rates (from grade VIII to grade IX)

Improving the internal efficiency at the secondary level is important for improving the enrolments. The plan is to increase enrolment, GER and growth rate in enrolment as per the timelines during XII FYP in the state as below

Timelines	Enrolment	GER	Growth rate
Status in 2007-08 (Base year)	592641	41.10%	5.19%
Status in 2011-12	761008	52.3%	7.81%
The target for 2013-14 at the end of 5 years from implementation	952988	62.30%	7.20%
The target for 2016-17 at the end of 12 th Five Year Plan.	1207414	100%	11.55%

Moreover the plan is also to reduce dropout from the current 12.4% to 5% in 2016-17 in class -IX and to 10% at class-X from 23.4% from current rate.

	2011-12	2016-17
Drop Out in Class VIII - IX	12.4%	5%
Drop Out in Class XI - X	23.4%	10%

Secondary Education is considered as life changing education of students and this stage a student is to acquire personal mile stones of education through which he/ she can enter into a qualitative options at the higher education. Along with building dynamism in curricular framework as well as instructional processes, valuation must undergo major changes. Securing percentage of marks in the final examination creates unusual stress in the students. Hence it will be necessary to reconstruct and redesign examination/ evaluation systems with attributes like flexibility where a student can achieve mastery learning in a flexible time frame and accumulate credits; adopt Continuous and Comprehensive Evaluation etc. The SEBA and AHSEC will be strengthening in this regard.

Making necessary administrative reforms in each State a fruitful, Central and assistance from various agencies or Institutions will be involved for monitoring & evaluation under reforms agenda -

- ↳ Reforms in school governance will be the highest priority during the period and performance of the schools will be improved by decentralizing the management and accountability of SMDCs, PRIs etc.
- ↳ The state specific rational policy of teacher recruitment and rationalization of teachers will be adopted under the scheme as well as Govt department, deployment other staff, training of teachers and other staff etc will be undertaken as per direction of Education (Secondary) department.
- ↳ All reform agendas will be undertaken in purview of the NCF-2005 and Govt decisions and Rules and norms covering educational administration, modernization / e-governance from state to school and power delegation to the PRIs & local bodies / de-centralization of planning & implementation;
- ↳ All professionals including teacher & supporting staff at school level, district or sub-district support structure will be recruited and oriented. Other manpower resources will also be engaged for providing academic inputs in the secondary education system at all levels.
- ↳ The financial procedures including procurement plan will be maintained as suggested by the National framework and FMP manual for speedy flow of funds and their optimal Utilization.

6. 7. 1 :: Reform agenda: Examination and Curricular Reform etc.

Seminar/workshop/convention will be organized to discuss the curriculum and examination reforms and policy issues. Academician, policy makers etc. will be invited from time to time. Further, training programme for capacity building of faculties of the DIET, BTC, and B.Ed. colleges will be organized.

The entire reform agenda will be initiated at state level with the Policy makers, public representatives, educationists etc. and then all norms and strategies will be transmitted to the district and grassroots level through the concerned agencies or department or functionaries of RMSA, Assam. The activities of educational reform will be discussed in the Executive committee meeting of RMSA and after that specific steps will be taken accordingly.

6. 7. 1. (a) :: State level Consultation workshop on Examination and curricular reforms for Educationists, Policy makers, Institutional representatives, Teachers & NGO etc.

A state level Consultation workshop on Examination reforms will be organized and the Educationists, Policy makers, Institutional representatives, Teachers & NGO etc. will be invited to the workshop.

A lump sum of ` 10 lakhs has been estimated for conducting the workshop. Such an activity will bring about the necessary and required reformation in the areas of examination and curriculum which is of paramount importance.

6. 7. 1. (b) :: District level sharing workshop on Examination & curricular reforms for Teachers, SMDC presidents, Community etc.

A sharing workshop on Examination reforms for Teachers, SMDC presidents, Community etc. will be organized at district level so that decisions can be transmitted to grassroots level. Experts from various fields will be invited so that the stakeholders can be benefitted with the outcome of the workshop and similarly propose any reforms if necessary.

A lump sum of Rs. 2 lakhs per districts has been estimated for conducting the workshop. Organising such discussions and workshop at the district level will highlight the areas which require the changes or reformation.

6. 7. 1. (c) :: District level sharing with members of Panchayat, councils in 6th schedule areas & Local bodies and convergence with other departments on strengthening of secondary education:

A District level sharing with members of Panchayat, councils in 6th schedule areas and Local bodies and convergence with other departments on strengthening of secondary education is proposed to be organised. Members of Zila Parishad, Gaon Parishad, Anchalik Parishad, Autonomous Council will be invited.

A lump sum of Rs. 1 lakhs per districts has been estimated for conducting the meeting.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Expansion of implementation of RMSA and integration of IEDSS into RMSA in the state desperately need institutional reforms. Decentralisation of inclusive education at secondary level is essential for implementation of IEDSS. And in Assam no such structure at district/ block level is present for implementation of IEDSS schemes in schools of secondary and higher secondary sections. However, there are few NGOs that are functioning for inclusive education in some districts.

Involvement of Teachers, Parents and the other stakeholders in the management and monitoring of inclusive education will be brought about through the involvement in School Management & Development Committee (SMDC) under RMSA and Parent-Teachers Association. They will be involved in planning process, implementation, monitoring and evaluation at grassroots level.

The District Planning Teams in existing structure consists of only programme management and engineering cell. As the programme planning and implementation of issues relating to CWSN is recommended only by qualified technical professionals, therefore one Consultant is proposed to be deployed at State & District level for operationalisation of the scheme and various training will be imparted time to time for them for effective management of the programmes.

Therefore, the total manpower proposed under this scheme are:

Sl. no	Head	Total No.
1	Consultant for IEDSS at State Level	1
2	Consultant for IEDSS at district level	27

6. 8. :: Research and Evaluation:

Researches play a very important role in reform processes. As an academic activity research helps us to discover, interpret or revise facts, events, behaviours or theories or to make practical applications with the help of such facts, law or theories through an active, diligent and systematic process. Like every scheme or programme in education RMSA scheme also has a research component in-built in the planning, implementation and execution. The RMSA framework states that the Central Government and the State Governments will conduct an independent research on different activities of RMSA by emerging independent institutes of repute. The findings of these research studies will be communicated to all the concerned authorities for corrective measures and further strengthening of the implementation of the scheme.

Research and evaluation are critical steps in understanding the nature of learning and in designing for learning innovation and also crucial to both launching new programs and improving existing ones. Conducting research allows us to study learning broadly; evaluation enables us to consider how our work can be improved.

At national and state level one must also concerned with learning from schools toward a better understanding of the practical realities of teaching children from the perspective of the school establishment, within its community and its student population. Therefore, it may be suggested that researches need to be undertaken not only at the state level but also at local level i.e. block and district level. Unless community, teachers, students and other stakeholders will be involved in exploring their own locale for identifying lacuna and strengths they may not be able understand the need of reform to carry it forward. Hence, a mechanism needs to be created for conducting researches in the areas of classroom processes, curricular choices, learning difficulties of the divers group of students, evaluation, and adolescents' educational needs at the ground level, impact of teacher training, etc. This will help policy makers and curriculum developers to understand the problems and difficulties in curricular areas and teacher education. Teachers need to be motivated by the school functionaries for undertaking action researches as a part of their teaching-learning activities for finding out the solution of content, pedagogy or adjustment related problems in the classroom and school.

There are three major quality inputs which need our urgent attention with regard to secondary education viz. Curriculum Reform, Reform in Assessment and Examination and Reform in In-service teacher education. These three areas require in-depth studies, impact studies as well as action researches. Adequate mechanism of documentation for researches needs to be evolved at various levels. Moreover, researches must not be

limited to only providing research reports but there is also a need to evolve a mechanism for sharing of these researches with various stakeholders including curriculum developers and policy makers. For sharing and disseminating research reports, seminars, conferences and consultations at national, state and district levels need to be organized every year.

The following Research and Evaluation activities will be implemented under Annual Plan:

6.8.1 :: Research & Evaluation through internal & 3rd party:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 04)

Various research studies and evaluation of the programmes will be conducted in the financial year and to conduct the studies, different research institutions, individuals, scholars, NGOs, Agencies, Universities etc will be invited.

The topics will be identified as per need and the actual field situation or demand.

- ↳ In-depth Studies: These need to be undertaken by the academics at the national, State level organizations and universities to further inform policy makers about Curriculum Reform Process: A Study of curriculum reform process in states/UTs may be conducted with special focus on the following aspects:
 - ii Paradigm shifts being introduced in the system and system's response towards this shift
 - iii Study of textbooks developed by the States/UTs as a follow-up of curriculum reform processes
 - iv Study of the pedagogical shifts which teachers practice in classroom.
 - v Teacher Education: In-depth studies may be conducted to analyse gaps in recruitment, deployment and transfer policies concerning with teachers at secondary stage in different states/UTs. Specific studies may also be conducted to find out reflections of teachers' assumptions about learner, learning, school and curriculum on her field practices.
 - vi In-depth studies may be conducted to analyse systemic readiness in terms of attitudes of parents, teachers, school administrators, other functionaries; available resources; curriculum, syllabus and textbooks; etc., for implementing reform such as continuous and comprehensive scheme and examination.
- ↳ Impact Studies:
 - i Impact studies inform about the change that system undergoes after being provided quality input and processes. Impact studies may be conducted to see the impact of proposed models for in-service teacher professional development on teachers' classroom practices. Impact studies may also be conducted to see the impact of continuous in-service training programmes on teachers' behaviours, content enrichment and pedagogy.
 - ii Impact studies may be conducted to see the impact of CCE on students' performances at secondary level wherever it has been implemented.

The research studies will be conducted through SCERT & other agency/ institutions/ experts/ University/ NGOs etc. Following research studies will be conducted under the plan-

Activities of Research & Evaluation	Process
5% sample checking of UDISE data 2011-12	5% sample/cross checking of UDISE data will be carried out through third party.
Detail Infrastructure survey for newly provincialised secondary schools	To be conducted by the state and district officials (DPEs & JEs) for which hiring of conveyance TA/DA is involved.
Collection of UDISE data including organizing workshop	In order to collect the UDISE data it is required to print DCF, holding workshop /meeting to make them aware about the procedure in filling up the

Activities of Research & Evaluation	Process
	formats and so on.
Third Party Evaluation of Civil Works	3rd party evaluation to ensure quality Civil works, While selecting 3rd party evaluation team an open tender is to be invited.
Impact of Teacher training and Need assessment of training	Advertisement for research study , formation of expert committee, evaluation of the synopsis submitted by the researchers (teachers, faculty of IASE, DIETs, SCERT and NGOs), survey, data collection, traveling expenses of the researchers, development of CD/e-content by the teachers. Evaluation, compilation and publication of the research papers. Honorarium of the researchers
Impact of ICT @ School programme	
Effectiveness of use of EDUSAT programme	

6.8.2 :: Action Research (Research study at district level):

Action researches need to be conducted to change to the practice, if one is concerned that things might not be going as it should go or one may need to implement a new initiative but is unsure how to do it effectively. What one wants is a way of sorting out these concerns that offers practical solutions, but that derives from the specific circumstances of one's practice. One knows that someone else's solution may have merit, but that it is never quite right for the individual situation within which one works. The practice is always influenced by context.

Action research on various issues will be conducted in the year 2013-14 on following topics –

- ↳ Understanding of topics and texts of textbooks & handbooks,
- ↳ Teaching barriers of English, Mathematics, Science etc
- ↳ Students capability of learning at secondary level
- ↳ Legible handwriting,
- ↳ Spoken English & Hindi and pronunciation,
- ↳ Need of support materials
- ↳ Co-curricular activities for students

To change the whole evaluation system, utmost need is the reformation in education. District-wise evaluation studies will be commissioned with the help of Research Institutions, Individuals, NGO's, teachers etc.

Total 5 research studies per district will be conducted @ Rs. 1 - 2 lakh per action research subject to need of the research topic.

6.8.3. :: Infrastructure confirmation survey & School Mapping :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 01)

At present, a large number of secondary school buildings of more than 10 years old in the district, which urgently need major repairs, minor repairs, renovation, construction of new building in un-served areas and in dilapidated condition, construction of additional classroom where enrolment is more and to meet up the Classroom-Student Ratio, construction & repairing of toilets, drinking water facilities-etc.

Again, the U-DISE does not support the degree of damage or requirement of a school building. So, it is proposed to conduct Technical Infrastructure Survey to know about the status of secondary school building and other requirements which help us to take necessary measures year by year through Annual Work Plan.

The school mapping through GIS will be conducted in the left out schools so that the new schools can be proposed in next year.

Further it is to be mentioned that, classrooms and other components have been undertaken through the state PWD (Building) has implemented the construction works. So there is need for internal survey on completion of construction works in the existing schools.

Hence, confirmation of infrastructure and verification school mapping is proposed to be conducted in targeted Govt., Provincialised and local body schools. The same will be conducted through the Technical Experts or Technical agencies.

To conduct the survey Rs. 2000/- per schools is proposed which includes orientation of surveyor, conducting survey, printing of Performa, monitoring of programme etc.

6. 8. 4. :: 5 days workshop on Preparation of Annual Plan at district level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 02)

5 days workshop will be conducted at the district level regarding the preparation of Annual Plan. Such a workshop has become imperative as most of the people who are working at the district level are ignorant about the various aspects relating to preparation of the Annual plan. Hence drafting of the plan as per the framework of RMSA becomes a difficult and repetitive job. The workshop will be divided as below-

- 6.6. Two days orientation for Head Masters / Principals/ stakeholders etc on School Improvement Plan at district level.
- 6.7. Two days orientation for Head Masters / Principals/ stakeholders etc on development of district Plan at district level.
- 6.8. One day orientation for Head Masters / Principals/ stakeholders etc on finalisation of district Plan at district level.

A unit cost of `1,500 per school has been estimated.

6. 8. 5. :: 10 days workshop for district Planning Team on Preparation and finalisation of Annual Plan at state level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02. 03)

A workshop on preparation of Annual plan is essential to equip the district planning team so that quality plan can be prepared. An annual plan is a key tool in analyzing the success of progressing and monitoring of activities of any district. Such workshops will help in introducing many standard planning tools to strategy planning and budget preparation.

It is ensured that each event is structured to achieve a previously agreed outcome, but is flexible and responsive enough to deal with whatever arises.

The workshop will be divided as below-

1. Five days orientation for the district planning team and representatives of other departments etc on development of Annual Plan at State level.
2. Five days workshop for the district planning team and representatives of other departments etc on finalisation of Annual Plan at State level.

An average of 5 persons per district and other departments will be invited with a unit cost of ` 1500.

6. 8. 6. :: GB & EC meetings:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.01. 01)

The Governing Body meeting (one) & Executive Council meeting (four) will be organized regularly in the year. The GB has always maintained strategic control of the direction of the organization and fulfillment of its mission and its legal, financial and accounting obligations. A lumpsum fund will be kept for the meetings.

6. 8. 7. :: Quarterly review meeting of District Board of Secondary Education (DBSE):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.01. 02)

A quarterly review meeting of district Board of Secondary Education (DBSE) will be organised. A review is an extremely important part of the success of any education system and also highlights the significant source for improvements. 4 meetings will be held at all the districts. A lumpsum fund will be kept for the meetings.

6. 8. 8. :: Supervision & Monitoring by State TSGs:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.01. 04)

For the purpose of effective supervision and monitoring, State TSG's will participate to view if there is any discrepancy.

6. 8. 9. :: Supervision & Monitoring by Dist TSGs:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.01. 05)

For the purpose of effectual supervision and monitoring, District TSG's will participate to view the development in their respective districts. 5 District Consultants and the DPEs etc will visit schools and sites for 15 days for all 27 districts for 11 months at a unit cost of 1500/- per day.

6. 8. 9. :: Constitution of State Resource Group & support :

RMSA, Assam seeks to ensure quality education right from the beginning of the scheme in all schools. For this, the support and monitoring system are targeted to be strengthened at district level. Onsite support to the teachers as well as case to case monitor and further its analysis and remedial measures are also to be made every month. To make the vision a reality, Monitoring Group consisting various subject experts will be constituted and operationalised at district level. The group will minimize the gap of sub-district structure of secondary education (since there in no sub-district structure for secondary education in the state). The role of Resource groups has to be seen in a two-way opposite track-one for delivering the best needed and the other for receiving ingredients for preparing consignments for delivery.

A total of 25 State Resource Group will be constituted from various specialized fields so that they can positively contribute in enhancing the quality of teaching in the state.

6. 8. 9. (a) :: Monthly Review cum planning meeting of SRG and Representatives of Quality Assurance Group of districts:

A monthly review cum planning meeting of SRG and representatives of Quality Assurance Group will be organised at the district level, where 25 SRG's and 4 QAC's from each district will participate .

6. 8. 9. (b) :: Visit to districts by State Resource Group member:

25 SRG's will visit the district to monitor the development of the schools in the respective districts.

6. 8. 9. (c) :: Monthly Review cum planning meeting of Quality Assurance Group with MTs, experts & DMOs at district level:

A monthly Review cum planning meeting of Quality Assurance Group with MTs, experts & DMOs will be organised at the district level. A total of 20 participants will be selected from each district.

6. 8. 9. (d) :: School Inspection by Eminent Academician (QAG Group) :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.01. 05)

While there has been rather little systematic research on the functioning and the effectiveness of monitoring systems, the anecdotes in this regard are plentiful. Teachers who are left unsupervised for many years; monitoring groups/ supervision visits which teachers consider disrespectful, if not demeaning, rather than helpful; monitoring reports which are shelved without any action being taken. It is important to go beyond an inventory of difficulties faced by monitoring and to organize in a systematic manner the causes of its ineffectiveness.

According to the suggestion of Hon'ble chief Minister, Assam, Academic Inspection of Secondary schools namely "DRISTI" through Academicians and eminent persons have been started. To have positive suggestions for improving school environment a Quality Assurance Group consists of 3 (three) Academicians and eminent persons from each district has been constituted for inspection of Secondary and Higher Secondary schools. The eminent persons are noted writer, academicians, retired principals of educational institutions, retired Govt. officers.

Rationale of QAG:

- ✦ It has been observed that the interface of schools with the departmental officers is confined to mere administrative departmental inspection. The schools could hardly be given support by the administrative personnel on creating EDUFRIENDLY ENVIRONMENT.
- ✦ In order to systematize the school academic monitoring and support programme, it calls for formation of an Academic support & Monitoring group at every district level which will be called as **Quality Assurance Group**.

Aims of QAG

- ✦ Systematic efforts to help students and understand them in a informal environment with interaction.
- ✦ To give ideas for improvement of teaching and learning.
- ✦ Help teachers in school management.
- ✦ Assessment of teaching and learning.
- ✦ Assistance in development of needed teaching competences.
- ✦ For motivation and encouragement to teachers towards high performance.

The outcome of the QAGs:

- ✦ Schools with poor performance should be given priority.
- ✦ Inspection of teachers' presence in the school and the quality of teaching.
- ✦ Students about the problems faced.
- ✦ Requirement for extension of Quality Education to remote (Specially Schedule Caste, Schedule Tribes, Other backward classes dominated area) as well as urban areas can also be a focal point.
- ✦ Can motivate parents for enrolment ,to increase the Gross Enrolment Ratio.
- ✦ Can organise workshops in selected schools to deliver on topics like moral values, history, geography, ecology, disaster management etc.
- ✦ Can guide to improve and to combat dropout in schools.

- ↳ Can suggest plans for providing additional training for weak performing students.
- ↳ Guidance to improve students' performance and development.
- ↳ To get inputs from management, teachers, students, parents to improve the educational scenario.
- ↳ The infrastructure of the schools should be inspected and report for renovation or additional requirements.

After inspection, the inspection group should submit report to SMO, RMSA, Assam in the prescribed format. The prescribed format will be furnished at the time of allotment of work to 'Quality Assurance Group'.

The groups are inspecting 2 provincialised Secondary and Higher Secondary schools per day for 10 days in a month (minimum) for 11 months.

6. 8. 10 :: Quarterly review meets for HMs/ Principals at district level:

Quarterly review meeting for HMs and Principals will be organized at district level and all issues including functioning of the schools, conduction of the activities as per designed, utilization of RMSA funds, implementation of School Development Plan.

Regular sharing on different issues, planning for next months, progress analysis of school development plan, dissemination of good practices etc. will be the agenda of the Quarterly meeting. The Quarterly meeting will provide an opportunity for keeping a track upon the school development plans.

The programme is proposed to be implemented for all schools amounting to Rs. 500/- per day per teacher.

This review, inter-alia, provides opportunities to teachers to know and replicate innovations, good practices, management etc made in other schools.

6. 8. 11 :: Bi-monthly day-long Subject wise teachers meet at district level (all teachers):

A daylong meeting for subject wise teachers will be organized at district level separately in a bi-month. The teacher will discuss and demonstrate their teaching methods, topics to be covered in the coming days, their grey areas, innovative techniques to interest their students etc. Such meeting will motivate the teachers and they will also benefit from the mutual discussions and interactions and will update them about any new issues relating to their subject.

The programme is proposed to be covered for all schools amounting to Rs. 500/- per day per teacher for 6 days.

The outcome of the programme is that teacher will increase their ability through peer learning and support.

6. 8. 12 :: Seminar with Successful Students in Board exam at district level:

Successful students in Board exam will be interacted at district level in public meetings/ conventions etc. in presence of students, parents/guardians, respective Head Masters/Principals of the schools and Educationists and Public Representatives etc. The students can reveal the strategy, time table which they followed while preparing for the Board Exams.

Organising this activity would cost a lump amount of Rs. 1 lakh will be given to all the districts resulting into a total amount of Rs.27 lakhs.

The prospective Board exam students will be benefitted from this by way of motivation as well as a direction for preparing for their exams to attain the success.

6. 8. 13 :: follow up action on Child tracking for monitoring of OOSC in focus areas of the blocks:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.01.03)

Child tracking has been conducted by SSA upto 18 years age group of children in the state. To concretise the data, a follow up action on verification of the child tracking data will be conducted to identify out of school children in the identified areas in the blocks. All districts and the blocks will be covered under the activity and drop out students and the drop out prone schools & areas will be identified. Necessary measures will also be identified to be taken against the identified targets. Expert agency is proposed to be involved with the tracking process.

Through Child tracking the situation of dropout, migration of children in the state will be tackled. Over all GER of the state will be increased. Actual requirement of new school and up gradation also can be calculated.

A sum of Rs. 300/- per habitation has been proposed for selected habitations (20%) under the plan.

6. 8. 14. :: Baseline competency evaluation of Class-IX students:

At the beginning of the enrolment in class- IX, a competency evaluation will be organized to identify the children's baseline competency so that necessary learning target could be finalized and teaching learning process can also be designed for the students. The sub activities of the programme are –

- (i) Concept development at state level
- (ii) Development of tool for evaluation on the basis of mile stones
- (iii) Identification evaluation team of the schools
- (iv) Orientation of the evaluation team
- (v) Conducting evaluation
- (vi) Analysis of the findings
- (vii) Gradation of students with learning gaps
- (viii) Remedial measures suggested against the area'

On the basis of this evaluation, the slow learners will be identified for special training.

This activity has proposed to give `Rs. 0.05 lakh per school.

6. 8. 15. :: Workshop on operationalisation of Library for Librarians:

Librarians help the students/teachers to find books and information from many sources. They maintain library collections and do other work as needed to keep the library running. A librarian plays a very essential role in upgrading the quality of the library. The Librarians should be trained on:

- Base development in fundamentals of computers, Windows, MS Office.
- Capacity Building of Library Professionals
- Library Automation
- Capacity Building in Digital Age
- Information Retrieval
- Advanced Level Techniques

A 5 days workshop of all Librarians of all schools will be organised at district level. The programme is proposed to be implemented for the Librarians of targeted Secondary schools. Rs. 500/- per day will be provided for 5 days for all schools inclusive all i.e. expenditure for module development, training of MTs etc .

The librarians will be motivated to upgrade themselves as well as the quality of the library maintenance.

6. 8. 16. : 2 Inter zonal teachers workshop for teachers regarding pedagogy, class management, TLM preparation, Assessment etc :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.08.01)

To share the experiences and practices of the teacher with the teachers of nearby district on pedagogy, classroom management, preparation & utilization of TLMs, Assessment of student's performance, innovation etc the exchange programme for the teachers is proposed under the plan. The programme will be organized at zonal level and the state will be divided into 6 zones by clubbing 4-5 districts. Total 2 such exchange programmes will be organized in the year and Key subject experts/ SRG members/ scientists/ activists/ sports person/ eminent citizen etc will be invited to facilitate the programme.

Zone	Districts
Zone-1	Kamrup (Rural), Kamrup (Metro), Morigaon Nagaon and Karbi Anglong districts
Zone-2	Dhubri, Kokrajhar, Chirang, Bongaigaon and Goalpara districts
Zone-3	Baksa, Barpeta, Nalbari and Darrang district
Zone-4	Dhemaji, Lakhimpur, Sonitpur and Udalguri district
Zone-5	Tinsukia, Dibrugarh, Sivasagar, Jorhat and Golaghat district
Zone-6	Cachar, Karimganj, Hailakandi and Dima Hasao district

Outcome of the programme is to promote the teachers and district towards achieving good quality education, dissemination of good cases, enhance teachers motivation etc.

6. 8. 17. :: Publication of success Case story, Annual Report etc.:

It is proposed to publish case story, annual report etc. estimating a lump amount of ` 3 lakhs.

6. 8. 18. :: Audit Fees:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.02.05)

RMSA is a comprehensive integrated flagship programme of Govt. of India to attain U.S.E in the State in Mission mode in partnership with the State Government. RMSA conducts different activities like planning, house hold survey, community mobilizations, school base activities, training and orientation programme in all level including construction of N.S.B/A.C.R, maintenance of school building and TLM , School Grant etc. for which huge amount are provided by both Central and State Government in sharing basis.

Audit has important rule to play in different ways that objectives of the programme are being achieved effectively and efficiently and to see that strict compliance of the provision of RMSA framework and orders issued from time to time by the competent authority. To do the audit of RMSA accounts both Internal and external audit parties are to be engaged.

6. 8. 19 :: Project HUNAR:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.01.01)

The Project HUNAR developed by the NIOS (which has already been implemented in Bihar) will be implemented. Under this project religious Madrassas and other social institutions will be undertaken for imparting secondary education especially for girls.

5 HUNAR Project centre per district i.e. 135 centres will be implemented in the state as per guidelines of NIOS.

A sum of Rs. 5 lakhs per centre has been proposed for such centres covering remuneration of teachers and other recurring expenditure.

6.8.20 :: Condense Course for Girls

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.01.02)

To promote the girls education at secondary level Condense Course centres will be open at block level as per need basis. The girls in the age group of 15-18 years who dropped out in class-IX and X will be enrolled in these centres and they will be trained for one year. After one year they will appear the board examination at class- IX.

The centre will run in any institution or rented room, teacher, contingency & other learning materials will be provided.

2 such centre will be opened per district @ 2 lakh lumpsum per year.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Various research studies and evaluation of the programmes will be conducted in the financial year and to conduct the studies, different research institutions, individuals, scholars, NGOs, Agencies, Universities etc will be invited.

6.8.1 :: In depth studies:

In-depth Studies: These need to be undertaken by the academics at the national, State level organizations and universities to further inform policy makers about actual need of children with disabilities to continue four years of secondary and higher secondary education in Assam.

↳ The following topics will be taken as study for research and evaluation under IEDSS.

- i. Transition rate of children with special needs from elementary to secondary in Assam.
- ii. Quality of life of CWSN in govt and provincialised schools at secondary and higher secondary stage in Assam.
- iii. Needs of children with special needs in govt and provincialised schools at secondary and higher secondary stage in Assam to provide quality education in inclusive environment.
- iv. Study of the pedagogical shifts which teachers practice in classroom with CWSN in classrooms.
- v. Special Educators: In-depth studies may be conducted to analyse gaps in recruitment of special educators at secondary stage.
- vi. In-depth studies may be conducted to analyse systemic readiness in terms of attitudes of parents, teachers, school administrators, other functionaries;

available resources; curriculum, syllabus and textbooks; etc., towards inclusive education.

The research studies will be conducted through SCERT & other agency/ institutions/ experts/ University/ NGOs etc. Total 5 research studies will be conducted @ Rs. 1.5 lakhs each subject to need of the research topic.

6.8.2 :: Action Research:

Action researches need to be conducted to change to the practice, if one is concerned that things might not be going as it should go or one may need to implement a new initiative but is unsure how to do it effectively. What one wants is a way of sorting out these concerns that offers practical solutions, but that derives from the specific circumstances of one's practice. One knows that someone else's solution may have merit, but that it is never quite right for the individual situation within which one works. The practice is always influenced by context.

Action research on various issues will be conducted in the year 2013-14 on following topics –

- ↳ Conversion of existing textbooks into inclusive materials,
- ↳ Teaching barriers of English, Mathematics, Science etc to CWSN
- ↳ CWSN capability of learning at secondary level
- ↳ Legible handwriting,
- ↳ Spoken English & Hindi and pronunciation,
- ↳ Need of support materials
- ↳ Co-curricular activities for CWSN students

To change the whole evaluation system, utmost need is the reformation in education. District-wise evaluation studies will be commissioned with the help of Research Institutions, Individuals, NGO's, teachers etc.

Total 5 research studies per district will be conducted @ Rs. 1 lakh per action research subject to need of the research topic.

6.8.3. :: Infrastructure audit for accessibility at schools:

Accessibility is a general term used to describe the degree or level to which a system is usable or approachable by people. In other words, it is the degree of ease with which it is possible to reach a certain location from other locations. Accessibility can be viewed as "ability to access" the functionally. One meaning of accessibility specifically focuses on people with disabilities and their right of access to entities, often through use of assistive devices such as screen reading web browsers or wheelchairs.

Further it is to be mentioned that, classrooms and other components have been undertaken through the state PWD (Building) has implemented the construction works. So there is need for survey of existing schools as per central Public Works Departments (CPWD), Government of India guidelines.

Hence, an access audit is proposed for verification of the accessibility for children with disabilities in targeted Govt., Provincialised and local body schools. The same will be conducted through the Technical Experts or Technical agencies.

To conduct the survey Rs. 2000/- per schools is proposed which includes orientation of surveyor, conducting survey, printing of Performa, monitoring of programme etc.

6. 8. 4. :: Constitution of State Resource Group & support :

RMSA, Assam seeks to ensure quality education right from the beginning of the scheme in all schools. For this, the support and monitoring system are targeted to be strengthened at district level. Onsite support to the teachers as well as case to case monitor and further its analysis and remedial measures are also to be made every month. To make the vision a reality, Monitoring Group consisting various subject experts will be constituted and operationalised at district level. The group will minimize the gap of sub-district structure of secondary education (since there is no sub-district structure for secondary education in the state). The role of Resource groups has to be seen in a two-way opposite track-one for delivering the best needed and the other for receiving ingredients for preparing consignments for delivery.

A total of 25 State Resource Group will be constituted from various specialized fields so that they can positively contribute in enhancing the quality of teaching in the state.

6. 9. :: Innovations:**6. 9. 1. :: Mobile Science Laboratory:-**

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.02.02)

Science is everywhere in today's world. Science education fuels that curiosity and provides children with valuable ideas, skills, and potential future career choices. Science pedagogy assumes that the theoretical content of a science course is intimately linked to the methodology by which scientists in that field probe the phenomena. Science has two parts - observing phenomena and accounting for them, science education ought to cover both. So, science lecture courses require that students also take the corresponding laboratory course to ensure better understanding of the concept.

To provide modern Science laboratory facilities to the students of Secondary schools, Mobile Science Laboratory is being launched in four (4) districts in the state with assistance from Assam Science Technology and Environment Council (ASTEC) and UNICEF. Necessary guidelines have been prepared through the eminent Academicians and subject experts in the State and ASTEC has already invited tender for construction of body of the vehicles. Mobile Science Laboratory is going to be launched very soon on pilot basis in four (4) districts namely Kamrup, Jorhat, Dibrugarh and Cachar. An amount of Rs. 112.18 lakhs has already been funded by the State Govt for the conducting the programme

To create awareness among the students and parents and to create zeal among the teachers, Mobile Science Laboratory for another ten (10) districts has been proposed in the light of State Govt guidelines.

Details of the Mobile Science Laboratory :

There are a total of 2607 numbers of secondary and higher secondary schools in Assam including Govt. and provincialised schools in entire district of Assam. At present, our schools in Assam have very limited technological and infrastructural resources for teaching science. The total number of secondary school is 2015 whereas the total number of higher secondary school is 592 and Govt and provincialised secondary

schools in general have poor laboratory facilities. The students often learn science without performing or even observing a single experiment. They should be provided with minimal laboratory facilities to facilitate the science pedagogy in order to meet the curriculum that incorporates technology.

In order to ensure quality in secondary education providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster is an immediate and urgent need. So, to provide the students with science laboratory facilities *Rastriya Madhyamik Shiksha Abhijan* (RMSA), Assam put the target of construction of science laboratories in all school of Assam. But as the construction of infrastructure at mass level is time consuming process the mission sets to pursue an innovative scheme to provide the students with opportunity of science laboratory in the form of Mobile Science Laboratory.

This will give the students in secondary schools a chance to learn science by performing experiments, thus it will give them not only the pleasure of "learning by doing" but also will render the subject enjoyable and easy to understand. It will also inculcate and nurture a scientific attitude among the school children.

Objectives of Mobile Science Laboratory

- To provide school children with the opportunity to handle scientific apparatus and learn the basics of science through experiments.
- To create awareness of the relevance of science in the lives of school children.
- To create opportunity for every students towards learning science by doing.
- To spread the message in rural communities that science can help solve the problems in their everyday lives as much as it does for the urbanites.

This project will allow access to technology for all students equitable to other schools in the district and is highly motivated towards reforming science learning in secondary schools of Assam. The focus of this proposal is to provide technology within the access of every student.

Goals and outcomes of the Project

- One goal of science lab is to meet the science content as soon as possible with respect to the curriculum.
- One of the goals of our technology plan is to increase classroom productivity.
- To accomplish the technology piece or asset for schools.
- With the technology, we can obtain the goal of teaching students how to correctly use scientific laboratory equipment.

A desired outcome of this project is an increase number of students having access to science pedagogy. With a more hands-on approach to science, many students who lose interest in science find science to be more relevant to their day to day lives.

Modalities:

- Purchase of mobile vehicle to serve the purpose of mobile science laboratory.
- Remodelling of the vehicle and equipping with laboratory equipments into the vehicle.
- Formation of committee for designing of experiments according to the syllabus and incorporating innovative ideas for experimental design.
- Meeting of the committee members from science background covering physics, chemistry, biology and innovative designing of experiments to be fixed at State office.

- Recruitment of Senior Scientific Facilitator (Post graduate level) and Scientific Facilitator (Graduate level) to manage the vehicle and who are capable of travelling long distances even to remote schools to exhibit concepts and involve children and teachers in hands-on science.
- Recruitment of a driver and an assistant driver for the mobile vehicle.
- Recruitment of the consultant at state level for the monitoring of the Mobile Science Laboratory(MSL).
- Training of the Senior Scientific Facilitator and Scientific Facilitator for handling the mobile science laboratory.
- Tie up with Aryabhata Science Centres (under ASTEC) for monitoring of the mobile vehicle in the selected district of the project.

Target of the project

- Project to be implemented at pilot basis first with 10 mobile vehicle laboratories for the period of 11 months.
- 10 mobile vehicle laboratories to be introduced in 10 districts.
- The 10 districts will be selected as per need of the districts.

Tentative Budget for 1 Mobile Science Laboratory (MSL)

A. NON – RECURRING		
Sl. no	Particulars	Amount in Rs. (Lakhs)
1	Vehicle for MSL (Mobile Science Laboratory) Cost of chassis (Tata LP 712/42E×BS III); Body making with necessary arrangement; Painting; Stickers; Registration; Insurance; Permit;	14.20
2	Supporting gadget, equipments, audiovisual systems etc; Generator (1 no); Computer and accessories (1no); LCD TV (1 no); Workshop tools; Telescope (2 nos); Microscope (4 nos)	1.80
3	Innovative & interactive exhibit (Physics/ Chemistry/ Biology/ Electronics/ Electricity/ Mathematics) for student and common people	1.20
4	Instruments, experimental kits and consumable for experiments for Physics, Chemistry, Biology confirming to course materials.	3.50
5	Training expenses for MSL manpower	0.45
TOTAL (A)		21.15
B. RECURRING BUDGET FOR 11 MONTHS		
Sl.no	Particulars	Amount in Rs. (Lakhs)
6	Senior Scientific Facilitators for Physics (Post graduate) @ Rs. 20,000/- PM (Rs.20,000× 11 months)	2.20
6	Co-ordinator of project at state level (Post graduate) @ Rs. 20,000/- PM (Rs.20,000× 11 months)	2.20
7	2 Scientific Facilitators for Biology and Chemistry (Post Graduate level) @ Rs. 15,000/- PM (Rs.15,000× 11 months×2)	3.30
8	Driver (1 no) @ Rs. 10,000/- PM (Rs.10,000× 11 months)	1.10
9	Asst. Driver (1 no) @ Rs. 7,000/- PM (Rs.7,000× 11 months)	0.77
10	TA/DA for MSL manpower (11 months)	0.55
11	Diesel (vehicle), petrol and kerosene (generator for movement of vehicle and conduct of programme at schools for 11 months)	1.65
12	Maintenance and repairing of vehicle (MSL) for 11 months	1.00

13	Maintenance and repairing of equipments, instruments, exhibits, experimental kits, etc.	0.75
14	TADA and allowance for monitoring and impact assessment by assessing team members	1.50
TOTAL (B)		15.02
TOTAL (A+B)		36.17
Total expenditure on 10 Mobile van (Rs.36.17 Lakhs × 10)		361.70

6.9.2. :: Online School Monitoring System :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.02.03)

Online School Monitoring for tracking teacher's attendance and other school activities on daily basis has been introduced for Secondary schools through Interactive Voice Response System (IVRS). NEESA Tech, Ahmedabad has been selected for the purpose on the basis of RFP and the Head teacher/ Principals, SMDC presidents & members and other teachers are being interacted over mobile phone in different matters like submission of Utilisation of School Annual Grants and other interventions in addition to Students and teachers attendance. Rs. 12.88 lakhs has been approved for implementation of the activities by the Govt of Assam on pilot basis.

To carry out the activity in all schools for 10 months proposal has been made @ 5 lakhs per district under the plan.

6.9.3 :: Accreditation of Secondary schools: -

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 18.02.04)

To up-grade all Secondary schools in the State, process for accreditation of the schools through Quality Council of India, Govt of India has been initiated. All 2607 Secondary schools in the State will be accredited BABET under Quality Council of India. State Govt has sanctioned an amount of Rs. 56.94 lakhs for implementation of the activity for first year.

The programme will continue for later period and for which the proposal has been placed under the plan. Rs 2 lakhs per district has been proposed for carrying out the programme.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Some innovative programme like adaptation in examination and up gradation of DIETS into study centre for FCECD under RCI and adaptation in examination process by provision of scribe/ writer.

6.9.1:: Provision of Scribe/ Writers in examination:

Adaptation in Examination process and provision of alternative mode of examination will be done in consultation with Board of Secondary Education (SEBA), Assam and Assam Higher Secondary Education Council, Assam. The use of scribe / writer in the examination will be made available to the CWSN as per his/ her capability. Scribe is

someone who can write on behalf of other and should neither give an unfair advantage, nor should it be disadvantage. Scribe will be of lesser qualification of the user. Responsibilities of a scribe will be:

- To write or word-process answers exactly as they are dictated.
- To read back what has been recorded to you and make any corrections as directed
- They must not give any factual help, offer any suggestions or advice regarding what questions to answer or
- In certain circumstances, additional time will be permitted for the use of a scribe.

6.9.2:: Up gradation of DIETS/ resource rooms as study/training centres:

Costing sheet sl. No:25.1

20 Nos. of DIETS and B. Ed Colleges proposed to be upgraded as the accredited study centers of Rehabilitation Council of India (RCI) under IGNOU and NEHU Universities.

Capacity building of the Teachers: RCI has started an online foundation course for education of children with disability which is of 90 days. Due to lack of institutions in the sense of limited number of study centers in Assam, more and more teachers cannot be imparted the said course. The upgradation of DIETS/ centres will help more nos. of teachers to be trained in CWSN related issues. Initially, the approach would be to upgrade 10 DIETS in the state and then approach RCI for evaluation and recognition.

They can be useful for various purposes such as:-

- 90 day - Foundation Course training for in-service teachers.
- Multi-Category training of the Resource Teachers.
- Parental Counselling
- Peer Awareness Programme

Basic requirements for Upgradation of Resource centre are:

Location –DIET/ centre where, multicategory and interdisciplinary teaching can be imparted.

Teachers- Resource Teachers for conducting training should be from various categories as Mental Retardation, Visual Impairment, Hearing Impairment, Locomotor Impairment and Cerebral Palsy.

Space- There should be at least 3 rooms. One for office room cum waiting room, one training room (with capacity of at least 40 teachers), one Resource room and one toilet.

Furniture and Equipments for the office -

- Cupboard(steel)
- Filling cabinet
- Phone
- Duplicating machine
- Wall Clock
- Fans
- Electrical Fittings, lights etc.
- Furniture and Equipments for classroom
- Tables and chairs for 40 students
- Audio Player
- Blackboard
- Teaching Materials.

Sl. no	Nos. of centers to be up- graded	Unit cost
1	20	2,00,000

6.9.3: Development of Model inclusive schools:

(Costing sheet sl .no 37.02)

As inclusive education is the main objective of IEDSS therefore, one Model inclusive school will be developed in each district of Assam with the following facilities:-

- 1) School with the highest nos. of CWSN will be identified and thus will be selected for the development of inclusive model schools.
- 2) Appointment of 4 inclusive teachers in each category of VI, HI, MR, CP which will be at the ratio of 1:5.
- 3) Building of ramp and railing at least at the main administrative block and also attaching each and every classroom, library, toilet, play ground, etc.
- 4) Accessible toilet will be constructed separate for both boys and girls.
- 5) Installation of software like JAWS/ SAFARI/ DAISY for visually impaired children will be done.
- 6) Training of computer teacher in the above mention software will be through organisation expertise in the field.
- 7) Construction of resource room at the school for student with special needs.
- 8) Purchase of equipments for resource room will be done to ensure inclusive education.
- 9) Library to be strengthened with Braille books for VI children.
- 10) Service of other rehabilitation professional like physiotherapist, occupational therapist, psychologist, speech therapist will be provided on weekly basis for overall development of CWSN.
- 11) Training of all the regular teachers of the school in issues related to children with disabilities.
- 12) Exposure trip of the headmaster/ Principal, administrator, SMDC members of the schools to model inclusive schools in Guwahati like Montfort inclusive schools and other inclusive schools inside the state.

With the above mentioned criteria fulfilled an inclusive model school will be developed in each district of Assam.

Sl. no	Nos. of Model Inclusive Schools	Unit Cost
1	27	5,00,000

RMSA

9.4: Modernisation and reform of Institutions of Teachers Education like B. Ed Colleges/ CTCs:

Teacher educators drawn from different parts of Assam have emphasized the need for modernization of the curriculum of B.Ed and M.Ed and reforms and restrictions on mushroom growth of substandard training institutions. It is also suggested that there must be some models for ensuring effective training and qualitative improvement in the course content.

Lack of modernisation and reform in such institutions will result into dipping standard of teachers which will have an adverse effect on the education system in Assam, where a mere B.Ed degree will not be enough for school teaching. For this purpose a lump sum of Rs. 10 lakhs has been proposed in the plan for the state.

17.1: Technical staff for EDUSAT/ SIT (state- 8 Nos.):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.03.09)

8 technical staff for EDUSAT/SIT will be taken estimating a total cost of Rs. 24 lakhs with a unit cost amounting to Rs. 30,000 per month.

17.2: Technical staff for EDUSAT/ SIT (Dist- 3 each):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.03.10)

3 technical staff for EDUSAT/SIT will be taken estimating a total cost of Rs. 14.580 lakhs with a unit cost amounting to Rs. 20,000 per month for 27 districts.

18. External Manpower Support at state level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 20.04.01)

To carry out some certain mission works at State Mission Office, RMSA, it will be required external manpower support for timely and urgently accomplish the tasks. Hence, it is proposed to keep an amount of lump sum in AWP&B, 2012-13 for this purpose.

As per need of the project, Mission Director will engage subject/ technical experts or resource persons on short term contract basis and honorarium for the experts will be fixed accordingly. A lump sum of Rs. 8 lakhs has been estimated for the purpose.

19: Capacity Building of SMO officials:

Officers/Staff from districts and states will be sent to various State levels, National level and inter-state level workshops and training under the capacity building programme. A lump sum of 5 lakhs has been estimated for the state level.

20: Capacity Building of DMO officials:

Capacity building of Officers/Staff and field level functionaries is a continuous process. Besides, Officers/Staff from districts will be sent to various State levels, National level and inter-state level workshops and training under the capacity building programme. For the purpose of capacity building of the DMO officials 1 lakhs is proposed to be allotted to all the district each.

Chapter - 7

Action Programmes for Focus Groups

CHAPTER - 7

STRATEGIES AND ACTION PROGRAMMES FOR FOCUS GROUPS

It also needs to resolve on issues like achieving universal access, equity and social justice wherein education of the focus groups such as girl children and children belonging to SC, ST, OBC, Tea Tribes and religious minority communities should be the policy concern. All these groups need special assistance and support. Universal access is possible through expansion of schooling facilities, but special efforts are required for achieving equity, social justice and predetermined level of performance of all the diverse groups of learners.

First and foremost strategy is to improve the physical access to secondary classes targeting the children of SC, ST, Minority and Tea Tribes communities in priority basis. Physical access will be improved by creating additional classrooms in the existing secondary schools of the focus areas including upgradation of middle. While improving access to secondary schooling, ensuring availability of a secondary school within 5 Kms distance/radius of each habitation is possible for Assam given its unique feature of relatively adequate population density other than hilly and isolated areas. Opening a new school must be based on school mapping of under-served areas and relaxation in distance norms for this is a requirement. Alike the set up of model schools in the educationally backward blocks (EBBs), new schools in very small & scattered villages which is not financially a viable may be proposed satellite schools and hence it should be carefully examined before comment. Also to improve the access, hostel facilities for SC/ST, Tea Tribes and girl children will be improved and continued.

To improve the enrolment of SC, ST, Tea Tribes, Minority & girls, area specific strategy can be adopted for tracking eligible students for secondary classes i.e. graduate from class VIII and dropouts of secondary classes. Survey & studies will be carried out to examine the possible factors the situation and status of out-of-schooling and re-admission in secondary classes. Continuous enrolment or time specific enrolment of these targeted students / children may be adopted for the state. Flexible schooling system or night schooling is also a demand for the Tea Garden areas. Since the target age group young persons of secondary education in the tea gardens are going for work or in case of girls, they got married in this age group.

7.1 :: Girls education :

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

Girls' education and the promotion of gender equality in education are vital to development, and policies and actions that do not address gender disparities miss critical development opportunities.

Since, there is a commitment at elementary level in the state to bring all the girls children between the age group of 6-14 years under the fold of elementary education and ensuring retention and quality education. Apart from providing the facility of elementary education to the girl children, also plan to target the needs and difficulties facing by the girl children and the family, socially as well as economically. Although equity is not a major problem in Assam but community specific constrains in minority groups, SC,ST and OBC and area specific constrains in hill, Char and Tea garden areas are there, which makes the elementary education barriers for girls. The activities conducted for awareness and motivation for the girls children like -

Organisation of Games & sports and cultural programmes, Organisation of Health & hygiene programme , Mobilization Programme for Formal Schooling of Muslim Girl Children, School level involvement and participation of girls children in the Students Govt of the school could make the girls children empowered and coming forward for taking part in school activities , social and cultural activities. Building of leadership capacity and confidence of the children was also a positive out come of the programme. Another activity - "Life skill programme- Self defense training" helped the children as well community in self empowerment, motivation and in building self confidence of the children. This programme also helped the children and the community in building mental courage and extending sportsman spirit.

It is understood that educational opportunities for girls parallel to the boys has always been given in the state by its tradition and in addition to this, strategy for bringing all the girls children under the fold of elementary and secondary education has also been taken up. Though gender disparity is not a major problem in Assam but there are reasonable number of girl children who are deprived from educational opportunities due to lack of awareness of guardian, teachers, confidence of the girl children, motivation and courage. In the disadvantaged areas like SC, ST, Educational Backward Minority, Tea garden, chars, it is always visible that girls children are always less in participation in the various social and educational activities. Again the girl children attain adolescent age become victims of social constrains like child marriage; drop out from school in these areas. Also in some cases these girl children become victim of negligence in terms of health, nutrition. Keeping in mind all these constrains, a number of activities to minimize the problems facing by the girls are required to be designed for the state.

To improve the enrolment of girls in secondary classes the first strategy is to increase their access to school. In the perspective plan number of school available will be equal for both the girls and boys. It means there will not any special school for girls. However, the girl children access to secondary school will be improved by increasing number of co-education type of school with secondary classes. To ensure the comfort of the girl children in secondary classes, number of female teachers available for the secondary classes will be increased. Secondly, for girls who are living in places beyond a walkable distance to a secondary school, it is by improving transportation facility. A policy intervention herein placed is distribution of free cycles, for those living beyond walkable distance; residential facilities will be improved at secondary school places.

Finally, it is the safety, security and convenience of adolescent girl children that factor in for their schooling. The safety, security and convenience of girl children enrolled in secondary classes will be ensured while reaching and returning from the school, in the school premises and in classrooms. The learning environment will be gender sensitive. All the secondary schools in the State will ensure the girl children with availability of a separate toilet blocks.

This chapter summarises the targets and outcomes of RMSA by 2017 at the State level. The targets and outcomes are identified and placed on a framework. The key mechanisms of implementing policy are identified and interventions are listed along with the forward steps that need to be taken.

All the issues & problems will be addressed through all the programmes along with earmarked programmes under AWP&B 2013-14 as follows:

Girls oriented activities:

7.1.1. :: Community mobilization and sensitization programmes

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.01)

Involvement of Pañchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management & Development Committees and Parent – Teacher Associations will be ensured in promotion of girls education in the state.

Hence, the special meeting for girls education to be held in the school to review the overall development and management of the school in case of SMDC. Sometimes all parents are invited to the meeting particularly the meeting conducted to discuss the achievement and retention of Girls learner's. The meeting was organized in all the school throughout the state.

Local NGO/ community groups will be engaged with the community mobilization and sensitization programme and total 10 programmes will be organized per block @ 5000/-.

7. 1. 2. :: Distribution of incentives like uniforms, scholarships, bi-cycles, educational provisions like textbooks and stationery etc.

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.02 to 17.01.05)

Incentive schemes for girls play important role while expanding the secondary education in the state as well as districts. They help to overcome the non-school fee constraints of demand for schooling. In many instances, it has been shown that the implementation of the incentive schemes have improved the girls enrolment levels especially those of disadvantaged sections.

Of the total popular incentives schemes, distribution of free textbooks for all the enrolled girl children, distribution of bicycles for the girl children, hostel facilities and scholarship for the girl children of socially backward communities particularly SC/ST and OBC are important ones. For the distribution of free text books all the enrolled children especially for girls at secondary level are to be considered under scheme. The Govt department in the state implementing the various incentive schemes including Bicycle etc. For the distribution of bicycles, the sizable per cent of the total projected enrolment is assumed as beneficiaries under the scheme.

Since the scheme is implementing by the Directorate of Secondary Education of the state, hence, the proposal is not made in this budget.

7. 1. 3. :: Provision of transport Facilities to the BPL girls of class – IX & X:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.06)

To address the drop out situation, free transport facility especially for BPL girls covering SC, ST, OBC, Minority and Tea Tribes should be provided for going to nearby Secondary schools in remote areas. Detail proposal on incentives will be designed as per need of the field.

To encourage the regular attendance free pass facility by the Assam State Transport Corporation will be made available for the Girls learners of rural areas and needy most girls and the process will be started after a school wise, assessment in secondary sections.

Provision of free transport facility is proposed to be given to the BPL girls students of class- IX & X. The target and other issues as per U-DISE 2012-13 is as below-

Items	Target	Unit cost
Procurement of free pass from ASTC	64057	200/- x 10 months

7. 1. 4. :: Self defence training for girls

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.07)

Background:

Girl students need to move from their house to various working places for their academic and other purposes. Sometimes they face different unwanted situation which pose threat to their dignity and even life. Self-defence training is the primary techniques which help them to escape from these awkward situations.

Rationale:

Most of girls students in rural areas will have to go to school through natural barriers like forest, hills, river etc where self esteem is required to the girls. Moreover, confidence is also required to be built among the girls.

Objective:

To develop confidence among the girls and able to defence themselves.

Details of Activity:

All the secondary girl students every year will be given training on self defence after completion of the annual examination. The training may be imparted in a phased manner. Self Defence training programme must be introduced among the girls learners to ensure safety and security while commuting to the school. The strategy of implementation of activity is as below –

- ↳ Development of guidelines.
- ↳ A committee on implementation and monitoring will be constituted at district level.
- ↳ Defence, Police or sports agencies will be involved with the programme.
- ↳ RFP will be invited for the programme.
- ↳ Implement the programme as per schedule.

Other relevant interventions NCC, Scouts & Guides, Hazard Safety Cadet Corp, teacher training guide captain training, leader trainer training will be arrange for the girls in secondary schools in addition to life skill, self defense training etc for development of girl students.

10 days Self Defence training programme is proposed to be organised in each school (2 days per month) @ Rs. 20/- per girl per day for 260370 girls students.

7. 1. 5. :: Deployment of more female teachers in schools

Since Govt education department has taken initiatives on deployment of teachers locally through conducting TET and there is still need of teachers in school, the priority on deployment of teacher will be given to the female category.

7. 1. 6. :: Residential scheme for women teachers

In addition to the remote and disadvantaged areas, residential facilities will be provided to the female teachers in the secondary schools in rural areas. Construction of women boarding in the remote area schools for female teachers will also be done as per the norms of state PWD. In girls schools, 50 beded girls hostel will also be proposed during the plan period and provision for warden teacher (female) will also be kept within the hostel.

7.1. 7. :: Provision of girls hostels in remote and difficult areas

50 beded girls hostel will also be proposed in girls schools and 25 beded hostel for girls will be proposed for co-education school during the plan period in remote and isolated areas and provision for warden teacher (female) will also be kept within the hostel.

7.1.8: 5 days counseling camp on professional studies for Girls of class- IX & X at sub block level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.08)

Professional counselors serve a vital role in maximizing students' success. Through leadership, advocacy and collaboration, a professional school counselor promotes equity and access to rigorous educational experiences for all students. Counseling supports a safe learning environment and work to safeguard the human rights of all members of the school community.

A proper guidance or counseling to the meritorious girls belonging to the BPL is extremely essential so that they can plan their career as per the requirements of the current job market. In most of the cases it has been witnessed that most of the girls, who are good in academics, could not pursue their studies further because of lack of professional counseling or land up taking a course which doesn't yield fruitful outcomes.

In context to this, 5 days Counseling Camp on professional studies for girls students of class – IX & X will be organized at district level and 20% of total girl students i.e. 88761 Nos. will be covered, incurring a cost of `100 per day per student. The main aim of conducting such a camp is to provide a right direction to the students in planning out their career as well as to provide a platform so that they can get all the answers for their queries.

7.1.9 :: Health awareness programme for girls students of Class-IX & X:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.09)

The School Health awareness Program/ camp envisages an Assam where all children are healthy, ready to learn and prepared to make healthy lifelong choices.

The main motive for such School Health Hygiene awareness Program/camp is to meet the health services and health program needs of adolescent girl children through schools.

The strategies -

- (i) Development of strategies
- (ii) Co-ordination with NRHM and Health Deptt
- (iii) Finalisation of schedule as health issues
- (iv) Advocacy of programme
- (v) Printing of IEC materials
- (vi) Conducting programme at school level
- (vii) Follow up with parents

It increases the access to health care for all the children. It engages in collaborative efforts with NRHM and Health Deptt. The programme will be conducted for 443804 Nos. of Girls students of Class-IX & Class – X in 2757 Govt/ Provincialised secondary schools and Rs 100/- is proposed as unit cost (school).

7.1.10 :: Bridge Learning materials for slow learning girls (20% of class IX students):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.10)

The greatest challenge to a teacher is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these children to provide them the best possible opportunities in a changing world.

An average of twenty percent (20 %) girls slow learners per school will be identified at the beginning of enrolment in class- IX and the said students will be given special bridge materials on their needy subjects and areas. The slow learners of class-X would also be given special training to fill up their gaps in learning and achieving their competencies.

The sub activities are as below-

- (i) Identification of gap areas
- (ii) Diagnosis of the learning gaps
- (iii) Confirmation of support strategies
- (iv) Development support materials
- (v) Orientation of teachers & learners
- (vi) Classroom practices and orientation

(vii) Assessment

(viii) Review

This material will reduce the gap which the students didn't learn in their previous years and which has been acting as a major hindrance in understanding the concepts in the senior classes. If such bridge courses are not organised then all those students whose concepts are unclear will find great difficulty in their further studies.

In view of this, Rs. 100/- per slow learner girls will be provided for the guide materials and cost for counselor/ guide training of MTs, support to learners etc .

7.1.11. :: BALIKA MANCH in Secondary Schools:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.12)

Many times the girls cannot express their issues and problems to the teachers. Even they hesitate to share with female teachers also. So, to promote the girls activity and address the girls related issues and problems to the teachers, a girls forum namely "Balika Manch" will be established in all girls schools (367) and co-education schools (2295) and the manch will initiate their discussions, awareness & motivations activities with the help of the teacher.

Operationalisation of the Balika Manch -

- ✦ A 10-12 member body will be constituted covering the girls of all Secondary & HS classes.
- ✦ All caste categories representation will be in the manch
- ✦ A female teacher of the school will be the guide teacher of the manch.
- ✦ The manch will executed all girls related activities in the school.
- ✦ The manch will guide the other girls of the school covering girls at elementary sections of the school.
- ✦ The manch will create awareness in local areas also among the parents and society.
- ✦ They will help to bring drop out or irregular girls students to school.
- ✦ The tenure of the manch will be one year and they will sit monthly-basis to discuss their issues.

Rs. 200/- per manch will be given to each Balika Manch of 2662 schools for contingency expenditure through which they will procure registers and other documents.

7.1.12. :: 5 days State level orientation for female teachers on Gender & Life skill issues :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.13)

A 5 day orientation camp for female teachers on Gender & Life skill issues will be organized at State level in residential mode. One female teacher per school will cover under the orientation. The teacher will guide the girls students regarding issues related to adolescent, self defense & other life skills, health & hygiene etc will be formed in schools As per data, Nos. of Girls and Co- Ed Secondary schools in the state is 2662 which covers 367 girls Secondary schools and 2295 co-Ed Secondary schools.

This activity has proposed to provide Rs. 1000/- per day per teacher and the amount includes all i.e. expenditure for module development, training of MTs, guidance etc .

The teacher in-charge will able to give leadership to the girls children as well as to the local female society.

1.13. : Traditional Handicraft camp for girls students at school level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.01.14)

Keeping in view its importance a handicraft camp for girls students will be organized at school level for at least 5 days with the help of experts available at local level, NGOs and other agencies. Its aim is to convey to students and to the community the importance of handicrafts and also to make valuable or usable things through abundant or locally available materials. The SMDCs will be insisted to promote a market of the products of children handicraft Works.

Objectives of the Handicraft camp:

- ↳ To promote creation and production of day to day use materials from locally low cost materials.
- ↳ To develop a working habits among school going girls students.
- ↳ To provide platform for production of handicraft for their future benefits.

Guidelines for organising "Handicraft camp"

- A **5 days** camp at school level will be organised under the banner of RMSA, Assam.
- SMDC shall be conducted for the formation of **core committee**.
- **core committee** will be the nodal agency to convene the programme at school level. The committee may be formed of the following members:

Chairman	Head Master/ Principal
Convener	Girls co-ordinator (teacher)
Member	3 teachers of the school
Member	5 students

Instruction will be issued to ensure the utilisation of fund earmarked for implementation of programme. The camp will be organised in 2662 Nos. of Girls and Co- Ed Secondary schools which covers 367 girls Secondary schools and 2295 co-Ed Secondary schools.

This activity has proposed to provide Rs. 5000/- per camp per school and the amount includes all i.e. expenditure materials, honorarium to local experts etc.

(B) ICT@school scheme

No special provision for girls in this scheme.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

USE cannot be achieved unless Children With Special Needs (CWSNs) or differently abled children are to be provided access to quality education. Hence, education of CWSN is an essential part of the RMSA framework. Inclusive education in RMSA is a more expansive concept; wherein the stress is to provide education to CWSN in an environment most appropriate to their learning needs. These options vary from a regular school. Total 1098 different CWSNs have been identified through SEMIS 2009-10 and will be implemented the various programmes in starting year in addition to identification of CWSNs and sensitization issues.

For proper identification of CWSN, a concerted drive will be undertaken through CHCs, PHCs, District Blindness Control Society and local NGOs where medical certificate and registration card will be given to the CWSN. In this whole process Resource Teachers, PRI, SMDC, School teacher, ANM and local leader will be involved.

Parental involvement is very important for completion quality education of CWSNs and also successful implementation of the programme for CWSN. Working effectively with parents'

group includes learning how to communicate with them, conduct parents, teacher discussion etc. The parents will be given training and counseling on how to handle the CWSN and the importance of education for them. The facilities and opportunities for the disabled children will be explained and steps for Registration under National Trust ACT will also be initiated through a one day parents' training which will be organized at district and block level. The Resource Person/ Teacher of Integrated Education (RT-IE) will be conducted the parental counseling in his / her respective block area and counseling will be organized in quarterly basis.

It is proposed to conduct screening and identification cum assessment camp for all the categories of CWSN like MR, VI, HI and LD in all the blocks through convergence with other Govt & non-Govt organization.

For successful integration of children with special needs, provision of aids & appliances is essential. These could be obtained through convergence with the State Health Department, Social Welfare and NGOs. Budget provision will be made for purchase of aids & appliances for CWSN whom requiring assistive devices. During formal assessment camps, medical experts from the organizations & District Medical Board identify the children with minor deformities, which could be corrected with minor surgeries.

Children enter into secondary education at the age of 14- 18 years which is the adolescence/ teenage undergoing physical and psychological changes. Girls with disabilities faced double discrimination in society. As disability is already a challenge for them thus it is difficult to motivate them for continuing their schooling and prevent their dropout in this early phase of implementation of Inclusive system in Govt. and Provincialised schools in Assam. Therefore various programmes given below focussing Girls child with disability like Stipend for Girls students with Disabilities, Career counselling for girls student with disabilities, etc. Vocational education under NVQRF specific to girls child with disability will be focused upon.

7.1.1 :: Stipend for Girls students with Disabilities :

A fixed stipend of Rs. 200/- per month will be provided for girls' child with disability undergoing secondary education to encourage their participation up to senior secondary level. A total of 1558 Girls children with disability for will be given stipend @ Rs. 200/- per month for 11 months.

Sl. No	Types of Disability	Class IX- Girls	Class X- Girls	Total
1	Visual Impairment (Blindness)	158	94	252
2	Visual Impairment (Low-vision)	353	235	588
3	Hearing impairment	117	62	179
4	Speech impairment	51	33	84
5	Loco motor impairment	42	33	75
6	Mental Retardation	63	41	104
7	Learning disability	117	65	182
8	Cerebral Palsy	9	1	10
9	Autism	8	5	13
10	Multiple disability	41	30	71
Total		959	599	1558

7.1.2 :: Career counseling camps for girls student with disabilities:

Career Counseling is a process that will help a student to know and understand themselves and the world of work in order to make career, education, and life decisions. Generally, it will help them to get a clear picture of who they are and what directions to consider and how to proceed towards a career. Basically it will guide them for a better career opportunity available. Girls' students tend to dropout from school because of many odds reasons like economical constrains, ignorance of option available for higher studies, ignorance of vocational education institutions, etc. Motivations to these girls' students for continuing their education and for opting higher studies this career counselling shall render such students for fostering a brighter career option.

Girls with disability faced double discrimination at schools and the possibility of dropout is more. Therefore, it is important to motivate them through ranges of career options available for them and thereby shaping their future.

5 days Career counselling camps at block level will be done @ Rs. 100/- per day per girl child. A total of 1558 girls students will be covered @ Rs. 100/- per day per child. The strategy for organising the 5 days career counselling camps are as follows:

1. Identification of resource persons/ pool for organizing the programme.
2. Development of Module and ready reference materials fit
3. Psychological counseling will be done to the girl child.
4. Sharing success stories.

Sl.no	Nos. of Girl Children with Disabilities	Nos. of Days
1	1558 girls' CWSN	5

7. 1.2 :: Escort allowance for girls student with disabilities:

Many girls student dropout for schools because of lack of security during transportation form residence to school and girls children with disability at secondary stage are more vulnerable to dropout because of this reason. Therefore, it is proposed for escort allowance of girls CWSN identified in the state.

Sl.no	Nos. of Girl Children with Disabilities	Unit cost
1	1558 girls' CWSN	500

(D) Girls Hostel

There are 52 KGBVs operationalised under SSA, Assam having enrolment in class- VIII. The status of enrolment in class- VIII in these KGBVs are as below –

District	Name of EBB	Name of KGBV	Enrolment in Class- VIII	
			Enrolment < 20	Enrolment > 21
Dhubri	Birsingjarua	Birsingjarua		30
Dhubri	Nayeralga	Nayeralga		26
Dhubri	Mancachar	Mancachar	17	
Dhubri	Golakganj	Golakganj	14	
Dhubri	Bilasipara	Bilasipara		27

Kamrup	Chaigaon	Goroimari		31
Kamrup	Chamaria	Nagarbera		38
Darrang	Pub-Mangaldai	Pub-Mangaldai		29
Darrang	Dalgaon Sialmari	Dalgaon Sialmari		21
Udalguri	Bhergaon	Bhergaon		23
Udalguri	Rowta	Rowta		30
Sonitpur	Balipara	Rangapara	4	
Sivasagar	Pachim Abhoypur	Pachim Abhoypur	10	
Baksha	Tamulpur	Tamulpur		30
Baksha	Nagrijiuli	Nagrijiuli		50
Dhemaji	Murkongselek	Morkongselek	13	
Lakhimpur	Lakhimpur	Lakhimpur	20	
Karbi Anglong	Lumbajong	Longnit	17	
Karbi Anglong	Somelangso	Sildharampur	11	
Karbi Anglong	Lansomepi	Bokalia	13	
Karbi Anglong	Socheng	Socheng	10	
Karbi Anglong	Amri	Ulukunchi	12	
Dima Hasao	New sangbar	New sangbar	9	
Dima Hasao	Diyungbra	Diyungbra	12	
Barpeta	Mandia	Mandia		21
Barpeta	Gobardhana	Gobardhana	8	
Barpeta	Barpeta	Barpeta	11	
Tinsukia	Guijan	Guijan	10	
Tinsukia	Hapjan	Hapjan	8	
Tinsukia	Itakhuli	Itakhuli	18	
Dibrugarh	Panitola	Panitola		25
Dibrugarh	Lahowal	Lahowal	12	
Kokrajhar	Kokrajhar	Kokrajhar	10	
Bongaigaon	Tapatari	Tapatari	18	
Nagaon	Batadrawa	Batadrawa	13	
Morigaon	Morigaon		11	
		Total	281	381

Since, there is no KGBV exist having 100 enrolment. The proposal of hostel facility for these girls is placed in the plan as below –

7.1. (C). 1 :: Hostel facility to class VIII pass KGBV girls:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 57)

There should be a provision for the class VIII passed girls of the KGBVs to enroll in class-IX alongwith hostel facilities. As per the data above, total 281 girls of KGBVs are expected to be enrolled in class- IX in next academic year.

Fund will be provided to the girls monthly reimbursement basis or payment will be made to the concerned school (SMDC) for necessary arrangement of hostelling facilities to the girls.

The unit cost for the payment is calculated on the basis of norms of rent for KGBVs and recurring grants of Girls hostel. The unit cost will be Rs. 23000/- per year and Rs. 64.63 lakhs will be involved with the programme

7.1.(C).2 :: Rented Girls Hostel in EBBs where enrolment is more than 30 girls in KGBVs:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 56 - 65)

There are three KGBVs exist where more than 30 girls receiving education of class-VIII and these girls are expected to be enrolled in class- IX in next year. Details of these KGBVs are as below –

District	Name of EBB	Name of KGBV	Enrolment in Class- VIII more than 21
Dhubri	Birsingjarua	Birsingjarua	30
Dhubri	Nayeralga	Nayeralga	26
Dhubri	Bilasipara	Bilasipara	27
Kamrup	Chaigaon	Goroimari	31
Kamrup	Chamaria	Nagarbera	38
Darrang	Pub-Mangaldai	Pub-Mangaldai	29
Darrang	Dalgaon Sialmari	Dalgaon Sialmari	21
Udalguri	Bhergaon	Bhergaon	23
Udalguri	Rowta	Rowta	30
Baksha	Tamulpur	Tamulpur	30
Baksha	Nagriajuli	Nagriajuli	50
Barpeta	Mandia	Mandia	21
Dibrugarh	Panitola	Panitola	25
		Total	381

Source:- SSA

To provide hostel facilities to these 381 girls alongwith other girls students (target of 100 girls in hostel) recurring grants are proposed under the plan including rent of hostel. The features of the girls hostels-

- ✦ The hostel will be taken on rental basis near by a girls school/ co-ed school or existing KGBVs.
- ✦ The norms for rent of KGBV will be considered for girls hostel
- ✦ Recurring cost of hostel will be considered according to the norms of Girls Hostel scheme.
- ✦ Priority will be given to KGBV students.

The cost proposal is as below-

Items & Norms on Recurring Grant of Girls Hostel	Unit cost (lakhs)	Total amount (lakhs)
Food/Lodging Expenditure per girl child @ Rs. 850 per month	10.2	132.6
Honorarium of warden @ Rs. 5,000 per month (in addition to her salary as teacher)	0.6	7.8
Chowkidar @ Rs. 3,000 per month	0.36	4.68
1 Head Cook (@ Rs.3,000 per month) and 2 Astd. Cook (@ Rs. 2,500 per month)	0.96	12.48
Electricity/Water per year	0.6	7.8
Maintenance per year	0.4	5.2
Medical care@ Rs. 750 per year per girl	0.75	9.75
Toiletries and sanitation @ Rs. 100 per month for each girl	1.2	15.6
News paper/ magazines and sports @ Rs. 2,000 per month	0.24	3.12
Miscellaneous	0.4	5.2
Total recurring	15.71	204.23

Total Rs. 204.23 lakhs may be approved for operationalisation of 13 girls hostels covering 1300 girls in rented house/ existing KGBVs on rent basis.

7.1.(C).3 :: publicity of the scheme for increasing girls participation :

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 66.03)

Following strategies will be adopted for publicity on participation of girls in the scheme –

- ↳ Hoarding will be installed in the 5-6 public places like Panchayat offices, main approach road, markets, railway station, bus stoppage etc @ Rs 2000/- each for 52 EBBs i.e. Rs. 1.04 lakhs in total.
- ↳ Telecasting spots/ advertisement through local TV channels including development of spots/ advertisement @ 5.00 lakhs lumpsum.
- ↳ Visit of a volunteer : a volunteer will be sent to the target families for information about continuation of education and benefits of the girls hostel. More over the volunteer will visit other secondary schools for conducting a meeting with teachers and girls students on Girls Hostel scheme. Local NGO will be entrusted with the programme. Rs. 5000/- per block will be proposed against 13 EBBs i.e. Rs. 0.65 lakhs in total.

Total Rs. 6.69 lakhs is proposed for publicity of the scheme.

(E) Vocational Education

Publicity and various Awareness Programme have already been undertaken and proposed for fostering girls participation in vocational education.

7.2 :: Education of SCs/ STs/ Tea Tribes/ OBCs/ Educationally Backward Minorities : :**Representation of SCs & STs in SMDC:**

In the SC, ST, OBC and Minority dominated areas, the highest priority will be given to incorporate these categories of community members in the SMDCs. In addition to this, in the general areas, the SC, ST, OBC and Minority categories of members will be insisted to be a member of SMDC. Representation from the Tea Tribe community will also be ensured in SMDCs.

Contextualisation of pedagogic process

Socio-cultural adaptability is one of the important areas which need to be addresses in academically. Acceptance level of the students of the SC-ST, Tea Tribes dominated areas and SFG areas is generally lower than Urban areas or general categories. Pedagogy issues like textbooks and other teaching learning materials and teaching process should be imparted in view of area specific requirement.

Moving towards creating student centered classrooms provoke about the overall approach to teaching learning. One such approach that is highlighted in NCF – 2005 is the constructivist approach. Constructivism is a philosophical view which states that every individual has the capacity to construct knowledge. The construction of knowledge is already dependent upon the process of upbringing and the environment he/she lives. Thus knowledge in this sense is essentially social and cultural in nature. Constructivism advocates that coming to know of something is not the discovery of some pre-existing reality but the subjective personal

interpretation of that reality. One may be experiencing this often because of the diversity in terms of language, culture and ethnic background, found in focus areas.

According to the principle of constructivism, for our classroom practices we should remember that the information may be shared with the teachers but knowledge generation and understanding is the primary responsibility of the individual student special reference to the focus areas. In this process, co-operative learning provides a strong training ground for the constructing and development of knowledge of the target students. Knowledge broadly can be stated as true belief confirmed through some evidence and thus individual representations of knowledge are socially and culturally evolved.

Development of local specific Teaching Learning materials:

The teacher will be insisted to develop local specific TLMs to make the transaction classes more fruitful and useful to the target SC, ST, Tea tribes, Minority students and the students of SFG areas. Though the textbooks and other curricular issues do not help to do or motivate the teachers, local level understanding need to be adopted for development and implementation of the local TLMs. The teachers grant will also be proposed for every teachers covering Govt un-aided schools also so that all teacher of all school can utilise the TLMs and students benefited from these. More over large sunk of Govt un-aided secondary schools are existed in rural, remote and isolated areas and the under privilege group of students covering ST,SC, Minority etc are undergoing their education in these schools. Hence these students should get the scope of education that imparting by the teachers through the TLMs.

Development of context specific interventions for SC, ST, Tea Tribes, Minorities etc.

In the process, while increasing the size of enrolment in secondary classes, equity across gender and social groups is expected where the share of female children and the children of socially disadvantaged groups (SC/ST, Tea Tribes) in the enrolment of secondary classes will increase to the level in proportion to their respective share in the population.

The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Educationally Backward Minorities is special focus in the Rashtriya Madhyamik Shiksha Abhiyan. Every activity under the programme will be identified the benefit that will accrue to children from these communities. The participation of SCs/ STs/ OBC/ Tea Tribes and Minorities in the affairs of the school will be ensured through representation in School Management & Development Committee. The interventions for children belonging to SC/ST communities have to be based on the intensive micro-planning addressing the needs of every child.

To provide special support to the target students, awareness among the children, mainly girls and working children, sharing with stakeholders like parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the SC/ST/ Minority/ Tea Tribes community will be organized at four separate places in the CD block that dominated by such communities.

Generally, there is a tendency of drop out of girls students of Tea Tribes & Minority communities at Upper Primary and Secondary level. To ensure their continuation of education, Retention drive for Tea Tribes & Minority Girls students will be organized in every CD block. The retention drive programmes will be organized for school going girls of SC, ST, Tea Tribes & Minority community each will be organised for each CD block. The programme is proposed to be organized with the help of local NGOs/ PPP mode.

The BPL meritorious students of Class IX and X belongs to SC, ST, OBC, Tea tribe & Minority students will be provided the hostel/ boarding facility at district level under special support programmes. The KGBV passed out students will be given highest priority. The amount will be paid to the school concerned for providing hostel facilities or reimbursed to the students concerned subject to production of certificate & bills from the hostel concerned.

For Monitoring of the school functioning, students achievements, academic monitoring Group consisting various subject experts will be constituted and operationalised at district level. It has been observed that formation of subject-wise QAG at district is a major required for planning, preparation of modules, conducting teachers' training programmes and onsite classroom support specially for the target students of the focus areas. The QAG members will visit school every month and will be given onsite support in classroom transaction in addition to monitoring of quality transaction keeping in view the specificity of ST, SC, Tea Tribes and minority etc.

Engagement of Language specific teachers in the schools is a major challenge in the state. But, in view of learning of the targeted students like Bodo, Karbi, Garo etc falling under scheduled areas, deployment of language teacher additionally may be encouraged.

In addition to the Govt run schemes, separate scholarship and other supportive incentive schemes or programmes will also be undertaken during the project period.

All the issues & problems will be addressed through all the SC/ ST / Tea Tribes/ OBC/ Minority oriented Activities along with earmarked programmes under AWP&B 2013-14 as follows:

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

As per the National Framework of RMSA, some mobilization and support to student of ST/ SC/ Tea Tribes will be undertaken in the AWP&B 2013-14 through which awareness can be generated among the students & the community members of the said communities.

List showing SFD (Minority & ST areas) & Tea Tribes dominated areas.

Sl. No.	Minority Districts (Special Focus District)	ST dominated districts (Special Focus District)	Tea Tribes
1	Kokrajhar	Karbi Anglong	Tinsukia
2	Dhubri	Dima Hasao/ N.C Hills	Dibrugarh
3	Bongaigaon		Jorhat
4	Goalpara		Golaghat
5	Barpeta		Nagaon
6	Morigaon		Sonitpur
7	Kamrup		Darrang
8	Darrang		Cachar
9	Nagaon		Karimganj
10	Dima Hasao(N.C Hills)		Sivasagar
11	Cachar		
12	Karimganj		
13	Hailakandi		

7.2. (A). 1 :: Providing hostel/ boarding rent to economically backward SC, ST and Tea tribe students in district or outside district for Secondary Education:

(Sl No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.01)

Hostel facilities to the SC, ST and Tea Tribe students are required to be provided specially. The development authorities of such communities will also be involved with the

selection process of targeted group for hostel facility or responsibilities can also be given to operation such programme.

With the view to provide financial assistance and welfare to SC, ST and Tea tribe students hostel/boarding rent will be given in order to encourage education whether secondary and vocational course amongst these students within the district or outside the district. The educational development of children belonging to the Scheduled Castes, Scheduled Tribes and Tea Tribes will be the special focus under Rashtriya Madhyamik Shiksha Abhiyan. The participation of SCs/ STs/ Tea Tribes in the affairs of the school education will be ensured through representation in School Management & Development Committee. The interventions for children belonging to SC/ST/ Tea Tribe communities have to be based on the intensive micro-planning or certification of Local level bodies or agencies.

Proposal on the activity is placed in the budget this year.

7.2.(A). 2: Sharing with stakeholders & Change Agents in SC, ST and Tea tribe community dominated areas:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.02)

To create awareness among the children, mainly girls and working children, sharing with stakeholders like parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the SC/ST/ Tea Tribes community will be organized at 3 sharing per block @ 0.10 lakh that are dominated by such communities.

one sharing programmes are proposed to be organized in each CD block with the help of local NGOs/ PPP mode. Though the total blocks are 239; there are 17 shared blocks are existed between the districts for which total blocks in this regard should be counted as 256 in total.

The coverage for the programme is as below-

Total Block	Total programme	Unit cost in lakhs
256	768	0.10

7.2. (A). 3 :: Retention drives for SC, ST and Tea tribe students at block level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.03)

Dropping out of the SC, ST and Tea tribe students are always high in comparison with other students. It is seldom examined the reasons for such high dropout rates. But as per the observation it has appeared that there are a number of factors or combination which are responsible for it, viz; socio-economic disadvantage and early academic failure, school personnel negatively interacting with them etc.

To ensure their continuation of education, Retention drive for Tea Tribes students will be organized in every CD block. Total 2 retention drive programmes for school going Tea Tribes community each will be organised per block @ 0.10 lakhs. The programme is proposed to be organized with the help of local NGOs/ PPP mode.

The coverage for the programme is as below-

Total Block	Total programme	Unit cost in lakhs
256	512	0.10

7.2.(A). 4 :: Support to BPL SC, ST, Tea Tribes student for participation in National level co-curricular events, Project work, Seminar etc.:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.04)

Support will be provided to BPL SC, ST, Tea Tribes student for participating in National level Games & Sports, Project work, Seminar etc with a financial assistance. 20 students per district for 12 districts will be covered.

But, the cost estimated is not proposed in this year.

7.2.(A). 5 :: Enrolment drive for SC, ST and Tea Tribes dominated areas:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.05)

Enrolment of the students belonging to SC, ST and Tea Tribes Community is comparatively low and the statistics also reveals a declination of the enrolment rates amongst these groups.

For this purpose 2 drives per block @ 0.10 lakhs will be covered.

The coverage for the programme is as below-

Total Block	Total programme	Unit cost in lakhs
135	270	0.10

7.2.(A).6 :: Bridge Learning materials for slow learning students of SC, ST and tea Tribe community (20% of class IX students):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.06)

The greatest challenge to a teacher is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these children to provide them the best possible opportunities in a changing world.

An average of twenty percent (20 %) SC, ST and tea Tribe community boys slow learners per school will be identified at the beginning of enrolment in class- IX and the said students will be given special bridge materials on their needy subjects and areas. The slow learners of class-X would also be given special training to fill up their gaps in learning and achieving their competencies.

The sub activities are as below-

- (i) Identification of gap areas
- (ii) Diagnosis of the learning gaps
- (iii) Confirmation of support strategies
- (iv) Development support materials
- (v) Orientation of teachers & learners
- (vi) Classroom practices and orientation
- (vii) Assessment
- (viii) Review

This material will reduce the gap which the students didn't learn in their previous years and which has been acting as a major hindrance in understanding the concepts in the senior classes. If such bridge courses are not organised then all those students whose concepts are unclear will find great difficulty in their further studies.

But, fund is not proposed under the plan for current year.

7.2. (A). 7 :: Language learning camp for SC, ST and tea Tribe community students (English & Hindi Language) in selected rural schools:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.07)

A special class on language learning including used in offices and speaking in the language with grammar, comprehension and phonetics, will be organized in selected schools on every Saturday or any other day after normal routine classes for SC, ST and tea Tribe community students. Total 32 such classes are proposed to be organized during 8 months under current AWP&B. All targeted schools will have to organized such class or initiatives by inviting Resource Persons.

20% of the total school per district is proposed to be covered, incurring a unit cost of Rs. 0.20 lakh per school.

Language learning camp will provide a platform to the SC, ST and tea Tribe community students of rural areas to learn and speak English and the National language Hindi which majority of the students are not able to.

7.2. (A). 8 :: Science & Maths kit to the IX-X students of SC, ST and tea Tribe community students:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.02.08)

Introduction of Science & Maths kit to the SC, ST and tea Tribe community students will make their learning interesting and innovative. It is observed that most of the students have developed liking for these core subjects which they had initially neglected.

It has been proposed to provide Science and Maths kit to the SC, ST and tea Tribe community students of Class-IX and X.

Nos. of SC students	Nos. of ST students	Nos. of Tea tribe students	Total
48022	71939	22353	142314

But, the proposal is placed for 20% of above students especially BPL category of students –

Proposed SC students	Proposed ST students	Proposed Tea tribe students	Total Proposed
9,604	14,388	4,471	28,463

Since most of the students find Science and Maths tough, providing such kits will undoubtedly arouse interest them. Rs. 200/- per students.

7.2. (A). 9 :: Providing hostel/ boarding rent to economically backward Minority community students in district or outside district for Secondary Education and vocational courses:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.01)

Hostel facilities to the minority students are required to be provided specially. The development authorities of such communities will also be involved with the selection process of targeted group for hostel facility or responsibilities can also be given to operation such programme.

With the view to provide financial assistance and welfare to Minority students hostel/boarding rent will be given in order to encourage education whether secondary and vocational course amongst these students within the district or outside the district. The educational development of children belonging to the Minority will be the special focus under Rashtriya Madhyamik Shiksha Abhiyan. The participation of Minority in the affairs of the school education will be ensured through representation in School Management & Development Committee. The interventions for children belonging to Minority communities have to be based on the intensive micro-planning or certification of Local level bodies or agencies.

Proposal is not made in costing sheet in the current year.

7.2.(A). 10: Sharing with stakeholders & Change Agents in Minority community dominated areas:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.0)

To create awareness among the children, mainly girls and working children, sharing with stakeholders like parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the Minority community will be organized at 3 sharing per block @ 0.10 lakh that are dominated by such communities.

Two sharing programmes are proposed to be organized in each CD block with the help of local NGOs/ PPP mode.

The coverage for the programme will be in 121 blocks.

7.2. (A). 11 :: Retention drives for Minority students at block level:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.03)

Dropping out of the Minority students are always high in comparison with other students. It is seldom examined the reasons for such high dropout rates. But as per the observation it has appeared that there are a number of factors or combination which are responsible for it, viz; socio-economic disadvantage and early academic failure, school personnel negatively interacting with them etc.

To ensure their continuation of education, Retention drive for Minority students will be organized in every CD block. Total 2 retention drive programmes for school going Minority community each will be organised per block @ 0.10 lakhs. The programme is proposed to be organized with the help of local NGOs/ PPP mode.

The coverage for the programme will be in 121 blocks.

7.2.(A). 12 :: Support to BPL Minority student for participation in National level co-curricular events, Project work, Seminar etc.:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.04)

Support will be provided to BPL Minority student for participating in National level Games & Sports, Project work, Seminar etc with a financial assistance. 20 students per district for 13 districts will be covered. The cost estimated to be incurred is @ 0.10 lakh per student.

7.2.(A). 13 :: Enrolment drive for Minority dominated areas:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.05)

Enrolment of the students belonging to Minority Community is comparatively low and the statistics also reveals a declination of the enrolment rates amongst these groups. For this purpose 2 drives per block @ 0.10 lakhs will be covered.

The coverage for the programme will be in 121 blocks.

7.2.(A). 14 :: Bridge Learning materials for slow learning students of Minority community (20% of class IX students):

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.06)

The greatest challenge to a teacher is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these children to provide them the best possible opportunities in a changing world.

An average of twenty percent (20 %) Minority community boys slow learners per school will be identified at the beginning of enrolment in class- IX and the said students will be given special bridge materials on their needy subjects and areas. The slow learners of class-X would also be given special training to fill up their gaps in learning and achieving their competencies.

The sub activities are as below-

- (i) Identification of gap areas
- (ii) Diagnosis of the learning gaps
- (iii) Confirmation of support strategies
- (iv) Development support materials
- (v) Orientation of teachers & learners
- (vi) Classroom practices and orientation
- (vii) Assessment
- (viii) Review

This material will reduce the gap which the students didn't learn in their previous years and which has been acting as a major hindrance in understanding the concepts in the senior classes. If such bridge courses are not organised then all those students whose concepts are unclear will find great difficulty in their further studies.

Proposal is not placed in the budget.

7.2. (A). 7 :: Language learning camp for Minority community students (English & Hindi Language) in selected rural schools:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.07)

A special class on language learning including used in offices and speaking in the language with grammar, comprehension and phonetics, will be organized in selected schools on every Saturday or any other day after normal routine classes for Minority community students. Total 32 such classes are proposed to be organized during 8 months under current AWP&B. All targeted schools will have to organized such class or initiatives by inviting Resource Persons.

20% of the total school per district is proposed to be covered, incurring a unit cost of Rs. 0.20 lakh per school.

Language learning camp will provide a platform to the Minority community students of rural areas to learn and speak English and the National language Hindi which majority of the students are not able to.

7.2. (A). 8 :: Science & Maths kit to the IX-X students of Minority community students:

(SI No. of the activity in costing sheet "AWP&B 2013-14" is 17.03.08)

Introduction of Science & Maths kit to the Minority community students will make their learning interesting and innovative. It is observed that most of the students have developed liking for these core subjects which they had initially neglected.

It has been proposed to provide Science and Maths kit to the Minority community students of Class-IX and X

Nos. of Muslim Minority students	Nos. of other Minority students	Total
93352	6988	100340

But, the proposal is placed for 20% of above students especially BPL category of students –

Proposed Nos. of Muslim Minority students	Proposed Nos. of other Minority students	Total Proposed
18670	1398	20068

Since most of the students find Science and Maths tough, providing such kits will undoubtedly arouse interest them.

(C) IEDSS

7. 2:: Education of SC/ST/OBC/Educationally Backward Minorities :

Disadvantaged groups like SC/ST/ OBC Educationally Backward Minorities consist of a large group in Assam having 13 minority dominant districts and 2 (hill districts) ST dominant districts. Data capture format under U- DISE already have the category wise nos. of children with disability. However, identification of disable children belonging to SC/ST/Minority will also be done by involving local NGOs working in the field of disability and with the support of the panchayats.

The Total Nos. of CWSN category wise is given below:

Sl. No	Category	SC	ST	OBC	Educationally Backward Minorities	Total
1	Visual Impairment (Blindness)					
2	Visual Impairment (Low-vision)					
3	Hearing impairment					
4	Speech impairment					
5	Loco motor impairment					
6	Mental Retardation					
7	Learning disability					
8	Cerebral Palsy					
9	Autism					
10	Multiple disability					
	Total					

7. 2.1:: A representative of CWSN of SC/ST/OBC/Educationally Backward Minorities category as a full time member in SMDC

CWSN children of SC/ST/OBC/Educationally Backward Minorities are the most vulnerable group. Therefore, it is proposed to include parent/ guardian of children with disability as one of the member of SMDC of RMSA. With this convergence of these schemes empowerment of children with special needs will be achieved and prepare the child for future inclusion into the mainstream society after their schooling.

Sl. no	Nos, of SMDCs	Nos. of parent of disabled child
1	2607	2607

7. 2.2:: Remedial teaching for CWSN SC/ST/OBC/Educationally Backward Minorities category

Remedial teaching at the time of vacation like summer/ winter vacation will be given to the children with special needs at block level. These classes will help the child with disability to cope up with the curriculum and thereby enhancing his/ her learning skills. A fixed honorarium to the teachers will be given @ Rs. 150/- per days. 5 teachers per block will impart the teaching to CWSN especially of SC/ST/OBC/Educationally Backward Minorities category.

Sl. no	Total nos. of days	Nos. of Blocks	Nos. of teachers
1	15 days	219	12,045 (5* 219)

7.2.3: Functional and formal assessment

Medical assessment camp will be organized in convergence with other departments like social welfare department, composite rehabilitation centre, Guwahati, and other governmental and non- governmental organization for identification of beneficiaries for distribution will be covered and benefitted. A functional assessment camp at district level is required to be organized with a special team consisting of doctors, Audiologist, prosthesis and orthosis specialist, eye specialist, psychologist etc at every Block/Cluster/ Zone to carry out the assessment and recommendation for their appropriate placement. Proposed CWSN for Medical Assessment Camp of 2011-12 targeted 200 per camp.

Sl. no	Nos. of District	Nos. of camps
1	27	27

7.2.4: Strengthening special needs like equipment/appliances/ materials required for the children for CWSN

Purchase of aids and appliances to CWSN for visual impairment, hearing impairment and orthopedic impairment as per their needs and distribution will be done in convergence with other departments like social welfare department, composite rehabilitation centre, Guwahati, ALIMCO, and other department. The cost of aids and appliances may be done @ Rs. 2000/- per child.

Prior to it an assessment will be done for these children in convergence with the aforesaid departments.

Sl. no	Total nos. of aids and appliances to be distributed	Remarks
1	1000	For VI, HI and OH children

(E) Vocational Education

It is not proposed, as IT/ITES and Retail trades have been selected for the purpose. However, the Science and Maths kit may initiate through Academic courses.

7.3 :: (I) Access and Enrolment :

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

A barrier free access will be ensured in the schools in such a way that every child with disability shall be accessible to all the architectural structures of the school through construction of ramp with handrails, resource rooms at block level, learning corners with special TLM, environmental barriers in schools, etc. Not only infrastructure development but also awareness generation among the stakeholders and other population may also be ensured. Teacher training is yet another important factor to ensure access and enrolment in secondary schools.

7.3.1(A):: Infrastructure:

Infrastructure development of school is essential for ensure access and enrolment in secondary schools. Further it is to mention that the computer room, science laboratory, additional classroom, toilet blocks constructed/ to be constructed under RMSA, Assam is barrier free. Barrier free Access in RMSA office building is also required (Specially Ramp with handrails) for disabled persons in addition to Secondary and Higher Secondary schools & Jr. Colleges and construction of Resource room per block is proposed.

Therefore, it is proposed to do the following construction under IEDSS-

Sl. no	Activity	Nos
1	Construction of ramp & hand railing	5757
2	Construction of Recourse room per block/ urban setting	256

7.3.1(B):: Training of Teachers:

Teachers training at different level will be done under IEDSS scheme for continuing professional development/ lifelong learning as a teacher. A teacher is someone who should be committed to studying and developing their own practice; but be able to model the teaching; able to work with adults from diverse backgrounds; sensitive to the viewpoints of others; committed to

ethical practice; committed to providing both professional and emotional support and challenge. Training special educators appointed, Headmaster/ Principal, General Teachers and Master trainers (4 master trainers per district) is proposed to ensure access and enrolment of CWSN in secondary schools.

After the training, the new teachers will be able to understand the process of teaching learning methodology, preparation of Individual educational plans, designing of activity plan etc.

Sl. no	Activity	Nos. of teachers to be trained
1	Training special educators appointed	500
2	Orientation of Headmaster/ Principal	5757
3	Training of General Teachers	5757
4	Training of Master Trainers at State Level (4 from each district)	108

7.3.1(C):: Awareness generation to enhance access and enrolment:

For awareness generation of the stakeholders the following programmes are proposed in Assam:

- 1) Celebration of Worlds Disability Day.
- 2) Inclusive Convention at district level.

Worlds Disability Day is observed on 3rd December everywhere throughout the World and thus it is proposed to celebrate Worlds Disability under IEDSS scheme to encourage the awareness generation the stakeholders. Programme like painting competition, drama, dance, sports and other cultural activity may be included for enhancing participation of these children.

Both the programmes are proposed @ Rs. 30,000/- per programme for all 27 districts in Assam.

Sl. no	Activity	Nos. of Programme
1	Celebration of Worlds Disability Day.	27
2	Inclusive Convention at district level	27

6. 3. 2:: Requirement of teachers:

The total nos of teacher's requirement are already stated in chapter VI under Quality improvement head. As per guidelines of IEDSS an ideal inclusive classroom should be at the ration of 5:1. Total nos. of teacher with special education required at secondary schools in Assam is given below:

Sl. no	Types of disability	CWSN in Sec level	CWSN in HS level	CWSN in Sec level	Special Educators required
1	Visual Impairment (Blindness)	94	43	508	101
2	Visual Impairment (Low-vision)	235	155	1187	237
3	Hearing impairment	62	45	428	85
4	Speech impairment	33	25	226	45

5	Loco motor impairment	33	34	226	0
6	Mental Retardation	41	15	237	47
7	Learning disability	65	27	381	76
8	Cerebral Palsy	1	1	25	5
9	Autism	5	2	31	6
10	Multiple disability	30	7	163	32
Total		599	354	3412	634

7.3.3:: Non teaching staff

Under non teaching staff attendant for severe orthopedically handicapped children are proposed at the ratio of 1:10 under quality improvement head. The requirement of attendants under non- teaching staff head is given below:

Type of disability	Nos. in secondary section	Nos. in higher secondary section	Total nos. in secondary and higher section	Total nos of attendants required
Severe Loco motor impairment	33	34	226	23

(E) Vocational Education

Various steps have already been initiated through this plan. After streamlining the settings, the procedure may be initiated.

7.3 :: (II) Retention

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

↳ Monitoring attendance in pockets identified for intensive activities :

In certain pockets like rural, char and tea garden areas where the young persons are attending their household, paddy field, daily labour works and due to these, most of student become irregular and interrupts their regular learning. Quality education suffered a lot at this stage. Due to various reason including social, economical etc situation the students of the focus groups remain absent from the normal classes and at last they left the schooling. Retention of these sunk of student is a major challenge. Composite efforts for monitoring the attendance of students need to be undertaken to overcome the challenges.

With a concerted effort from all concerned, the enrolment status at secondary level in the Minority (*Char areas*), tea garden and SC-ST areas have been targeted to increase during the period. But there is a possibility of increase of drop out rate also in those areas parallel to it. It indicates a grim picture of retention in the certain SFG areas. Keeping the past experience, the major retention related problems are:

- (i) Engagement as labour in tea garden in peak plucking period.
- (ii) Frequent health problems in remote, isolated, border, *Char* areas etc during rainy season especially after flood.
- (iii) Typical health problems in the hilly areas inhabited mostly by STs.
- (iv) Early Marriage.

The SMDCs and local bodies will be entrusted to monitor the student's attendance in the schools and other social institutions, CBOs, clubs, Students organization will also be requested to check the un-fair behavior & habits so that unexpected absenteeism. Certain strategies will be explored through the discussions with these groups and if possible financial support to these groups in highly irregular areas will also be provided. Studies on these issues are to be conducted. Parents involvement process will also be done school or habitation wise and the proud parents of 100% attendance students or successful students will be felicitated.

↳ **Provision of token awards, grades or incentives, if possible for better attendance :**

To motivate the students as well as schools, award, grade and incentives will be given to those students of the focus areas who attend the school 100% of working days or to the school who perform 100% attendance of the students. The said successful students and schools will be felicitated centrally at state level in the ceremony like Independence day, teachers day etc. The successful students in academic areas of the focus areas will also be awarded.

Exposure visit to other state and organizations to get first hand experiences of the good practices that dealing with the such groups will be organized for the State officials, District Co-coordinators and teachers etc.

↳ **Organization of on regular intervals retention drives to put regular pressure on parents and the schools system to ensure.**

Organisation of retention drive in the pocket areas will be considered as the major programme of the scheme and such drive is targeted to be organized through the CBOs. Generally, there is a tendency of drop out of girls students of Tea Tribes & Minority communities at Upper Primary and Secondary level. To ensure their continuation of education, Retention drive for Tea Tribes & Minority Girls students will be organized in every CD block. The retention drive programmes for school going girls of Tea Tribes & Minority community each will be organised in each block. The programme is proposed to be organized with the help of local NGOs/ PPP mode. Parallel to the programme, sensitization programme among the children, mainly girls and working children, sharing with stakeholders like parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the SC/ST/ Minority/ Tea Tribes community will be organized in the blocks that dominated by such communities.

↳ **Retention of girls. These are not one time drives but are organized at regular intervals to sustain the pressure and take up corrective measures as may be necessary :**

The teen age or adolescence period is very crucial stage of development. It is a stage of development that leads a person from childhood to adulthood. In this period they need proper environment and guidance to protect them from unfairness activities. In this stage, they suffer from peer pressure and get some wrong information. To give relief to these target students and young persons of the targeted areas, Adolescent or teen age club is planned to establish in all schools to give proper environment and counseling for both school going and out of school adolescent girls or teen aged students on life skill education. They will enjoy and freely share their expectation in this club and will access correct information regarding their demands and challenges from the counselors. This club will help the students and young persons to take decision at right time and at the time of need.

✦ Providing scholarships :

Scholarship to the students of SC/ST/ Minority/ Tea Tribes community or other deprived section of students will be provided in support to the existing programme and line departments.

(B) ICT @ School scheme

The scheme covers both Govt and govt aided schools:

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Retention of CWSN in schools is one of the major issues faced in implementation of inclusive education in SSA and thereafter the transition from class VIII to Class IX is further more challenging. Therefore, attractive retention strategy have to be under taken for reducing the dropout of CWSN at secondary and higher secondary level. Also incentives provisions like transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff supports in retention of CWSN in schools.

7.4.1:: Transportation Allowance:

One of the reasons of continuing regular education for CWSN is because of obstruction faced for transportation from residence to the schools. Therefore, if the child does not resides in the school campus then the parent will be given the transportation allowance of Rs. 500/- per month or the amount may be given to school for making arrangement of transportation facility of the students.

Sl. No	Nos of students to provide transportation allowance	Unit cost
1	Nos. of CWSN at secondary and Higher secondary level	Rs. 500/-

7.4.2:: Escort Allowance to accompany children with severe orthopaedic Impairment :

Severe CWSN also requires special support in the form of escort to accompany them to the school and also most of the CWSN could not come to school due to non-availability of escort. Thus escort allowance in the current financial year's plan as per the need of the CWSN on priority basis like severe CWSN and child belonging from the family below poverty line, academically sound, CWSN with assistive devices. Escort and transport allowances is proposed for _____ (severe OH/ VI) CWSN.

Sl. No	Nos of students to provide transportation allowance	Unit cost
1	Nos. of CWSN severe OH/ VI	Rs. 500/-

7.4.3:: Book & Stationary:

Provision of actual expenses on textbook and stationaries as per requirement of individual children with Special Needs will be provided for barrier free learning including Braille textbooks for children with Visual impairment.

Sl. No	Nos of students to provide transportation allowance	Unit cost
1	Nos. of CWSN	Rs. 1,000/-

7.4.4. Uniform:

Provision of actual expenses on uniforms to individual children with Special Needs will be provided for children with special need entering secondary and higher secondary sections.

Sl. No	Nos of students to provide transportation allowance	Unit cost
1	Nos. of CWSN	Rs. 750/-

(E) Vocational Education

Since all 2547 schools have been proposed, therefore, it will cover all the special focus groups and educationally backward blocks, persons below poverty line, minority and children with special needs with girls participation etc.

Various awareness programmes as well as publicity have been undertaken in view of enrolment drives and retention drives.

Vocational coordinators through District Programme Officers of concerned district will monitor the attendance and various follow up action under the guidance of State Programme Officer, State Mission Office, Vocational Education.

7.3 :: (III) Achievement

The importance of education is best driven by the proverb that says: "If you want to think one year ahead, plant rice. If you want to think 10 years ahead, plant trees. But if you want to think 100 years ahead, give education to people." A lack of education is the root of several major issues in India, and the right education for all our citizens has the potential to solve all these problems at one time. If we educate in the right way, our citizens will gain the necessary skills to survive in a competitive world. This would lead to better paying jobs and a higher standard of living, hence solving the crisis of poverty. Our citizens will have a broader mindset. This would lead to greater tolerance and an appreciation for all religions, hence solving the crises of religious violence and caste discrimination. Our citizens will be able to understand better the negative repercussions and immoral nature of fraudulent activities, hence solving the crisis of corruption. Our citizens will shy away from radical ideologies and will not be acquiesced easily, hence solving the crisis of terrorism. Our citizens will gain a moral conscience, and realize the worth of a human life and the position of women in society, hence solving the crisis of human rights violations. Besides all, the important question is: How successful are we in delivering quality education to our students?

Inside the daily reality of classrooms and educational establishments, the promotion of quality education for all young people sharply brings to light problems concerning the role of the teacher and other education providers, the adequacy of their profile and function, their training, and their social recognition and status. It is evident that a sufficient number of competent teachers are required in order to improve the quality of educational processes. An education system that aims to offer a quality education for all young people should be able to count on teachers who are well trained. Further, they should be capable of independently following the evolving processes and structure of knowledge, and have the necessary competencies to take

into account the growing interdependencies at both the global and local levels that impact on schools

As outlined above, the determinants of educational quality encompass a myriad of interwoven factors that are mutually supporting. The focal point for understanding the interplay between these factors has shifted in recent years. Previously, studies concentrated on the one-to-one relationship between input and output factors: e.g., do more textbooks and desks, or higher teacher qualifications lead to better test scores or school completion rates? Currently, the focus has shifted to the complex interactions and processes that occur when these factors combine within schools and classrooms.

Developing good teachers and a supportive school climate is an extremely complex process. The complexity is increased by today's circumstances of rapidly expanding enrollments at the elementary than secondary level, declining adequacy of resources available per student, decentralized authority and accountability, and active-learning reforms of curriculum and instruction that demand far more of teachers than traditional chalk-and-talk approaches to teaching and learning.

The RMSA, Assam encourages to focuses on "all round development" of students. Encouragement to sports, cultural activities, projects work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Such a focus will entail looking upon a school as a social institution that is the hub of community activities.

The main indicator of the quality of secondary education can be visualized in terms of its product – the learners' achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The factors associated with success in these areas, which relate to conditions of learning and learning environment, are also sometimes considered as indicators of quality of elementary education. Thus ensuring quality in the inputs and processes becomes necessary if quality achievement is aimed at.

(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)

- ↳ **Special coaching classes/ remedial classes especially for Educationally Backward Minority girls and children who are not doing academically well:**

To up-lift the academic excellence of the slow learners of SC/ST/ Minority/ Tea Tribes community or other deprived section of students, academic support programmes are required to be designed and implement under the scheme in the line of coaching, bridge camp, special training etc. In spite of the teachers, subject experts like retired teacher, Graduate & Post Graduate students will be involved with the programme.

The Bridge course/ special coaching camp will be organized for specific months as well regular basis in all Govt, provincialised and local body school for 3 core subjects like English, Mathematics and Science. The camp will be organized in Summer vacation, Puja vacation in addition to working days in a continuous manner. Except vacation days, the camp will be organized before and after the normal classes. Three subject experts (un employed person/ retired teacher) will be engaged for the task.

- ↳ **Creation of a congenial learning environment in the classroom where they are given the opportunity to learn :**

Creating a learning environment in the classroom and in the school campus, the educational standards that schools are required and expected to maintain can then be established with the full participation of parents and all section of people and not merely by the authority of administrative bodies. Education is the foundation upon which we have to build our society. It has to be our first social priority. It is an investment, which has the biggest multiplier. The aim of quality education imparted should be to bring changes not only in the amount of knowledge gained but also in the quality and abilities to do so, to think and to acquire habits, skills and attitude which characterize an individual who is socially accepted and adjusted and be sustained in every social competition.

Conducive environment helps one to develop inherent qualities. There are many talented students existed in the schools. They are very much expert in different co-curricular areas like development of habit of competitive exams, games & sports, Drawing, Painting, Dancing, Singing and Handicraft etc vocational issues. So to find out such students through a proper exposure a talent search camp is very important and through this talent search camp, the student can develop their interest in the specific area and expose their capacities also. These students can motivate the peer groups after joining the talent search camp. Guardian of these students gets motivated through such kind of camp. Thus, Talent Search camp is one of the targeted programmes in all districts during every fiscal year.

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

7.5.1:: Training of Master Trainers:

4 Master trainers from each district will be created at state level. The master trainer will be specialized in each category VI, HI, MR, Cerebral Palsy for imparting the training at district level and will act as resource person at district level. It will be done on pilot basis through regular programme run by the National Institutes/ Apex Institutes of RCI or under any other programme.

Sl. no	Nos, of District Master Trainers	Nos, of Master Trainers
1	27	108 (4* 27)

7.5.2:: Provision of teaching learning material (TLM)

Development of teaching learning materials for individual CWSN will be covered under IEDSS. The expenses incurred for providing such support will be as per norms of IEDSS. Supplementary materials, self learning materials for teachers and students at secondary stage will also be distributed. The material will be provided @ Rs. 500/- per child. The data of no of CWSN disability is given below:

Sl. No	Types of disability	Nos. of CWSN in Secondary level	Nos. of CWSN in Higher Secondary level	Total Nos. of CWSN in Secondary level
1	Visual Impairment (Blindness)	94	13	508
2	Visual Impairment (Low-vision)	235	155	1187
3	Hearing impairment	62	45	428
4	Speech impairment	33	25	226
5	Loco motor	0	0	0

Chapter - 8

Estimation of Additional Inputs

CHAPTER 8**ESTIMATION OF ADDITIONAL INPUTS****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)**

It is reiterated that the growth of enrolment in secondary education in the state is the base of planning and the growth in enrolment of students is to be estimated reasonably. On the basis of the enrolments the number of teachers, supporting staff and physical facilities required at this level are also estimated. Later, the probable budget is to be prepared by defining costs and their norms and also needs a comparison with the resources available. The increasing enrolments are to be explored by using different methods i.e. empirical projection models and simulation models.

It is also assuming that some per cent of private contribution in enrolment at secondary level may increase in enrolment projections. To check the quantum increase in the enrolment size in this case, at least 10 per cent share of private sector can be expected. It is to be mentioned that the private contribution in enrolment is not helping the state to achieve GER=100%.

8.1:: ADVOCACY AND STAKEHOLDER PARTICIPATION

Decentralization of school education with adequate delegation of powers to local bodies will be ensured where school management committees, which are instrumental in implementing the RMSA, will be set up. Involvement of Panchayat Raj and Municipal Bodies, Teachers, Parents and the other stakeholders in the management of secondary education through bodies such as School Development & Management Committee and Parent-Teachers Association is planned. They will be involved in planning process, implementation, monitoring and evaluation. Some major initiatives proposed in the scheme are as below-

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
2 days SMDC members training at district level	6028	-	33891	41355	74,841
Bi-monthly Newsletter for teachers & students			26070		34542
Awareness programmes, Multy-Media Publicity etc	-	-	-	-	27
1 day Annual Convention for SMDCs & PRIs etc at district level	-	-	-	-	6843
Exposure visit for selected SMDC members	-	-	-	-	270

8.2:: QUANTITATIVE EXPANSION - ACCESS & PARTICIPATION

In general, there are three options for the expansion of secondary education. The capacity of the education system can be expanded vertically or horizontally. In the vertical expansion, secondary classes would be added to extend upwards the existing middle schools. For the horizontal expansion, it is additional classes/classrooms to the existing secondary schools. The third option is opening of new schools in unserved areas. As regards the costs of expansion, the third option is the most expensive. Least cost is expected with the horizontal expansion. The cost of vertical expansion is moderate one. The policy option among the three alternatives must be situational and based on school mapping at the block level, should not be driven by the cost alone.

In case of Assam all the three options are to be utilized simultaneously. The horizontal expansion is quite optimal to increase the enrolment when a school has a large catchment area of secondary school age children within a walk able or cycling distance. It is possible in urban areas and thickly populated rural areas especially in larger size villages. The horizontal expansion of existing secondary schools is also needed when the school infrastructure is insufficient in terms of number of classrooms available or overcrowded classrooms. On an average the size of the enrolment in secondary classes is around 125 per school in the State. Following the norm 1:40 classroom-pupil ratio (CPR), it needs at least 6 sections at secondary level. It means that each existing secondary school in Assam on an average must have at least a minimum of 3 classrooms. Moreover, most-of the existing schools with secondary classes do not have basic infrastructure and learning resources. Therefore, there is a need for strengthening of existing secondary schools in terms of facilities. For this purpose, all the secondary schools needs to be strengthened in terms of additional classrooms, science labs, library, computer lab and the other basic facilities like toilet blocks.

The State needs to increase the number of additional schools available for secondary classes. This would be the necessary option in case of Assam for accommodating additional enrolment expected in future. To the date, the State is having very limited number of schools with secondary classes. Keeping in the view above, some major activities proposed in the scheme are as below-

Proposed Major Interventions	Physical fo2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non-Recurring- Civil Component (Existing Govt/ Provincialised)					
New & Up graded school*	-	-	-	-	70
Classroom	-	2204	-	-	2,583
Integrated Science Laboratory	-	1038	-	-	1,501
Lab Equipments	-	1038	-	-	4,889
Computer (lab) Room	-	904	-	-	267
Library	-	903	-	-	26
Art/Craft/Culture Room	-	14	-	-	2,720
Separate Toilet Blocks	-	647	-	-	1,383
Drinking water Facility	-	77	-	-	73
Subject-wise Laboratory (for HS sections)	-	-	-	-	1,706

*Newly provincialised dilapidated Secondary school.

Proposed Major Interventions	Physical fo2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non-Recurring- Civil Component (Existing Govt/ Provincialised)					
New & Up graded school*	-	-	-	-	-
Classroom	-	2204	-	-	638
Integrated Science Laboratory	-	1038	-	-	638
Lab Equipments	-	1038	-	-	638
Computer (lab) Room	-	904	-	-	638
Library	-	903	-	-	638
Art/Craft/Culture Room	-	14	-	-	638

Separate Toilet Blocks	-	647	-	-	638
Drinking water Facility	-	77	-	-	638

Proposed Major Interventions	Physical fo2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Recurring - Civil Component					
Repairing and Renovations-Major under special circumstances	2,850	833	-	-	-

8.3.: Strengthening of Existing Schooling Provision

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
School Annuaal grant	2,850	2,850	2607	2757	4800
Minor Repair	2,850	2,850	2607	2607	4800
Teaching Aid	29,966	29,966	27,311	-	-

8.4.: Quality Improvement

Quality secondary schooling is to ensure the relevance of education in practical life. Enrolment and retention at secondary level can be improved with quality education.

The two major strategies of quality intervention will be: **Capacity building & motivation of teachers, and capacity building of the ultimate target group i.e. the children.** Thus, the fulcrum of the strategies for teachers training in 2010-11 is to build competent learners by building competent teachers. There will be a major shift in the focus, which will be tilted towards out puts.

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Excursion trips for students within state	0	0	231482	271013	4,96,714
Study tours for students outside the state	0	0	0	520	1,350
Excursion trips for teachers within state	0	0	0	0	11,028
Study tours for teachers outside the state	0	0	0	0	5,514
Science exhibition at District level	0	0	26	0	27
Book fair at district level	0	0	26	0	27
Bridge course for Learning Enhancement	0	0	46296	54203	99,343

for slow learners (20% of class IX students)					
Hub for Edusat					1
Sports Equipments	-	-	-	-	2,757
Organisation of Art/Craft/Culture camp at school level	-	-	-	-	2,757
Language Learning camp for students (English & Hindi Language) in selected rural schools	-	-	-	-	351
Organisation of GYAN DARSHAN class in selected secondary schools (10% schools)	-	-	-	-	270
Science & Maths kit to the IX-X students	-	-	-	-	27,570
Teachers and non-teaching staff					
Head Master	-	-	-	-	0
Subject Teacher 1 (English)	-	-	-	-	10116
Subject Teacher 2 (Mathematics)	-	-	-	-	15828
Subject Teacher 3 (Science)	-	-	-	-	11064
Subject Teacher 4 (Social Science)	-	-	-	-	5892
Subject Teacher 5 (MIL)	-	-	-	-	4008
Subject Teacher 6 (Arts - HS section)	-	-	-	-	31788
Subject Teacher 7 (Science- HS section)	-	-	-	-	19128
Subject Teacher 8 (Commerce- HS section)	-	-	-	-	14472
Lab Attendant	-	-	-	-	33084
Librarian	-	-	-	-	0
Duftary	-	-	-	-	33084

8.5:: Education of Focus Group (Education for ST/ SC/ Minority communities & Girls)

Some popular schemes are implemented in the state and are available for the secondary school children. The state distributes the scholarships and other incentives for the SC/ST, OBC and Minority students. The distribution of bicycles is only meant for girls and is implemented in the state. The quota/reservation is usually not required in the schools education because of the schools are open ended in terms of admission strength limit and admissions are not based on merit. Incentive schemes play important role while expanding the secondary education in the State. They help to overcome the non-school fee constraints of demand for schooling.

Of the total popular incentives schemes, distribution of free text books for all the enrolled children, distribution of bicycles for the girl children, hostel facilities and scholarship for the children of socially backward communities particularly SC/ST/Minority/BPL Family children and OBC are important ones. For the distribution of free text books all the enrolled children at secondary level are to be considered. For the distribution of bicycles, about 10 per cent of the total projected enrolment is assumed as beneficiaries. In case of hostel facility, about 5 per cent of the projected enrolment especially children of the socially backward communities will be accommodated in hostels and residential schools. Similarly for scholarships about 5 per cent of projected enrolment especially the children of socially backward communities & financially weak section of general category will be beneficiaries of the scheme. Talented students should get the special financial assistance. This will be proposed under the plan.

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Girls activity					
Community mobilisation & Sensitisation programme	-	-	0	0	2,560
Provision of transport facility to BPL girls of class- IX & X	-	-	0	0	64,057
self defence training for girls	-	-	0	0	2,60,370
Counseling Camp on professional studies for Girls student of class- IX&X at sub block level	-	-	1000	55140	88,761
Health awareness programme for girls students	-	-	0	0	2,757
Bridge learning materials to Girls	-	-	0	0	52,074
Balika Manch	-	-	0	0	2,662
orientation of female teachers on Gender & Life skills	-	-	0	0	2,662
traditional handicraft camp for girls students in schools (5 days)	-	-	0	0	2,662
Sc, ST, Tea tribes & Minority activity					
Sharing with stakeholders & Change Agents in SC, ST and Tea tribe community dominated areas	-	-	-	-	768
Retention drive for SC, ST and Tea tribe students at block level	-	-	-	219	512
Support to BPL SC, ST and Tea Tribes student for participation in National level co-curricular events, Project work, Seminar etc	-	-	0	0	-
Enrolment drive for SC, ST Tea Tribes dominated areas	-	-	0	0	270

Bridge Learning materials to SC, ST and Tea Tribes students					-
Language Learning camp for students (English & Hindi Language) in selected rural schools					551
Science & Maths kit to the IX-X students (20% of student belong to BPL category)					28,463
Sharing with stakeholders & Change Agents in Minority community dominated areas	-	-	-	-	121
Retention drive for Minority students at block level	-	-	-	-	242
Support to BPL Minority student for participation in National level co-curricular events, Project work, Seminar etc	-	-	0	0	-
Enrolment drive for Minority dominated areas	-	-	0	0	242
Bridge Learning materials to Minority students					-
Language Learning camp for students (English & Hindi Language) in selected rural schools					551
Open School System	-	-	-	-	-
Project HUNAR					135
Condense Course for Girls					54
Follow up of CTS of out of children					15,400
Special Enrolment camps in school					960
Mobile Science Laboratory in 10 districts	-	-	0	0	10
Implementation of on-line school monitoring system through use of IVRS	-	-	0	0	27
Accreditation of all Secondary schools	-	-	0	0	27
Guidance & Counselling					
Salary for Co-ordinator	-	-	-	-	3,072
Salary for Ras	-	-	-	-	3,072
Literature & display	-	-	-	-	256

materials					
Sensitisation of Principals/ Head Masters	-	-	-	-	4,800
Multi-Media equipment for guidance & Counseling centres	-	-	-	-	256

8.6.: Capacity building for Planning & Management

To make the secondary and higher secondary schools administratively strong and vibrant an orientation Programmes for Educational Planners and Administrators (the Headmasters/ Principals/ Vice Principals) needs to be planned and operationalised on a large scale. The Training Programmes may be backed by appropriate Training Packages. The policy of the training of these heads of schools needs to cover, inter-alia, development of "Administration Capabilities".

Apart from the above the RMSA Assam is planning for impart specific targeted oriented training on accounts ,health and hygiene ,life skill development to all the HMs ,Principals, Asstt. HMs, Vice-Principal, Sr. Teachers, and subject Teachers..

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Teacher Training					
5 days State level residential Training for Head Master/ Principals	-	-	-	2757	4,800
5 days inservice training for existing teachers at district level (Govt/Provincialised & Govt aided)	9432	-	28406	8082	46,569
15 days State level Residential Induction Training for new teachers	-	-	-	2661	3,909
Training of Key Resource Persons (KRP)	-	-	520	-	120
Training of Master Trainer	-	-	30	108	2,320
21 days State level residential training for selected teachers on CWSN issues (RCI Foundation Course)	-	-	-	-	1,447
5 days training for Laboratory Assistants (Secondary section)	-	-	-	-	2,019
5 days training for Librarians	-	-	-	-	-
5 days orientation camp for female teachers on Gender & Life skill issues at State level					2,000

8.7:: Education Management Information System

Every school must have the facility of Internet, Fax, Telephone etc. Each and every school must have the Computer Room with atleast one Computer Faculty. All information in respect rules and regulation of education as framed by the concerned authority must be displayed by the school through the local Media. U-DISE, Technological survey for better management of the schools will be conducted periodically.

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
SEMIS Survey	-	-	0		8000
2 days orientation for Head Masters / Principals on SEMIS	-	-	0		8000
Establishment of SEMIS at state level	-	-	0		1
Establishment of SEMIS at district level	-	-	0		27

8.8:: Internal Efficiency of the School System- Monitoring & Evaluation

Monitoring system will invariably in position for formulating strategies and need-based mid course correction at concerned levels. The process of Teachers' recruitment & rationalization should be maintained. The teachers' attendance & students' attendance have to be monitored regularly as a regular feature under RMSA Assam as per SMO guideline. However, the School Managing & Development Committees have been empowered by the Govt. of Assam through notification for monitoring teachers' attendances in schools.

Secondary Education is the turning point for a large majority of students. Along with building dynamism in curricular framework as well as instructional processes, evaluation must undergo major changes. It will be necessary to reconstruct and redesign examination systems with attributes like flexibility where a student can achieve mastery learning in a flexible time frame and accumulate credits; elimination power tests (fixed duration), adopt Continuous and Comprehensive Evaluation. The process of Teachers' recruitment & rationalization should be maintained, so that the quality may be maintained. The state & district level structures will be established to operationalise the system as well as monitoring the interventions. The existing set up of Secondary education and the Board of Secondary Education, Assam (SEBA) will be strengthen under the scheme. Some of major interventions are proposed under RMSA in initial Periods.

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Hiring of office for State TSGs cum Mission office	-	-	0	0	12
Hiring of office for District TSGs cum DMO	-	-	0	0	120
Creation of State Learning Resources for TSGs cum Mission Office	-	-	0	0	1
Creation of District Learning Resources for TSGs cum Mission	-	-	0	0	27

Office					
Establishment of Conference hall for SMO	-	-	0	0	1
Establishment of Conference hall for DMO	-	-	0	0	27
Hiring of office Vehicle at SMO	-	-	0	0	48
Hiring of office Vehicle for DPC	-	-	0	0	324
Salary for State Project Director	-	-	-	-	12
Salary for Executive Director	-	-	-	-	12
Salary for Senior Administrative Officer	-	-	-	-	12
Salary for Officer on Special Duty (2 Nos.)	-	-	-	-	24
Salary for Officers/Consultants of State TSG	-	-	-	-	120
Salary for other staffs of State TSG	-	-	-	-	240
Salary for Officers/Consultants of District TSG	-	-	-	-	720
Salary for other Staffs at district level	-	-	-	-	720
Technical staff for EDUSAT/ SIT (state- 8 Nos.)	-	-	-	-	96
Technical staff for EDUSAT/ SIT (Dist- 3 each)	-	-	-	-	81

Research & Evaluation

Infrastructure confirmation survey & school mapping	-	-	-	-	4800
5 days workshop on Preparation of Annual Plan at district level	-	-	-	-	135
10 days workshop for district Planning Team on Preparation & finalisation of Annual Plan at state level	-	-	-	-	540

Research & Evaluation through internal & 3rd party	-	-	-	-	4800
Audit Fees	-	-	-	-	1
GB & EC meetings	-	-	-	-	5
Quarterly review meeting of District Board of Secondary Education (DBSE)	-	-	-	-	108
Supervision & Monitoring by State TSGs	-	-	-	-	10
Supervision & Monitoring by Dist TSGs	-	-	-	-	27
School inspection by Eminent academician					13500

(B) ICT@school scheme

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non recurring					
BOOT model(Hardware and Software including furniture)	641	-	1881	2850	2850
BOOT model(Hardware and Software including furniture) [NEW SCHOOL]	-	-	-	-	251

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Recurring					
Outright Purchase Basis					
BOOT model	-	-	6200	11045	3101
BOOT model sanctioned in previous year					
BOOT model	-	-	6200	22090	33135
BOOT model	-	-	1240	2209	3101
BOOT model sanctioned in previous years					
BOOT model	-	-	1240	2209	3101

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non recurring					
Resource Room	-	-	-	-	256
Equipment for resource room	-	-	-	-	256
Removal of architectural barriers	-	-	-	-	
Construction of ramps & railings	-	-	-	-	2757
New Toilets for CWSN	-	-	-	-	1993
Strengthening of training Institutes (Specify the name of Institute)	-	-	-	-	0
Upgradation of DIETS and B. Ed colleges as study/ training centre for RCI approved courses	-	-	-	-	20
Support to NGO for development of training programme	-	-	-	-	0

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Recurring					
Salary of New Special education teachers	-	-	-	-	500
Salary of special education teachers sanctioned in previous years	-	-	-	-	0
Special pay for general teachers trained in special education	-	-	-	-	0
Student oriented Activities including assistance and equipments	-	-	-	-	
Transportation allowance (in case the child does not resides in the school premises)	-	-	-	-	2518
Escort allowance for severely disabled with lower extremities disability	-	-	-	-	407
Actual expenses on books & Stationaries	-	-	-	-	2518
Actual Cost of assistive devices	-	-	-	-	1000
Actual expenses on uniform	-	-	-	-	2518

Purchase and development of teaching learning materials and actual cost of equipments like educational aids and individual TLM	-	-	-	-	677
Purchase of screen reading software like JAWS/ SAFA/ DAISY etc for visually impaired	-	-	-	-	100
Identification and assesment (formal and functional assesments) of children with disabilities at block level	-	-	-	-	256
Stipend for girl child	-	-	-	-	1084
Escort allowance for girls children with disabilities	-	-	-	-	1084
Career Counseeling camps for girls children with disabilities	-	-	-	-	1084
Honararium for Attendants in schools for children with severe orthopedics impairment at the ratio of 1:10	-	-	-	-	40
In-service training for existing teachers	-	-	-	-	
Training of general teachers in disability related issues	-	-	-	-	4800
Training to special education teachers	-	-	-	-	
Induction training of special educators appointed for 5 days	-	-	-	-	500
Training of master trainer through recognised programme run by NI/ Apex institutes of RCI	-	-	-	-	108
Orientation of Principals, Educational administrators, parents / guardians etc	-	-	-	-	
Orientation of Principals/ Headmasters	-	-	-	-	4800
Orientation of parents / guardians of the children with disabilities at block level	-	-	-	-	256
Environment Building programme	-	-	-	-	
Celebration of World's Disability Day	-	-	-	-	27
Inclusive convention at	-	-	-	-	27

district level					
Other Activities	-	-	-	-	
Exposure Trip to outside state to see the implementation of IEDSS in other state	-	-	-	-	5
Research, Monitoring, Evaluation and Administration	-	-	-	-	
Research & Development	-	-	-	-	27
Development of Model Inclusive School	-	-	-	-	27
Monitoring and Evaluation	-	-	-	-	1
Administration	-	-	-	-	1

(D) Girls Hostel

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non-Recurring					
Construction of building including two room accommodation for warden	-	-	80	1	99
Boundary Wall	-	-	80	1	99
Boring Hand pump (minimum rates prescribed by State Drinking Water department subject to a ceiling of Rs.1.00 lakh	-	-	80	1	99
Electricity	-	-	80	1	99
Furniture and equipment including kitchen equipment	-	-	80	1	99
Bedding etc	-	-	80	1	99
Sanitary & water supply	-	-	80	1	99
Fire fighting equipment	-	-	80	1	99

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Recurring					
Fooding/lodging expenditure per girl child @ Rs. 850 per month	-	-	-	-	15600
Honorarium of warden @ Rs. 5,000 per month (in addition to her salary as teacher)	-	-	-	-	156

Chowkidar @ Rs. 3,000 per month	-	-	-	-	156
1 Head Cook @ Rs. 3,000 per month and 2 Astd. Cook @ Rs 2, 500 per month	-	-	-	-	156
Electricity / Water per year	-	-	-	-	13
Maintenance per year	-	-	-	-	13
Medical care @ Rs. 750 per year per girl	-	-	-	-	13
Toiletries and sanitation @ Rs. 100 per month for each girl	-	-	-	-	13
News paper / Magazines and sports @ Rs. 2,000 per Month	-	-	-	-	156
Miscellaneous	-	-	-	-	13
Hostel facility to class-VIII passed KGBV girls					281

(E) Vocational Education

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Non-Recurring grant					
New Vocational school	-	-	-	-	3056
Class Rooms	-	-	-	-	1528
Workshop / Laboratory	-	-	-	-	764
Office Room	-	-	-	-	
Tools, Equipments and furniture	-	-	-	-	764
Computers	-	-	-	-	764
Diesel generator set	-	-	-	-	
Strengthening of existing Vocational schools	-	-	-	-	764
Tools and Equipments	-	-	-	-	764
Computers	-	-	-	-	764
Diesel generator set	-	-	-	-	764
Office Equipment and Furniture	-	-	-	-	764
	-	-	-	-	

Proposed Major Interventions	Physical for 2009-10	Physical for 2010-11	Physical for 2011-12	Physical for 2012-13	Physical for 2013-14
Recurring grant					
Staff for New vocational school	-	-	-	-	333169
Salary for Vocational Coordinator (Regular)	-	-	-	-	18338
Salary for Vocational	-	-	-	-	9169

Chapter - 9

Planning for implementation

CHAPTER -9**PLANNING FOR IMPLEMENTATION****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)****9.1 :: implementation schedule and responsibilities:**

To achieve the USE in general and expansion of the Secondary education in particular in the state, the existing provisions and facilities in secondary education is not up to the mark. To overcome the challenges ahead to this sector, an alternative arrangements or extended developmental strategies will have to be undertaken in a long term perspective. To provide universal access to all children of age group of 14-18 years, ensure 100% GER by 2017 and ensure quality as well, the present trend of the scenarios of secondary education will have to be developed.

The draft list of major activities to be carried out under the schemes are developed and incorporated in the Integrated Annual Plan 2013-14 and for subsequent years i.e. up to 2017 some more activities will be designed as per requirement or demand of the situation. Implementation strategies including schedule, responsibilities, inspection and supervision etc for the interventions will also be planned accordingly.

Some major interventions have been designed and the implementation schedule along with responsibility for implementation are targeted as follows-

Advocacy and Stake holder Participation:

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
2 days SMDC members training at district level	District	Sept – Nov	DPC
1 day Annual Convention for SMDCs and PRIs etc. at district level (5 persons per school)	District	Feb-March	DPC
Exposure visit for selected SMDC members	District	Sept – Nov	DPC
Education Sensitisation programme in Left Wing Affected Areas	District	Sept – Nov	DPC
Special enrolment camps in school	school	January	DPC
Printing & distribution of multi colour Bi-monthly Newsletter	District	May, July, Sept, Nov, Jan, Mar	DPC
Awareness programmes, Multy-Media Publicity etc	District	At any time	DPC

Chapter - 9

Planning for implementation

CHAPTER - 9**PLANNING FOR IMPLEMENTATION****(A) Rashtriya Madhyamik Siksha Abhijan (RMSA)****9.1 :: implementation schedule and responsibilities:**

To achieve the USE in general and expansion of the Secondary education in particular in the state, the existing provisions and facilities in secondary education is not up to the mark. To overcome the challenges ahead to this sector, an alternative arrangements or extended developmental strategies will have to be undertaken in a long term perspective. To provide universal access to all children of age group of 14-18 years, ensure 100% GER by 2017 and ensure quality as well, the present trend of the scenarios of secondary education will have to be developed.

The draft list of major activities to be carried out under the schemes are developed and incorporated in the Integrated Annual Plan 2013-14 and for subsequent years i.e. up to 2017 some more activities will be designed as per requirement or demand of the situation. Implementation strategies including schedule, responsibilities, inspection and supervision etc for the interventions will also be planned accordingly.

Some major interventions have been designed and the implementation schedule along with responsibility for implementation are targeted as follows-

Advocacy and Stake holder Participation:

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
2 days SMDC members training at district level	District	Sept – Nov	DPC
1 day Annual Convention for SMDCs and PRIs etc. at district level (5 persons per school)	District	Feb-March	DPC
Exposure visit for selected SMDC members	District	Sept – Nov	DPC
Education Sensitisation programme in Left Wing Affected Areas	District	Sept – Nov	DPC
Special enrolment camps in school	school	January	DPC
Printing & distribution of multi colour Bi-monthly Newsletter	District	May, July, Sept, Nov, Jan, Mar	DPC
Awareness programmes, Multy-Media Publicity etc	District	At any time	DPC

QUANTITATIVE EXPANSION - ACCESS & PARTICIPATION

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
New & Up graded school	School	Aug- Feb	DPC
Classroom	School	Aug- Feb	DPC
Science Laboratory	School	Aug- Feb	DPC
Lab Equipments	School	Aug- Feb	DPC
Headmaster/Principal Room	School	Aug- Feb	DPC
Teachers quarter	School	Aug- Feb	DPC
Office Room	School	Aug- Feb	DPC
Computer Room	School	Aug- Feb	DPC
Art/Craft/Culture Room	School	Aug- Feb	DPC
Library	School	Aug- Feb	DPC
Separate Toilet Blocks for Girls	School	Aug- Feb	DPC
Drinking water Facility	School	Aug- Feb	DPC
Repairing and Renovations- (Major) under special circumstances	School	Aug- Feb	SMDC
Repairing and Renovations- (Minor) under special circumstances	School	Aug- Feb	SMDC
Repair/Replacement of Lab Equipment	School	Aug- Feb	SMDC
Purchase of Lab consumable articles	School	Aug- Feb	SMDC
Purchase of Books, periodicals, newspapers etc.	School	Aug- Feb	SMDC
Minor Repair	School	Aug- Feb	SMDC
Teaching Aid	School	Aug- Feb	SMDC
Electricity, Water Charges	School	Aug- Feb	SMDC

Quality Improvement

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Additional teacher & other staff	State/District	June- Nov	SIS/DPC
Bridge Course for Class-IX slow learner	District	April - March	DPC
Half yearly Competency achievement confirmation test	District	May-June	DPC
Study tours/ Excursion trips for students	District	Sept- Feb	DPC
Incentive / Award on Innovation works for teachers & students	District	Feb	DPC
Felicitation of Successful Students	District	Feb	DPC
Co -curricular activities (Annual school-meet etc.)	School	Nov	SMDC
Co -curricular activities Games & sports meet at district level	School	Nov	SMDC

10 days Skill Development Camp for student from marginalised families during summer vacation	District	Nov	DPC
Schooling through Open school, Condense Courses system for Drop out students (2 years)	District	April - March	DPC
Support to CWSN at school level.	school	Nov	DPC
Aids & appliances	school	Nov	DPC
Uniform & Stationeries	school	Nov	DPC
Transportation for students having severe disability & their escorts	school	April - March	6000
Barrier Free Access (Ramp & Railing)	school	Sept- Feb	4001
Special Toilet for CWSN	school	Sept- Feb	4001
Engagement of Yoga instructor in school for conducting regular Yoga classes	school	April - March	4001
Establishment of EDUSAT link centres (receiving end) at District Head Quarters	-	Sept- Feb	
Bi-monthly 2 days training review/ monitoring/ follow up orientation for subject wise teachers through EDUSAT centres.	District	April - March	DPC
Engagement of Laboratory attendant in school	District	April - March	DPC
Computer Aided Education & ICT programme to the secondary schools	District	April - March	DPC
Manpower Support to the Computer Aided Education & ICT programme to the secondary schools	District	April - March	DPC
Regular Academic Monitoring in schools by QAG members	District	April - March	DPC
Study tours for teachers outside the state	District	Sept - Nov	DPC
Science exhibition at District level	District	Sept - Feb	DPC
Book fair at district level	District	Sept - Feb	DPC
Organisation of Art/Craft/Culture camp at school level	District	Sept - Feb	DPC
Language Learning camp for students (English & Hindi Language) in selected rural schools	District	Sept - Feb	DPC
Organisation of GYAN DARSHAN class in selected secondary schools (10% schools)	District	April - March	DPC
Science & Maths kit to the IX-X students	District	Sept - Oct	DPC
Special Enrolment camps in school	District	Dec - Jan	DPC
Mobile Science Laboratory in 10 districts	District	June - March	DPC

Implementation of on-line school monitoring system through use of IVRS	District	June - March	DPC
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Education Focus Group (Education for ST/ SC/ Minority communities & Girls)

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Providing hostel/ boarding facility to financially backward SC, ST, OBC, Tea tribe & Minority students at district level	District	April - March	DPC
Retention drive for SC, ST, Tea Tribes & Minority students.	District	April - March	DPC
Sharing with stakeholders & Change Agents in SC, ST, Tea Tribes & Minority community dominated areas	District	Aug - Feb	DPC
Support to BPL SC, ST and Tea Tribes student for participation in National level co-curricular events, Project work, Seminar etc	District	Aug - Feb	DPC
Enrolment drive for SC, ST, Tea Tribes & Minority dominated areas	District	Jan-Feb	DPC
Bridge Learning materials to SC, ST, Tea Tribes & Minority students	District	Jan-Feb	DPC
Language Learning camp for students (English & Hindi Language) in selected rural schools	District	Aug - Feb	DPC
Science & Maths kit to the IX-X students	District	Oct - Dec	DPC
Project HUNAR	District	April - March	DPC
Condense Course for Girls	District	April - March	DPC
Follow up of CTS of out of children	District	Oct - Dec	DPC

Capacity building for Planning & Management

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
5 days in-service teachers training for all teachers for all subjects	District	Sept- Feb	DPC
Training of HMs/ Principals on School Administration & Management	District	Jan- Dec, July- June	DPC
6 days training of computer teachers at district level	District	Sept- Feb	DPC
15 days State level Residential Induction Training for new teachers	District	Sept- Feb	DPC
Training of Key Resource Persons (KRP) & Master Trainer	District	Sept- Oct	DPC
21 days State level residential training for selected teachers.on CWSN issues (RCI Foundation Course)	District	May - March	SIS/DPC
5 days training for Laboratory Assistants (Secondary section)	District	Sept- Feb	DPC
5 days training for Librarians	District	Sept- Feb	DPC

5 days orientation camp for female teachers on Gender & Life skill issues at State level	District	Sept- Dec	DPC
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Education Management Information System

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
U-DISE Survey	District	Sept	DPC
Infrastructure Confirmation Survey	District	Sept- Feb	DPC
5 days workshop on Preparation of Annual Plan at district level	District	Oct	DPC
10 days workshop for district Planning Team on Preparation & finalisation of Annual Plan at state level	District	Nov	DPC
Research & Evaluation through internal & 3rd party	District	Sept- Feb	DPC
Audit Fees	District	July	DPC

Internal Efficiency of the School System- Monitoring & Evaluation

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
District Technical Support Group (DTSG)s & staff	District	April- March	DPC
Strengthening of existing IS office (DPC)	District	April- March	DPC
Establishment of Resource Rooms for TSGs cum Mission	State	Nov-Dec	SIS
Officers/Consultants of State TSG	State	April- March	SIS
Strengthening of Directorate of Secondary Education	State	April- March	SIS
Strengthening of Board of Secondary Education, Assam (SEBA)	State	April- March	SIS
Research & Evaluation	State	April- March	SIS

Monitoring and Supervision mechanism for effective implementation of planned interventions

Existing Administration & Monitoring structure of Secondary Education: The structure is given in chapter – 4 : “Planning Process”

Implementation & Monitoring structure of Rashtriya Madhyamik Siksha Abhiyan (RMSA) in the state: The detail structure is explained in chapter – 4 : “Planning Process”

(B) ICT @ School scheme

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
BOOT Model (hardware & software including furniture)	School	May-March	AMTRON

(C) Integrated Education for Disabled at Secondary Stage (IEDSS)

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Resource Room	District	Aug-March	DPC
Equipment for resource room	District	Aug-March	DPC
Removal of architectural barriers			
Construction of ramps & railings	District	Aug-March	DPC
New Toilets for CWSN	District	Aug-March	DPC
Strengthening of training Institutes (Specify the name of Institute)			
Upgradation of DIETS and B. Ed colleges as study/ training centre for RCI approved courses	District	Aug-March	DPC
Support to NGO for development of training programme	District	Aug-March	DPC
Salary of New Special education teachers	District	Aug-March	DPC
Salary of special education teachers sanctioned in previous years	District	Aug-March	DPC
Special pay for general teachers trained in special education	District	Aug-March	DPC
Student oriented Activities including assistance and equipments	District	Aug-March	DPC
Transportation allowance (in case the child does not resides in the school premises)	District	Aug-March	DPC
Escort allowance for severely disabled with lower extremities disability	District	Aug-March	DPC
Actual expenses on books & Stationaries	District	Aug-March	DPC
Actual Cost of assistive devices	District	Aug-March	DPC
Actual expenses on uniform			
Purchase and development of teaching learning materials and actual cost of equipments like educational aids and individual TLM	District	Aug-March	DPC

Purchase of screen reading software like JAWS/ SAFA/ DAISY etc for visually impaired	District	Aug-March	DPC
Identification and assesment (formal and functional assesments) of children with disabilities at block level	District	Aug-March	DPC
Stipend for girl child	District	Aug-March	DPC
Escort allowance for girls children with disabilities	District	Aug-March	DPC
Career Counseeling camps for girls childrren with disabilities	District	Aug-March	DPC
Honararium for Attendants in schools for children with severe orthopedics impairment at the ratio of 1:10	District	Aug-March	DPC
Remedial teaching for CWSN in SC/ ST/ OBC/ Educationally Backward Minorities category	District	Aug-March	DPC
In-service training for existing teachers	District	Aug-March	DPC
Training of general teachers in disability related issues	District	Aug-March	DPC
Training to special education teachers	District	Aug-March	DPC
Induction training of special educators appointed for 5 days	District	Aug-March	DPC
Training of master trainer through recognised programme run by NI/ Apex institutes of RCI	District	Aug-March	DPC
Orientation of Principals, Educational administrators, parents /guardians etc	District	Aug-March	DPC
Orientation of Principals/ Headmasters	District	Aug-March	DPC
Orientation of parents / guardians of the children with disabilities at block level	District	Aug-March	DPC
Environment Building programme	District	Aug-March	DPC
Celebration of World's Disability Day	District	Aug-March	DPC
Inclusive convention at district level	District	Aug-March	DPC
Other Activities	District	Aug-March	DPC
Exposure Trip to outside state to see the implementation of IEDSS in other state	District	Aug-March	DPC
Research & Development	District	Aug-March	DPC
Development of Model Inclusive School	District	Aug-March	DPC
Monitoring and Evaluation	District	Aug-March	DPC
Administration	District	Aug-March	DPC

(D) Girls Hostel

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Construction of Girls Hostel	District	Aug-March	DPC
Conducting Girls Hostel in rented house for KGV B students	District	April - March	DPC

(E) Vocational Education

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Class Rooms	District	Aug-March	DPC
Workshop / Laboratory	District	Aug-March	DPC
Office Room	District	April - March	DPC
Tools, Equipments and furniture	District	April - March	DPC
Computers	District	April - March	DPC
Diesel generator set	District	April - March	DPC
Strengthening of existing Vocational schools	District	April - March	DPC
Tools and Equipments	District	April - March	DPC
Computers	District	April - March	DPC
Diesel generator set	District	April - March	DPC
Office Equipment and Furniture	District	April - March	DPC
Contingencies	District	April - March	DPC
Tools and Equipments including computers for NGO/ Vos	District	April - March	DPC
Staff for New vocational school	District	April - March	DPC
Salary for Vocational Coordinator (Regular)	District	April - March	DPC
Salary for Vocational teacher (Contract)	District	April - March	DPC
Honorarium for Guest faculty	District	April - March	DPC
Salary for lab assistant (contract)	District	April - March	DPC
Salary for accountant cum clerk	District	April - March	DPC
Salary for Helper	District	April - March	DPC
Salary for Security personnel	District	April - March	DPC
Raw material grant for new school per course	District	April - March	DPC
Books, Software, Educational CDs, etc for new school	District	April - March	DPC
Seed money for running of production cum training centres (PTCs) for new schools	District	April - March	DPC
Office expenses / contingencies for new school	District	April - March	DPC
Media & Publicity	District	April - March	DPC
Publicity programme	District	April - March	DPC

Installation of hoardings in transit areas and prominent places at state and district head quarters.	District	April - March	DPC
Various awareness programme	District	April - March	DPC
Making documentaries on vocational education activities and programme	District	April - March	DPC
Procurement of audio-visual aids like Handy cam, Digital Camera etc.	District	April - March	DPC

(D) Girls Hostel

At least 50% of the girls belong to SC, ST, OBC, Minority communities will be targeted for admission in the hostels. In addition to educationally backward blocks Girl's hostel is proposed in the blocks dominated by Tea Tribes and Minority community.

Proposed Major Interventions	Level of implementation	Tentative schedule of implementation	Responsibility of implementation
Construction of Girls Hostel	State/District	Aug-March	SIS/DPC
Running of Girls Hostel for KGBV students	District	April - March	DPC

(F) Vocational Education

All activities will be initiated as per guidelines.

Chapter - 10

Budget estimates and Financing

Acty. Code	Activities	Progress review of 2009-10						Progress review of 2010-11						Progress review of 2011-12						Spill over for 2010-11
		Approval		Tentative exp till 31st March				Approval		Tentative exp till 31st March				Approval		Tentative exp till 31st March				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.				
		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13= (4-6)		
RMSA																				
Non recurring																				
1	New school																			
1.01	1 section school																			
1.02	2 section school																			
	Sub Total																			
2	Civil works for New school																			
2.01	1 section school																	0		
2.02	2 section school																	0		
	Sub Total																			
3	Strengthening of existing schools																			
3.01	Classroom (Secondary & HS schools)							2198	5.63											
3.02	Integrated Science Laboratory							1038	9,342.000	949	1,746.16									
3.03	Lab Equipments (Secondary & HS schools)							1038	1,038.000	0										
3.04	Computer (lab) Room							904	9,040.000	0										
3.05	Library							903	9,030.000	0										
3.06	Art/Craft/Culture Room							14	98.000	0										
3.07	Separate Toilet Blocks							647	970.500	577	432.75									
3.08	Drinking water Facility							77	57.750	67	50.25									
3.09	Subject-wise Laboratory (for HS sections)							0		0										
3.10	Girls Activity room							0		0										
3.11	Headmaster/Principal Room							0		0										
	Sub Total								29,581.880		2,229.16									
4	Strengthening of existing Govt aided schools																			
4.01	Classroom																			
4.02	Integrated Science Laboratory																	0		
4.03	Lab Equipments																	0		
4.04	Computer (lab) Room																	0		
4.05	Library																	0		
4.06	Art/Craft/Culture Room																	0		
4.07	Separate Toilet Blocks																	0		
4.08	Drinking water Facility																	0		
4.09	Subject-wise Laboratory																	0		
4.1	Girls Activity room																	0		
4.11	Headmaster/Principal Room																	0		
	Sub Total																			
5	Other Civil Works																			
5.01	Teachers Quarter										0	0	0	0	0	0	0	0		

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14					
		Approval		Tentative exp till 31st March			Fresh proposal					
SI		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin			
1		2	19	20	21	22 23=(22/20)	24	25	26=(24*25)			
RMSA												
Non recurring												
1	New school											
1.01	1 section school											
1.02	2 section school											
	Sub Total											
2	Civil works for New school											
2.01	1 section school											
2.02	2 section school						85.000	200	17,000.000		1168 provincialised	
	Sub Total								17,000.000			
3	Strengthening of existing schools											
3.01	Classroom (Secondary & HS schools)						7.000	2,583	18,081.000		3819	
3.02	Integrated Science Laboratory						0	9,000	1,501	13,509.000	66 + 410 + 4	962
3.03	Lab Equipments (Secondary & HS schools)						0	1,000	4,889	4,889.000		2583
3.04	Computer (lab) Room						0	10,000	267	2,670.000		
3.05	Library						0	10,000	26	260.000		
3.06	Art/Craft/Culture Room						0	7,000	2,720	19,040.000		
3.07	Separate Toilet Blocks						0	1,500	1,383	2,074.500		
3.08	Drinking water Facility						0	0,750	73	54.750		
3.09	Subject-wise Laboratory (for HS sections)						0	6,100	1,706	10,406.600	1706	
3.10	Girls Activity room						0	5,000	-	-		
3.11	Headmaster/Principal Room						0	5,000	-	-		
	Sub Total								70,984.850			
4	Strengthening of existing Govt aided schools											
4.01	Classroom						7.000					
4.02	Integrated Science Laboratory						9,000	638	5,742.000	638.3333333		
4.03	Lab Equipments						1,000	638	638.000		638.3333333	
4.04	Computer (lab) Room						10,000	638	6,380.000			
4.05	Library						10,000	638	6,380.000			
4.06	Art/Craft/Culture Room						7,000	638	4,466.000			
4.07	Separate Toilet Blocks						1,500	638	957.000			
4.08	Drinking water Facility						0,750	638	478.500			
4.09	Subject-wise Laboratory						6,100	-	-			
4.1	Girls Activity room						5,000	-	-			
4.11	Headmaster/Principal Room						5,000	-	-			
	Sub Total								25,041.500			
5	Other Civil Works											
5.01	Teachers Quarter						10,000	1,095	10,950.000			

Acty. Code	Activities	Progress review of 2009-10						Progress review of 2010-11						Progress review of 2011-12						Spill over for 2010-11
		Approval		Tentative exp till 31st March				Approval		Tentative exp till 31st March				Approval		Tentative exp till 31st March				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	% Fin.	
		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13=(4-6)		
RMSA																				
Non recurring																				
1	New school																			
1.01	1 section school																			
1.02	2 section school																			
	Sub Total																			
2	Civil works for New school																			
2.01	1 section school																		0	
2.02	2 section school																		0	
	Sub Total																			
3	Strengthening of existing schools																			
3.01	Classroom (Secondary & HS schools)							2198	5.63											
3.02	Integrated Science Laboratory							1038	9,342.000	949	1,746.16									
3.03	Lab Equipments (Secondary & HS schools)							1038	1,038.000	0										
3.04	Computer (lab) Room							904	9,040.000	0										
3.05	Library							903	9,030.000	0										
3.06	Art/Craft/Culture Room							14	98.000	0										
3.07	Separate Toilet Blocks							647	970.500	577	432.75									
3.08	Drinking water Facility							77	57.750	67	50.25									
3.09	Subject-wise Laboratory (for HS sections)							0		0										
3.10	Girls Activity room							0		0										
3.11	Headmaster/Principal Room							0		0										
	Sub Total								29,581.880		2,229.16									
4	Strengthening of existing Govt aided schools																			
4.01	Classroom																			
4.02	Integrated Science Laboratory																		0	
4.03	Lab Equipments																		0	
4.04	Computer (lab) Room																		0	
4.05	Library																		0	
4.06	Art/Craft/Culture Room																		0	
4.07	Separate Toilet Blocks																		0	
4.08	Drinking water Facility																		0	
4.09	Subject-wise Laboratory																		0	
4.1	Girls Activity room																		0	
4.11	Headmaster/Principal Room																		0	
	Sub Total																			
5	Other Civil Works																			
5.01	Teachers Quarter										0	0	0	0	0	0	0	0	0	

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14				
		Approval		Tentative exp till 31st March			Fresh proposal				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin		
1	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)		
RMSA											
Non recurring											
1	New school										
1.01	1 section school										
1.02	2 section school										
	Sub Total										
2	Civil works for New school										
2.01	1 section school										
2.02	2 section school						85.000	200	17,000.000	1168 provincialised	
	Sub Total								17,000.000		
3	Strengthening of existing schools										
3.01	Classroom (Secondary & HS schools)						7.000	2,583	18,081.000	3819	
3.02	Integrated Science Laboratory					0	9.000	1,501	13,509.000	66 + 410 + 4	
3.03	Lab Equipments (Secondary & HS schools)					0	1.000	4,889	4,889.000	962	
3.04	Computer (lab) Room					0	10.000	267	2,670.000	2583	
3.05	Library					0	10.000	26	260.000		
3.06	Art/Craft/Culture Room					0	7.000	2,720	19,040.000		
3.07	Separate Toilet Blocks					0	1.500	1,383	2,074.500		
3.08	Drinking water Facility					0	0.750	73	54.750		
3.09	Subject-wise Laboratory (for HS sections)					0	6.100	1,706	10,406.600	1706	
3.10	Girls Activity room					0	5.000	-	-		
3.11	Headmaster/Principal Room					0	5.000	-	-		
	Sub Total								70,984.850		
4	Strengthening of existing Govt aided schools										
4.01	Classroom						7.000				
4.02	Integrated Science Laboratory						9.000	638	5,742.000	638.3333333	
4.03	Lab Equipments						1.000	638	638.000		
4.04	Computer (lab) Room						10.000	638	6,380.000	638.3333333	
4.05	Library						10.000	638	6,380.000		
4.06	Art/Craft/Culture Room						7.000	638	4,466.000		
4.07	Separate Toilet Blocks						1.500	638	957.000		
4.08	Drinking water Facility						0.750	638	478.500		
4.09	Subject-wise Laboratory						6.100	-	-		
4.1	Girls Activity room						5.000	-	-		
4.11	Headmaster/Principal Room						5.000	-	-		
	Sub Total								25,041.500		
5	Other Civil Works										
5.01	Teachers Quarter						10.000	1,095	10,950.000		

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spill over for 2010-11		
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March					
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.			
1		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13= (4-6)	
RMSA																			
10	Additional Staff for existing schools (2013-2014)																		
10.01	Head Master	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.02	Subject Teacher 1 (English)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.03	Subject Teacher 2 (Mathematics)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.04	Subject Teacher 3 (Science)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.05	Subject Teacher 4 (Social Science)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.06	Subject Teacher 5 (MIL)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.07	Subject Teacher 6 (Arts - HS section)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.08	Subject Teacher 7 (Science- HS section)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.09	Subject Teacher 8 (Commerce- HS section)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.10	Lab Attendant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.11	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.12	Duftary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub Total																		
11	Additional staff for existing schools sanctioned till 2012-13																		
11.01	Head Master	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.02	Addl. Teacher at Secondary(English)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.03	Addl. Teacher at Secondary (Mathematics)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.04	Addl. Teacher at Secondary (General Science)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.05	Addl. Teacher at Secondary (Social Science)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.06	Addl. Teacher at Secondary (MIL)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.31	Lab Attendant- Integrated (secondary)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.36	Librarian (secondary schools)	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
11.38	Duftary	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	-
	Sub Total																		

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14				
		Approval		Tentative exp till 31st March			Fresh proposal				
SI		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin		
		2	19	20	21	22 23=(22/20)	24	25	26=(24*25)		
RMSA											
10	Additional Staff for existing schools (2013-2014)										
10.01	Head Master	-	-	-	-	-	0.30	0	-		
10.02	Subject Teacher 1 (English)	-	-	-	-	-	0.16	10116	1,618.560		7,505.280
10.03	Subject Teacher 2 (Mathematics)	-	-	-	-	-	0.16	15828	2,532.480		13,077.600
10.04	Subject Teacher 3 (Science)	-	-	-	-	-	0.16	11064	1,770.240		6,616.800
10.05	Subject Teacher 4 (Social Science)	-	-	-	-	-	0.16	5892	942.720		27,199.680
10.06	Subject Teacher 5 (MIL)	-	-	-	-	-	0.16	4008	641.280		
10.07	Subject Teacher 6 (Arts - HS section)	-	-	-	-	-	0.20	31788	6,357.600		
10.08	Subject Teacher 7 (Science- HS section)	-	-	-	-	-	0.20	19128	3,825.600		
10.09	Subject Teacher 8 (Commerce- HS section)	-	-	-	-	-	0.20	14472	2,894.400		
10.10	Lab Attendant	-	-	-	-	-	0.12	33084	3,970.080		
10.11	Librarian	-	-	-	-	-	0.14	0	-		
10.12	Duftary	-	-	-	-	-	0.08	33084	2,646.720		
	Sub Total								27,199.680		27947
11	Additional staff for existing schools sanctioned till 2012-13										
11.01	Head Master	-	-	-	-	-	0	0	-		
11.02	Addl. Teacher at Secondary(English)	-	-	-	-	-	0.155	0	-		
11.03	Addl. Teacher at Secondary (Mathematics)	-	-	-	-	-	0.155	0	-		
11.04	Addl. Teacher at Secondary (General Science)	-	-	-	-	-	0.155	0	-		
11.05	Addl. Teacher at Secondary (Social Science)	-	-	-	-	-	0.155	0	-		
11.06	Addl. Teacher at Secondary (MIL)	-	-	-	-	-	0.155	0	-		
11.31	Lab Attendant- Integrated (secondary)	-	-	-	-	-	0.13	0	-		
11.36	Librarian (secondary schools)	-	-	-	-	-	0.13	0	-		
11.38	Duftary	-	-	-	-	-	0.05	0	-		
	Sub Total										

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14				
		Approval		Tentative exp till 31st March			Fresh proposal				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin		
1	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)		
RMSA											
12	School Grant										
12.01	School Grant (Govt schools)	2757	1378.500	2757	744.390	60	0.500	2,757	1,378.500	2,067.750	
12.02	School Grant (Govt aided schools)	0	0	0	0.000	0	0.500	2,043	1,021.500	1,532.250	
	Sub Total	2757	1379	2757	744	60			2,400,000	3,600,000	
13	Minor Repair										
13.01	Minor Repair (Govt schools)	2607	651.750	2607	351.945	0	0.250	2,757	689.250		
13.02	Minor Repair (Govt aided schools)	0	0	0	0.000	0	0.250	2,043	510.750		
	Sub Total	0	0	0	0.000	0			1,200,000		
	Recurring - other than civil works (Quality Improvement)										
14	Teacher Training										
14.01	5 days State level residential Training for Head Master/ Principals	2757	24.81	0	24.81	1	0.025	4,800	120.000		
14.02	5 days inservice training for existing teachers at district level (Govt/Provincialised & Govt aided)	8082	72.738	0	72.738	0.0	0.025	46,569	1,164.225		
14.03	15 days State level Residential Induction Training for new teachers	2661	79.83		47.90		0.150	3,909	586.350		
14.04	Training of Key Resource Persons (KRP)			0	0	0	0.075	120	9.000		
14.05	Training of Master Trainer	108	97.00	0	58	0	0.075	2,320	174.000		
14.06	21 days State level residential training for selected teachers on CWSN issues (RCI Foundation Course)			0	0	0	0.180	1,447	260.460		
14.07	5 days training for Laboratory Assistants (Secondary section)						0.025	2,019	50.475		
14.08	5 days training for Librarians			0	0	0	0.025	-	-		
14.09	5 days orientation camp for female teachers on Gender & Life skill issues at State level						0.075	2,000	150.000		
	Sub Total	10851.000	0	178.638	0.000			63,184	2,514.510		
15	Quality Interventions										
15.01	Excursion trips for students within state	271013	542.02	0	325.21	0	0.005	496,714	2,483.570		
15.02	Study tours for students outside the state	520	10.4	0	10.4	0	0.100	1,350	135.000		
15.03	Excursion trips for teachers within state	0	0	0	0	0	0.015	11,028	165.420		
15.04	Study tours for teachers outside the state	0	0	0	0	0	0.150	5,514	827.100		
15.05	Science exhibition at District level	0	0	0	0	0	2.000	27	54.000		
15.06	Book fair at district level	0	0	0	0	0	2.000	27	54.000		
15.07	Bridge course for Learning Enhancement for slow learners (20% of class IX students)	54203	271.01	0	162.61	0	0.005	99,343	496.714	99,342.800	
15.08	Hub for Edusat						200.000	1	200.000		
15.09	Sports Equipments						0.100	2,757	275.700		

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spill over for 2010-11
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			
SI		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	
1		2	4	5	6	7 8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13= (4-6)
RMSA																	
15.10	Organisation of Art/Craft/Culture camp at school level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.11	Language Learning camp for students (English & Hindi Language) in selected rural schools	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.12	Organisation of GYAN DARSHAN class in selected secondary schools (10% schools)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.13	Science & Maths kit to the IX-X students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Guidance & Counselling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.01	Salary for Co-ordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.02	Salary for Research Associates	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.03	Literature & display materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.04	Sensitisation of Principals/ Head Masters	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.05	Capacity building for competitive examinations for class - XII students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Equity Interventions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.01	Girls oriented activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.01.01	Community mobilisation & Sensitisation programme	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.02	Uniform	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.03	Bi-cycle	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.04	Textbooks	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.05	Stationary & learning kit like geometric box etc	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.06	Provision of transport facility to BPL girls of class- IX & X	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.07	self defence training for girls	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.08	Counseling Camp on professional studies for Girls student of class- IX&X at sub block level	-	-	-	-	-	-	-	-	-	-	1000	6	1000	6	1	0
17.01.09	Health awareness programme for girls students	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.10	Bridge learning materials to Girls	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.11	Balika Manch	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
17.01.12	orientation of female teachers on Gender & Life skills	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spill over for 2010-11		
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March					
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.			
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19=(14-5)	
RMSA																			
17.01.13	traditional handicraft camp for girls students in schools (5 days)													0		0	0	0	0
	Sub Total																		
17.02 SC/ ST / Tea Tribes oriented Activities																			
17.02.01	Providing hostel/ boarding rent to economically backward SC, ST and Tea tribe community students in district or out side district													0		0	0	0	0
17.02.02	Sharing with stakeholders & Change Agents in SC, ST and Tea tribe community dominated areas													#REF!		0	0	0	0
17.02.03	Retention drive for SC, ST and Tea tribe students at block level													#REF!		0	0	0	0
17.02.04	Support to BPL SC, ST and Tea Tribes student for participation in National level co-curricular events, Project work, Seminar etc													0		0	0	0	0
17.02.05	Enrolment drive for SC, ST Tea Tribes dominated areas													0		0	0	0	0
17.02.06	Bridge Learning materials to SC, ST and Tea Tribes students																		
17.02.07	Language Learning camp for students (English & Hindi Language) in selected rural schools																		
17.02.08	Science & Maths kit to the IX-X students (20% of student belong to BPL category)																		
	Sub total													#REF!		0	0	0	0
17.03 Educationally Backward Minority oriented activities																			
17.03.01	Providing hostel/ boarding rent to educationally backward Minority community students in district or out side district													0		0	0	0	0
17.03.02	Sharing with stakeholders & Change Agents in Minority community dominated areas													#REF!		0	0	0	0
17.03.03	Retention drive for Minority students at block level													#REF!		0	0	0	0
17.03.04	Support to BPL Minority student for participation in National level co-curricular events, Project work, Seminar etc.													0		0	0	0	0

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14					
		Approval		Tentative exp till 31st March			Fresh proposal					
Sl .		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin			
1	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)			
RMSA												
15.10	Organisation of Art/Craft/Culture camp at school level	-	-	-	-	-	0.200	2,757	551.400			
15.11	Language Learning camp for students (English & Hindi Language) in selected rural schools	-	-	-	-	-	0.100	351	35.140			
15.12	Organisation of GYAN DARSHAN class in selected secondary schools (10% schools)	-	-	-	-	-	0.500	270	135.000			
15.13	Science & Maths kit to the IX-X students	-	-	-	-	-	0.015	27,570	413.550			
	Sub Total								5,826.594			
16	Guidance & Counselling											
16.01	Salary for Co-ordinator	-	-	-	-	-	0.250	3,072	768.000			
16.02	Salary for Research Associates	-	-	-	-	-	0.150	3,072	460.800			
16.03	Literature & display materials	-	-	-	-	-	0.500	256	128.000			
16.04	Sensitisation of Principals/ Head Masters	-	-	-	-	-	0.010	4,800	48.000			1080
16.05	Capacity building for competitive examinations for class - XII students	-	-	-	-	-	41.450	27	1,119.150			
	Sub Total						2,044.800		2,523.950			
17	Equity Interventions											
17.01	Girls oriented activities											
17.01.01	Community mobilisation & Sensitisation programme	0		0	0	0	0.050	2,560	128.000			
17.01.02	Uniform	0		0	0	0	0.010	-	-			
17.01.03	Bi-cycle	0		0	0	0	0.030	-	-			
17.01.04	Textbooks	0		0	0	0	0.005	-	-			
17.01.05	Stationary & learning kit like geometric box etc	0		0	0	0	0.002	-	-			
17.01.06	Provision of transport facility to BPL girls of class- IX & X	0		0	0	0	0.020	64,057	1,281.140			
17.01.07	self defence training for girls	0		0	0	0	0.002	260,370	520.740			
17.01.08	Counseling Camp on professional studies for Girls student of class- IX&X at sub block level	55140	55.14	0	32.42	0	0.005	88,761	443.804			
17.01.09	Health awareness programme for girls students	0		0	0	0	0.100	2,757	275.700			
17.01.10	Bridge learning materials to Girls	0		0	0	0	0.001	52,074	52.074			
17.01.11	Balika Manch	0		0	0	0	0.002	2,662	5.324			
17.01.12	orientation of female teachers on Gender & Life skills	0		0	0	0	0.025	2,662	66.550			

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14					
		Approval		Tentative exp till 31st March			Fresh proposal					
Sl		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin			
		2	19	20	21	22=23/(20*25)	24	25	26=(24*25)			
RMSA												
17.01.13	Traditional handicraft camp for girls students in schools (5 days)	0		0	0	0	0.050	2,662	133.100			
	Sub Total								2,906,432			
17.02 SC/ ST / Tea Tribes oriented Activities												
17.02.01	Providing hostel/ boarding rent to economically backward SC, ST and Tea tribe community students in district or out side district	0		0	0	0	0.110					
17.02.02	Sharing with stakeholders & Change Agents in SC, ST and Tea tribe community dominated areas	0		0	0	0	0.100	768	76.800			
17.02.03	Retention drive for SC, ST and Tea tribe students at block level	219	21.9	0	12.14	0	0.100	512	51.200			
17.02.04	Support to BPL SC, ST and Tea Tribes student for participation in National level co-curricular events, Project work, Seminar etc	0		0	0	0	0.100					
17.02.05	Enrolment drive for SC, ST Tea Tribes dominated areas	0		0	0	0	0.100	270	27.000			
17.02.06	Bridge Learning materials to SC, ST and Tea Tribes students						0.001					
17.02.07	Language Learning camp for students (English & Hindi Language) in selected rural schools						0.200	551	110.280			48022
17.02.08	Science & Maths kit to the IX-X students (20% of student belong to BPL category)						0.002	28,463	56.926			9,604
	Sub total	219		0	12.14	0			322,206			
17.03 Educationally Backward Minority oriented activities												
17.03.01	Providing hostel/ boarding rent to educationally backward Minority community students in district or out side district	0		0	0	0	0.110					
17.03.02	Sharing with stakeholders & Change Agents in Minority community dominated areas	0		0	0	0	0.100	121	12.100			
17.03.03	Retention drive for Minority students at block level	0		0	0	0	0.100	242	24.200			
17.03.04	Support to BPL Minority student for participation in National level co-curricular events, Project work, Seminar etc	0		0	0	0	0.100					

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spill over for 2010-11	
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.		
1		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13= (4-6)
RMSA																		
17.03.05	Enrolment drive for Minority dominated areas												0		0	0	0	0
17.03.06	Bridge Learning materials to Minority students																	
17.03.07	Language Learning camp for students (English & Hindi Language) in selected rural schools																	
17.03.08	Science & Maths kit to the IX-X students (20% of student belong to BPL category)																	
	Sub Total																	
17.04	Left wing affected areas oriented activities																	
17.04.01	Education sensitization programmes																	
17.04.02	Science & Maths workshops												0		0	0	0	0
17.04.03	Soft skill training for students												0		0	0	0	0
	Sub Total																	
18	Interventions for out of school children																	
18.01	Open School System																	
18.01.01	Project HUNAR																	
18.01.02	Condense Course for Girls																	
18.01.03	Follow up of CTS of out of children																	
	Sub total																	
18.02	Any other Activity																	
18.02.01	Special Enrolment camps in school																	
18.02.02	Mobile Science Laboratory in 10 districts												0		0	0	0	0
18.02.03	Implementation of on-line school monitoring system through use of IVRS												0		0	0	0	0
18.02.04	Accreditation of all Secondary schools												0		0	0	0	0
	Sub total																	
19	Community training																	
19.01	2 days SMDC members training at district level	6028	18.084										33891	203.346	33891	203.346	1	
	Sub - Total																	
20	MMER																	
20.01	Monitoring activities																	
20.01.01	GB & EC meetings																	

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spill over for 2010-11	
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.		
1		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13=(4-6)
RMSA																		
20.01.02	Quarterly review meeting of District Board of Secondary Education (DBSE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.01.03	Supervision & Monitoring by State TSGs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.01.04	Supervision & Monitoring by Dist TSGs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.01.05	School inspection by Eminent academician	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total																	
20.02	Research & Evaluation																	
20.02.01	Infrastructure confirmation survey & school mapping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.02.02	5 days workshop on Preparation of Annual Plan at district level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.02.03	10 days workshop for district Planning Team on Preparation & finalisation of Annual Plan at state level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.02.04	Research & Evaluation through internal & 3rd party	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.02.05	Audit Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.02.06	SEMIS Survey	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.02.07	2 days orientation for Head Masters / Principals on	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.02.08	Establishment of SEMIS at state level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.02.09	Establishment of SEMIS at district level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
	Sub total																	
20.03	Salaries for TSG & Staff & capacity building																	
20.03.01	Salary for State Project Director	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.02	Salary for Executive Director	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.03	Salary for Senior Administrative Officer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.04	Salary for Officer on Special Duty (2 Nos.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.05	Salary for Officers/Consultants of State TSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.06	Salary for other staffs of State TSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.07	Salary for Officers/Consultants of District TSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.08	Salary for other Staffs at district level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.09	Technical staff for EDUSAT/ SIT (state- 8 Nos.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.03.10	Technical staff for EDUSAT/ SIT (Dist- 3 each)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total																	
20.04	Honorarium																	
20.04.01	External Manpower Support at state level.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total																	
20.05	Office Management, TA/ DA, Contingency etc.																	
20.05.01	Hiring of office for State TSGs cum Mission office	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.02	Hiring of office for District TSGs cum DMO	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14					
		Approval		Tentative exp till 31st March			Fresh proposal					
Sl		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin			
		19	20	21	22	23=(22/20)	24	25	26=(24*25)			
RMSA												
17.03.05	Enrolment drive for minority dominated areas	0		0	0	0	0.100	242	24.200			
17.03.06	Bridge Learning materials to Minority students						0.001					
17.03.07	Language Learning camp for students (English & Hindi Language) in selected rural schools						0.200	551	110.280			
17.03.08	Science & Maths kit to the IX-X students (20% of student belong to BPL category)						0.002	20,068	40.136			93352
	Sub Total								210.916		3,439.554	18670
17.04	Left wing affected areas oriented activities											
17.04.01	Education sensitization programmes						0.250	200	50.000			
17.04.02	Science & Maths workshops	0		0	0	0	1.000	100	100.000			
17.04.03	Soft skill training for students	0		0	0	0	0.200	200	40.000			
	Sub Total								190.000			
18	Interventions for out of school children											
18.01	Open School System											
18.01.01	Project HUNAR						5.000	135	675.000			
18.01.02	Condense Course for Girls						2.000	54	108.000			
18.01.03	Follow up of CTS of out of children						0.003	15,400	46.200			
	Sub total								829.200			
18.02	Any other Activity										3,626.875	
18.02.01	Special Enrolment camps in school						0.030	960	28.800			
18.02.02	Mobile Science Laboratory in 10 districts	0		0	0	0	36.170	10	361.700			
18.02.03	Implementation of on-line school monitoring system through use of IVRS	0		0	0	0	5.000	27	135.000			
18.02.04	Accreditation of all Secondary schools	0		0	0	0	2.000	27	54.000			
	Sub total								579.500			
19	Community training											
19.01	2 days SMDC members training at district level	41355	248.13			221.98	0.010	74.841	748.410			
	Sub - Total								748.410			
20	MMER											
20.01	Monitoring activities											
20.01.01	GB & EC meetings						0.5	5	2.500			

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14			
		Approval		Tentative exp till 31st March			Fresh proposal			
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin	
SI	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)	
RMSA										
20.01.02	Quarterly review meeting of District Board of Secondary Education (DBSE)	-	-	-	-	-	0.2	108	21.600	
20.01.03	Suppervision & Monitoring by State TSGs	-	-	-	-	-	1	10	10.000	
20.01.04	Suppervision & Monitoring by Dist TSGs	-	-	-	-	-	1	27	27.000	
20.01.05	School inspection by Eminent academician	-	-	-	-	-	0.01	13500	135.000	
	Sub total									196.100
20.02	Research & Evaluation									
20.02.01	Infrastructure confirmation survey & school mapping	-	-	-	-	-	0.015	4800	72.000	
20.02.02	5 days workshop on Preparation of Annual Plan at district level	-	-	-	-	-	0.005	135	0.675	
20.02.03	10 days workshop for district Planning Team on Preparation & finalisation of Annual Plan at state level	-	-	-	-	-	0.050	540	27.000	
20.02.04	Research & Evaluation through internal & 3rd party	-	-	-	-	-	0.005	4800	24.000	
20.02.05	Audit Fees	-	-	-	-	-	8.000	1	8.000	
20.02.06	SEMIS Survey	-	-	0	0	0	0.005	8000	8.000	
20.02.07	2 days orientation for Head Masters / Principals on	-	-	0	0	0	0.006	8000	80.000	
20.02.08	Establishment of SEMIS at state level	-	-	0	0	0	10	10.000	1	10.000
20.02.09	Establishment of SEMIS at district level	-	-	0	0	0	2	3.000	27	81.000
	Sub total									310.675
20.03	Salaries for TSG & Staff & capacity building									
20.03.01	Salary for State Project Director	-	-	-	-	-	1.500	12	18.000	
20.03.02	Salary for Executive Director	-	-	-	-	-	1.500	12	18.000	
20.03.03	Salary for Senior Administrative Officer	-	-	-	-	-	1.200	12	14.400	
20.03.04	Salary for Officer on Special Duty (2 Nos.)	-	-	-	-	-	1.200	24	28.800	
20.03.05	Salary for Officers/Consultants of State TSG	-	-	-	-	-	0.500	120	60.000	
20.03.06	Salary for other staffs of State TSG	-	-	-	-	-	0.300	240	72.000	
20.03.07	Salary for Officers/Consultants of District TSG	-	-	-	-	-	0.300	720	216.000	
20.03.08	Salary for other Staffs at district level	-	-	-	-	-	0.200	720	144.000	
20.03.09	Technical staff for EDUSAT/ SIT (state- 8 Nos.)	-	-	-	-	-	0.300	96	28.800	
20.03.10	Technical staff for EDUSAT/ SIT (Dist- 3 each)	-	-	-	-	-	0.200	81	16.200	
	Sub total									616.200
20.04	Honorarium									
20.04.01	External Manpower Support at state level.	-	-	-	-	-	8.000	1	8.000	
	Sub total									8.000
20.05	Office Management, TA/ DA, Contingency etc.									
20.05.01	Hiring of office for State TSGs cum Mission office	-	-	0	0	0	1.500	12	18.000	
20.05.02	Hiring of office for District TSGs cum DMO	-	-	0	0	0	0.400	120	48.000	

Acty. Code	Activities	Progress review of 2009-10					Progress review of 2010-11					Progress review of 2011-12					Spilled for 2010-11	
		Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March			Approval		Tentative exp till 31st March				
		Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.	Phy.	Fin.	Phy.	Fin.	% Fin.		
1		2	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	13=(4/6)
RMSA																		
20.05.03	Creation of State Learning Resources for TSGs cum Mission Office	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.04	Creation of District Learning Resources for TSGs cum Mission Office	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.05	Establishment of Conference hall for SMO	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.06	Establishment of Conference hall for DMO	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.07	Hiring of office Vehicle at SMO	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.08	Hiring of office Vehicle for DPC	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.09	Office Contingency/telephone/ internate charges etc. at state level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.10	Office Contingency/telephone/ internate charges etc at district level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.11	TArDA of Officials at State level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.12	TArDA of Officials at district level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.13	Office Arrangement, furniture & Equipments etc. at State office	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.14	Office Arrangement, furniture & Equipments etc. at district office.	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.15	Development/Printing of materials Normats etc. at state level.	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.16	Meeting/Seminar/Workshop/ review etc at State level	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
20.05.17	Meeting/Seminar/Workshop etc at District level.	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
	Sub Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.6	Community Mobilisation																	
20.06.01	1 day Annual Convention for SMDCs & PRIs etc at district level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.06.02	Exposure visit for selected SMDC members	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.06.03		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.07	Media Oriented Activities																	
20.07.01	Stakeholder Awareness, Multi Media publicity at State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.07.02	Stakeholder Awareness, Multi Media publicity at Districts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20.07.03	Bi-monthly Newsletter for teachers & students	-	-	-	-	-	-	-	-	-	-	-	26070	39.105	26070	39.105	1	
20.07.04		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14			
		Approval		Tentative exp till 31st March			Fresh proposal			
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin	
1	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)	
RMSA										
20.05.03	Creation of State Learning Resources for TSGs cum Mission Office		0		0	0	0	10,000	1	10,000
20.05.04	Creation of District Learning Resources for TSGs cum Mission Office		0		0	0	0	5,000	27	135,000
20.05.05	Establishment of Conference hall for SMO		0		0	-0	0	5,000	1	5,000
20.05.06	Establishment of Conference hall for DMO		0		0	0	0	3,000	27	81,000
20.05.07	Hiring of office Vehicle at SMO		0		0	0	0	0.400	48	19,200
20.05.08	Hiring of office Vehicle for DPC		0		0	-0	0	0.200	324	64,800
20.05.09	Office Contingency/telephone/ internate charges etc. at state level		0		0	0	0	1,000	12	12,000
20.05.10	Office Contingency/telephone/ internate charges etc at district level		0		0	0	0	0.200	324	64,800
20.05.11	TA/DA of Officials at State level		0		0	-0	0	1,000	1	1,000
20.05.12	TA/DA of Officials at district level		0		0	0	0	0.500	27	13,500
20.05.13	Office Arrangement, furniture & Equipments etc. at State office		0		0	0	0	3,000	1	3,000
20.05.14	Office Arrangement, furniture & Equipments etc. at district office.		0		0	-0	0	1,000	27	27,000
20.05.15	Development/Printing of materials /formats etc. at state level.		0		0	0	0	2,000	1	2,000
20.05.16	Meeting/Seminar/Workshop/ review etc at State level.		0		0	-0	0	3,000	1	3,000
20.05.17	Meeting/Seminar/Workshop etc at District level.		0		0	0	0	0.500	27	13,500
	Sub Total									520,800
20.6	Community Mobilisation									1,651,775
20.06.01	1 day Annual Convention for SMDCs & PRIs etc at district level							0.005	6843	34,215
20.06.02	Exposure visit for selected SMDC members							0.100	270	27,000
20.06.03										
	Sub total									61,215
20.07	Media Oriented Activities									
20.07.01	Stakeholder Awareness. Multi Media publicity at State							20,000	1	20,000
20.07.02	Stakeholder Awareness. Multi Media publicity at Districts							5,000	27	135,000
20.07.03	Bi-monthly Newsletter for teachers & students							0.025	34542	863,550
20.07.04										
	Sub total									1,018,550

			Part I															Part II								
S.No.	Activities	Definition of unit	Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14			
			Approval		Tentative Exp till			Approval		Tentative Exp till 31st			Approval		Tentative Exp till			Approval		Tentative Exp till 31st			Unit Cost	Phy	Fin	
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	% Fin						
1	2	3	4	5	6	7	8(7/5)	9	10	11	12	13(12/10)	14	15	16	17	18(17/15)	19	20	21	22	23(22/20)	24	25	26(24/23)	
B	IEDSS																									
	Non recurring																									
21	Resource Room	No of Resource rooms																					5.63	256	1441.28	
22	Equipment for resource room	No of resource rooms																					0.70	256	179.2	
23	Removal of architectural barriers																									0
23 I	Construction of ramps & railings	No of Ramps and railing																					1.5	2757	4135.5	
24	New Toilets for CWSN	No of CWSN friendly toilet																					1.5	1993	2989.50	
25	Strengthening of training Institutes (Specify the name of Institute)																						0	0	0.00	
25 I	Upgradation of DIETS and B. Ed colleges as study training centre for RCI approved courses	No. of Centres																					2	20	40.00	
26	Support to NGO for development of training programme	No of NGOs																					0	0	0.00	
27	Any other activity	NIL																					0	0	0.00	
	Subtotal Non recurring																									8785.48
	Recurring																									
28	Salary of New Special education teachers	No. of special educators																					0.13	500	62.50	
29	Salary of special education teachers sanctioned in previous years	No of special educators																					0.00	0	0.00	
30	Special pay for general teachers trained in special education	No. of general teachers																					0.00	0	0.00	
31	Student oriented Activities including assistance and equipments																									0.00
31(A)	Transportation allowance (in case the child does not resides in the school premisis)	No. of CWSN																					0.005	2518	12.59	
31(B)	Escort allowance for severely disabled with lower extremities disability	No. of severely disabled children																					0.005	407	2.04	
31(C)	Actual expenses on books & Stationaries	No. of CWSN																					0.01	2518	25.18	
31(D)	Actual Cost of assistive devices	No. of CWSN																					0.02	1000	20.00	
31(E)	Actual expense on uniform	No. of CWSN																					0.0075	2518	18.89	
31(F)	Purchase and development of teaching learning materials and actual cost of equipments like educational aids and individual TLM	No. of CWSN																					0.005	677	3.39	
31(G)	Purchase of screen reading software like JAWS/ SAFA/ DAISY etc for visually impaired	No. of schools																					0.12	100	12.00	
31(H)	Identification and assesment (formal and functional assesments) of children with disabilities at block level	No of blocks																					0.1	256	25.60	
31(I)	Stipend for girl child	No. of Girl student with special needs																					0.002	1084	2.17	

S.No.	Activities	Definitio n of unit	Part I																			Part II				
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13				Proposal for 2013-14				
			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013						
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Unit Cost	Phy	Fin	
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24*25)	
C	ICT																									
	Non recurring																									
38	Outright Purchase Basis/State Model (Hardware and Software including furniture)																									
39.1	BOOT model(Hardware and Software including furniture)	No of schools	641	1301.23	641	1301.23	100%	-	-	-	-	-	1881	2823.40	1881	2823.4	100%	2850	2483.44	2850	2483.4	100%	1.00	2850	2850.00	
39.2	BOOT model(Hardware and Software including furniture) [NEW SCHOOL.]																							1.76	251	441.76
40	Establishment of SMART schools (Hardware and Software including furniture)																									
41	Other Activity																									
	TOTAL non recurring																								3291.76	
	Recurring																									
42	One time Induction training to teachers in ICT for 10 days																									
42	Outright Purchase Basis	No. of teachers																								
42	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	11045	8.836	11045	8.836	100%	0.004	3101	12.404	
42	BOOT model sanctioned in previous year	No of teachers																								
42	Under SMART school	No of teachers																								
	Sub Total																								12.404	
43	Refresher training for teachers for 5 days @ Rs 400 per day per teacher																									
43	Outright Purchase Basis	No of teachers																								
43	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	22090	88.36	22090	88.36	100%	0.004	33135	132.54	
43	Under SMART school	No of teachers																								
	Sub Total																								132.54	
44	Salary of Computer Teacher (New sanction)																									

S.No.	Activities	Definiti on of unit	Part I																		Part II							
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14					
			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Unit Cost	Phy	Fin			
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	% Fin								
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24*25)			
D	GIRLS HOSTEL																											
	Non-Recurring grant																											
49	Construction of building including two room accommodation for warden	No. of hostels																							130.98	99	12967.020	
50	Boundary Wall	No. of hostels																							3.24	99	320.760	
51	Boring Hand pump (minimum rates prescribed by State Drinking Water department subject to a ceiling of Rs.1.00 lakh	No. of hostels																								99	0.000	
52	Electricity	No. of hostels																							9.09	99	899.910	
53	Furniture and equipment including kitchen equipment	No. of hostels																							6.91	99	684.090	
54	Bedding etc	No. of hostels																								99	0.000	
55	Sanitary & water supply																								4.63	99	458.370	
55	Fire fighting equipment																								0.5	99	49.500	
	Sub total non recurring																								155.35		15379.650	
	Recurring grant																											
56	Fooding/lodging expenditure per girl child @ Rs. 850 per month	No of hostels																							0.009	15600	132.600	
57	Honorarium of warden @ Rs 5,000 per month (in addition to her salary as teacher)	No of hostels																							0.050	156	7.800	
58	Chowkidar @ Rs 3,000 per month	No of hostels																							0.030	156	4.680	
59	1 Head Cook @ Rs. 3,000 per month and 2 Asst. Cook @ Rs 2,500 per month	No of hostels																							0.080	156	12.480	
60	Electricity Water per year	No. of hostels																							0.600	13	7.800	
61	Maintenance per year	No. of hostels																							0.400	13	5.200	
62	Medical care @ Rs. 750 per year per girl	No of hostels																							0.750	13	9.750	
63	Toiletries and sanitation @ Rs. 100 per month for each girl	No. of hostels																							1.200	13	15.600	
64	News paper Magazines and sports @ Rs. 2,000 per Month	No. of hostels																							0.020	156	3.120	

S.No.	Activities	Definitio n of unit	Part I																		Part II					
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14			
			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Unit Cost	Phy	Fin	
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	24	25	26=(24*25)	
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)				
C	ICT																									
	Non recurring																									
38	Outright Purchase Basis/State Model (Hardware and Software including furniture)																									
39.1	BOOT model(Hardware and Software including furniture)	No of schools	641	1301.23	641	1301.23	100%	-	-	-	-	-	1881	2823.40	1881	2823.4	100%	2850	2483.44	2850	2483.4	100%	1.00	2850	2850.00	
39.2	BOOT model(Hardware and Software including furniture) [NEW SCHOOL.]																							1.76	251	441.76
40	Establishment of SMART schools (Hardware and Software including furniture)																									
41	Other Activity																									
	TOTAL non recurring																									3291.76
	Recurring																									
42	One time Induction training to teachers in ICT for 10 days																									
42	Outright Purchase Basis	No of teachers																								
42	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	11045	8.836	11045	8.836	100%	0.004	3101	12.404	
42	BOOT model sanctioned in previous year	No of teachers																								
42	Under SMART school	No of teachers																								
	Sub Total																									12.404
43	Refresher training for teachers for 5 days @ Rs 400 per day per teacher																									
43	Outright Purchase Basis	No of teachers																								
43	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	22090	88.36	22090	88.36	100%	0.004	33135	132.54	
43	Under SMART school	No of teachers																								
	Sub Total																									132.54
44	Salary of Computer Teacher (New sanction)																									

Acty. Code	Activities	Progress review of 2012-13					Proposal for 2013-14					
		Approval		Tentative exp till 31st March			Fresh proposal					
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	Phy. Target	Fin			
1	2	19	20	21	22	23=(22/20)	24	25	26=(24*25)			
RMSA												
20.05.03	Creation of State Learning Resources for TSGs cum Mission Office	0		0	0	0	10.000	1	10.000			
20.05.04	Creation of District Learning Resources for TSGs cum Mission Office	0		0	0	0	5.000	27	135.000			
20.05.05	Establishment of Conference hall for SMO	0		0	0	0	5.000	1	5.000			
20.05.06	Establishment of Conference hall for DMO	0		0	0	0	3.000	27	81.000			
20.05.07	Hiring of office Vehicle at SMO	0		0	0	0	0.400	48	19.200			
20.05.08	Hiring of office Vehicle for DPC	0		0	0	0	0.200	324	64.800			
20.05.09	Office Contingency/telephone/ internate charges etc. at state level	0		0	0	0	1.000	12	12.000			
20.05.10	Office Contingency/telephone/ internate charges etc at district level	0		0	0	0	0.200	324	64.800			
20.05.11	TA/DA of Officials at State level	0		0	0	0	1.000	1	1.000			
20.05.12	TA/DA of Officials at district level	0		0	0	0	0.500	27	13.500			
20.05.13	Office Arrangement, furniture & Equipments etc. at State office	0		0	0	0	3.000	1	3.000			
20.05.14	Office Arrangement, furniture & Equipments etc. at district office.	0		0	0	0	1.000	27	27.000			
20.05.15	Development/Printing of materials /formats etc. at state level.	0		0	0	0	2.000	1	2.000			
20.05.16	Meeting/Seminar/Workshop/ review etc at State level.	0		0	0	0	3.000	1	3.000			
20.05.17	Meeting/Seminar/Workshop etc at District level.	0		0	0	0	0.500	27	13.500			
	Sub Total								520.800		1,651.775	
20.6 Community Mobilisation												
20.06.01	1 day Annual Convention for SMDCs & PRIs etc at district level						0.005	6843	34.215			2.482045702
20.06.02	Exposure visit for selected SMDC members						0.100	270	27.000			
20.06.03												
	Sub total								61.215			
20.7 Media Oriented Activities												
20.07.01	Stakeholder Awareness, Multi Media publicity at State						20.000	1	20.000			
20.07.02	Stakeholder Awareness, Multi Media publicity at Districts						5.000	27	135.000			
20.07.03	Bi-monthly Newsletter for teachers & students						0.025	34542	863.550			
20.07.04												
	Sub total								1,018.550			

			Part I															Part II								
S.No.	Activities	Definition of unit	Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14			
			Approval		Tentative Exp till			Approval		Tentative Exp till 31st			Approval		Tentative Exp till			Approval		Tentative Exp till 31st			Unit Cost	Phy	Fin	
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	% Fin						
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24/25)	
B	IEDSS																									
	Non recurring																									
21	Resource Room	No of Resource rooms																					5.63	256	1441.28	
22	Equipment for resource room	No of resource rooms																					0.70	256	179.2	
23	Removal of architectural barriers																									0
23.1	Construction of ramps & railings	No. of Ramps and railing																					1.5	2757	4135.5	
24	New Toilets for CWSN	No of CWSN friendly toilet																					1.5	1993	2989.50	
25	Strengthening of training Institutes (Specify the name of Institute)																						0	0	0.00	
25.1	Upgradation of DIETS and B. Ed colleges as study training centre for RCI approved courses	No. of Centres																					2	20	40.00	
26	Support to NGO for development of training programme	No of NGOs																					0	0	0.00	
27	Any other activity	NIL																					0	0	0.00	
	Subtotal Non recurring																									8785.48
	Recurring																									
28	Salary of New Special education teachers	No of special educators																					0.13	500	62.50	
29	Salary of special education teachers sanctioned in previous years	No of special educators																					0.00	0	0.00	
30	Special pay for general teachers trained in special education	No of general teachers																					0.00	0	0.00	
31	Student oriented Activities including assistance and equipments																									0.00
31(A)	Transportation allowance (in case the child does not resides in the school premisis)	No. of CWSN																					0.005	2518	12.59	
31(B)	Escort allowance for severely disabled with lower extremities disability	No. of severely disabled children																					0.005	407	2.04	
31(C)	Actual expenses on books & Stationaries	No. of CWSN																					0.01	2518	25.18	
31(D)	Actual Cost of assistive devices	No. of CWSN																					0.02	1000	20.00	
31(E)	Actual expense on uniform	No. of CWSN																					0.0075	2518	18.89	
31(F)	Purchase and development of teaching learning materials and actual cost of equipments like educational aids and individual TLM	No. of CWSN																					0.005	677	3.39	
31(G)	Purchase of screen reading software like JAWS/ SAFA/ DAISY etc for visually impaired	No. of schools																					0.12	100	12.00	
31(H)	Identification and assesment (formal and functional assesments) of children with disabilities at block level	No of blocks																					0.1	256	25.60	
31(I)	Stipend for girl child	No. of Girl student with special needs																					0.002	1084	2.17	

S.No.	Activities	Definitio n of unit	Part I																				Part II		
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14		
			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Approval		Tentative Exp till 31st March 2013			Unit Cost		
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Unit Cost	Phy	Fin
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24*25)
C	ICT																								
	Non recurring																								
38	Outright Purchase Basis/State Model (Hardware and Software including furniture)																								
39.1	BOOT model(Hardware and Software including furniture)	No of schools	641	1301.23	641	1301.23	100%	-	-	-	-	-	1881	2823.40	1881	2823.4	100%	2850	2483.44	2850	2483.4	100%	1.00	2850	2850.00
39.2	BOOT model(Hardware and Software including furniture) [NEW SCHOOL.]																						1.76	251	441.76
40	Establishment of SMART schools (Hardware and Software including furniture)																								
41	Other Activity																								
	TOTAL non recurring																								3291.76
	Recurring																								
42	One time Induction training to teachers in ICT for 10 days																								
42	Outright Purchase Basis	No of teachers																							
42	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	11045	8.836	11045	8.836	100%	0.004	3101	12.404
42	BOOT model sanctioned in previous year	No of teachers																							
42	Under SMART school	No of teachers																							
	Sub Total																								12.404
43	Refresher training for teachers for 5 days @ Rs 400 per day per teacher																								
43	Outright Purchase Basis	No of teachers																							
43	BOOT model	No of teachers											6200	24.8	6200	24.8	100%	22090	88.36	22090	88.36	100%	0.004	33135	132.54
43	Under SMART school	No of teachers																							
	Sub Total																								132.54
44	Salary of Computer Teacher (New sanction)																								

S.No.	Activities	Definiton of unit	Part I																				Part II			
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					Proposal for 2013-14			
			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st			Unit Cost	Phy	Fin	
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	% Fin						
1	2	3	4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24*25)	
D	GIRLS HOSTEL																									
	Non-Recurring grant																									
49	Construction of building including two room accommodation for warden	No. of hostels																						130.98	99	12967.020
50	Boundary Wall	No. of hostels																						3.24	99	320.760
51	Boring Hand pump (minimum rates prescribed by State Drinking Water department subject to a ceiling of Rs.1.00 lakh	No. of hostels																							99	0.000
52	Electricity	No. of hostels																						9.09	99	899.910
53	Furniture and equipment including kitchen equipment	No. of hostels																						6.91	99	684.090
54	Bedding etc	No. of hostels																							99	0.000
55	Sanitary & water supply																							4.63	99	458.370
55	Fire fighting equipment																							0.5	99	49.500
	Sub total non recurring																							155.35		15379.650
	Recurring grant																									
56	Fooding/lodging expenditure per girl child @ Rs. 850 per month	No. of hostels																						0.009	15600	132.600
57	Honorarium of warden @ Rs 5,000 per month (in addition to her salary as teacher)	No. of hostels																						0.050	156	7 800
58	Chowkidar @ Rs 3,000 per month	No. of hostels																						0.030	156	4.680
59	1 Head Cook @ Rs. 3,000 per month and 2 Astt. Cook @ Rs 2, 500 per month	No. of hostels																						0.080	156	12.480
60	Electricity Water per year	No. of hostels																						0.600	13	7 800
61	Maintenance per year	No. of hostels																						0.400	13	5.200
62	Medical care @ Rs 750 per year per girl	No. of hostels																						0.750	13	9 750
63	Toiletries and sanitation @ Rs. 100 per month for each girl	No. of hostels																						1.200	13	15 600
64	News paper & Magazines and sports @ Rs. 2,000 per Month	No. of hostels																						0.020	156	3 120

65	Miscellaneous	No. of hostels																		0.400	13	5.200	
	Sub total																						204.230
66	MMER																						
66.01	Monitoring																						779.194
66.02	Research & Evaluation																						0.000
66.03	Publicity (lumpsum)																				6.690	1	6.690
	Sub total MMER																						785.884
67	Hostel facility to class-VIII passed KGBV girls	No. of Girls																			0.230	281	64.630
	Sub total recurring																						1054.744
	TOTAL (Non recurring recurring)																						1644.994

S.No.	Activities	Definition of unit	Part I																			Part II					
			Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13				Proposal for 2013-14					
			Approval		Tentative Exp till			Approval		Tentative Exp till			Approval		Tentative Exp till 31st			Approval		Tentative Exp till 31st		Unit Cost	Phy	Fin			
			Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin				% Fin		
4	5	6	7	8=(7/5)	9	10	11	12	13=(12/10)	14	15	16	17	18=(17/15)	19	20	21	22	23=(22/20)	24	25	26=(24*25)					
E	VOCATIONAL EDUCATION																										
	Non-Recurring grant																										
68	New Vocational school																										
68.01	Class Rooms																							5.63	3056	17207.53	
68.02	Workshop / Laboratory																							7	1528	10697.40	
68.03	Office Room																							5.63	764	4301.88	
	Sub Total																							18.26		32206.82	
68.04	Tools, Equipments and furniture																							5	764	3820.50	
68.05	Computers																							3	764	2292.30	
68.06	Diesel generator set																							2	764	1528.20	
	Sub Total																							10		7641.00	
69	Strengthening of existing Vocational schools																										
69.01	Tools and Equipments																							3	764	2292.00	
69.02	Computers																							3	764	2292.00	
69.03	Diesel generator set																							2	764	1528.00	
69.04	Office Equipment and Furniture																							1	764	764.00	
69.05	Contingencies																							1	764	764.00	
	Sub Total																							10		7640.00	
70	Tools and Equipments including computers for NGO/ Vos																										
	Non-Recurring grant																										
	Recurring																										
71	Staff for New vocational school																										
71.01	Salary for Vocational Coordinator (Regular)																								0.035	9169	320.92
71.02	Salary for Vocational teacher (Contract)																								0.025	18338	458.46
71.03	Honorarium for Guest faculty																									9169	0.00
71.04	Salary for lab assistant (contract)																								0.015	9169	137.54
71.05	Salary for accountant cum clerk																								0.015	9169	137.54
71.06	Salary for Helper																								0.008	9169	73.35
71.07	Salary for Security personnel																								0.005	9169	45.85

Schemewise Proposal for 2013-14

Rs. In lakhs

S.No.	Scheme	Fresh Proposal for 2013-14			GOI share	State share
		Non Recurring	Recurring	Total		
1	RMSA	136776.35	50382.938	187159.288	168443.3592	18715.9288
2	IEDSS	8785.48	789.34	9574.82	9574.82	0
3	ICT@school	3291.76	4850.71	8142.47	6106.8525	2035.6175
4	Girls Hostel	15379.65	1054.74	16434.39	14790.951	1643.439
5	Vocational Education	47487.82	7350.3	54838.12	49354.308	5483.812
	Total	62867.47	8405.04	276149.088	248270.2907	27878.7973