

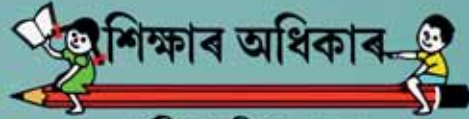
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো

Sarba Siksha Abhiyan
Assam



Annual Report
2015-16





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Message



Chief Minister, Assam
Guwahati

Dispur
October 26, 2016

Shri Sarbananda Sonowal

I am happy to know that Sarba Siksha Abhiyan, Assam is going to publish its Annual Report pertaining to the financial year 2015-16. Sarba Siksha Abhiyan apart from its mission of universalisation of elementary education in a time bound manner has been helping many a child to utilize his or her full potential.

This Annual Report hence is not just an account of progress made by Axom Sarba Siksha Abhiyan, last year, it is in fact a testimony of its mission and vision put together to transform the children of the State into an enlightened lot. Hope in the coming years too, Sarba Siksha Abhiyan continues to carry forward its avowed responsibility of creating a pool of human resources in the State.

My congratulations to Axom Sarba Siksha Abhiyan on nurturing the future.

(Sarbananda Sonowal)



Message



Dr. Himanta Biswa Sarma

Finance, P & D, Health & Family Welfare,
Education, Guwahati Development
Department, Tourism, Cooperation,
Handloom & Textile (Khadi & Village
Industry), Pension & Public Grievance.

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E-mail : himantab@hotmail.com

I am glad to know that like the previous years, this year too Sarba Siksha Abhiyan Mission, Assam is going to publish its Annual Report pertaining to the financial year 2015-16 for onward submission to Ministry of Human Resource Development, Department of School Education & Literacy, Govt. of India.

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

I would like to convey my heartiest best wishes for the publication.



(Dr. Himanta Biswa Sarma)

Message



Shri V.K. Pipersenia, IAS
Chief Secretary

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It gives me great pleasure to learn that the Axom Sarba Siksha Abhiyan Mission is going to publish its Annual Report for the financial year 2015-16 for onward submission to Ministry of Human Resource Development, Government of India.

I take this opportunity to extend my best compliment to SSA for completing the Annual Report timely for publication.

Date : 9th November, 2016.


- 9/11/16
(V.K. Pipersenia)

Message



Shri P. K. Borthakur, IAS
Principal Secretary

GOVERNMENT OF ASSAM

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Secondary, Higher Education, Personnel,
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I am happy to know that the Axom Sarba Siksha Abhiyan Mission is publishing its Annual Report pertaining to the financial year 2015-16 for onward submission to the Ministry of Human Resource Development, Department of School Education & Literacy, Govt. of India.

The Annual Report gives an overview of the status of Elementary Education in Assam as well as reflects the achievement of the Mission for the financial year 2015-16.

I hope that the Axom Sarba Siksha Abhiyan Mission would take into account the strengths and the weaknesses and strive for yet better performance in the coming years with greater enthusiasm and endeavour.

Date : 9th November, 2016.


9.11.16
(P. K. Borthakur)

Foreword



Smt. Aruna Rajoria, IAS
Mission Director

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

SSA, Assam along with SCERT, Assam and Directorate of Elementary Education, Assam has been striving towards making the state RTE compliant since implementation of the RTE Act from April, 2010 in the state. A variety of activities/programme are being implemented, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, providing toilets and drinking water facilities, provisioning for teachers as per norms, periodic teacher training and academic resource support, providing incentives to the children in the form of text books, uniforms, providing aids and appliances, escort and transport facilities to CWSN, training for regular school teachers on inclusive education etc.

The goal towards universal access has been achieved to most favorable level. In the year 2002-03, more than 13.40 lakhs children in the age group of 6-14 years were out of school (both never enrolled and drop out) and more than 12,000 habitations did not have any kind of schooling facility. For bringing the out of school children to regular schools, a variety of interventions like short-term bridge course centres (now these centres have been re-conceptualised as Non-Residential Special Training Centre), Residential Bridge Course centres (now Residential Special Training Centre), establishment of Education Guarantee Scheme (EGS) centre in un-served areas (now these centres have been upgraded into formal schools), Kasturba Gandhi Balika Vidyalaya (residential school for girls), Residential School for Boys (RBS) are being implemented. The



Foreword

rate of out of school children has been reduced from 24.39% in 2002-03 to 1.9% in 2015-16.

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

So far as equitable education is concerned, the state has always been sensitive towards the needs of children with special needs, girls, SC, ST and Minority communities. At present, a total of 57 Kasturba Gandhi Balika Vidyalaya are running covering 3000 girl children of 10-14 years belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Minority communities and families below the poverty line (BPL) in Educationally Backward Blocks (EBB). The first batch of KGBV girl children appeared in HSLC examination in the year 2013. Ms. Samina Khatu, student of Nayer Alga KGBV under Dhubri district secured 100 out of 100 marks in Mathematics subject in HSLC examination in the year 2015. A total of 98,884 Children with Special Needs (CWSN) were identified during 2015-16, out of which, 88,316 were enrolled in schools, Special Training Centres and KGBVs. The remaining 10,568 CWSN were covered through Home Based Education.

On the quality front, continuous efforts have been made to bring about desirable changes. Engagement of Block Resource Persons, Cluster Resource Centre Co-ordinators for providing academic support as well as monitoring various aspects of school functioning, organizing video conference to discuss academic issues, regular visits and sharing by District Resource Group (DRG) and Block Resource Group (BRG) etc. are some of the new initiatives taken over the last couple of years. For assessing the learning level of children at elementary level, the State Level Achievement Survey had been conducted for class III, V and VIII in 14 districts. Reading Enhancement Programme is being continued in selected 2,400 schools of 12 districts of the state. Other activities like training of untrained teachers, rationalization of teachers, reducing number of single teacher schools, development of bridge materials for tea garden schools, learning to learn, school leadership programme, maintaining favourable PTR etc. have also been implemented.

We will put forth our best efforts in the coming years to take the State to greater heights in the elementary education sector.

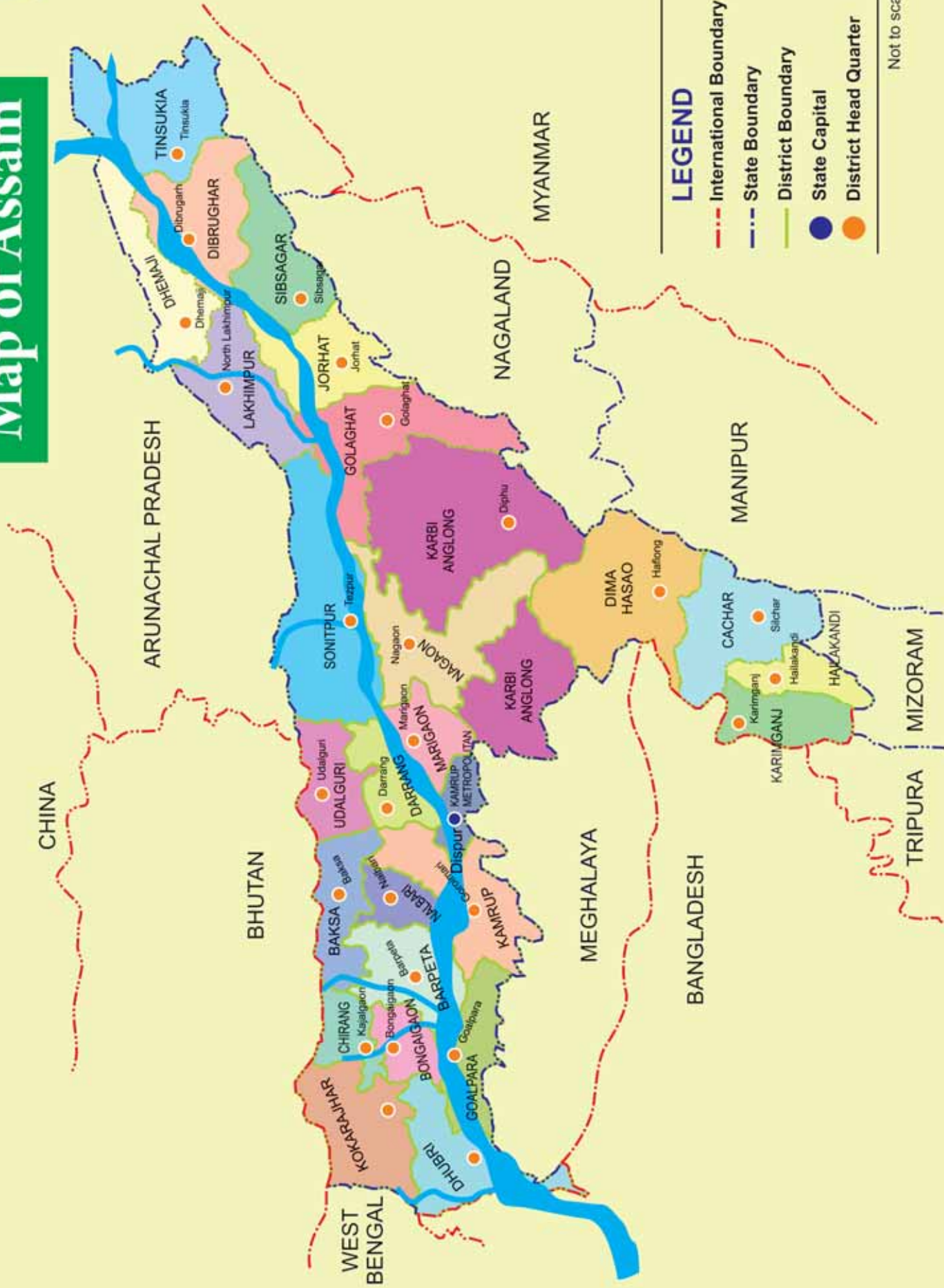


(Aruna Rajoria)





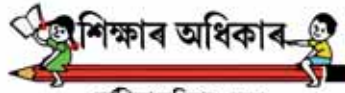
Map of Assam



District-wise Educational Block (Assam)

SI No	NAME OF DISTRICT	NAME OF BLOCK
1	BARPETA	BAJALI BARPETA BHAWANIPUR CHENGA GOBARDHANA MONDIA RUPSHI
2	BAKSA	BAKSA JALAH TAMULPUR TIHU BARAMA
3	BONGAIGAON	BOITAMARI BONGAIGAON MANIKPUR SRIJANGRAM
4	CACHAR	KATIGORAH LAKHIPUR NARSINGPUR RAJA BAZAR SALCHAPRA SONAI UDARBOND SILCHAR URBAN
5	CHIRANG	BORO BAZAR SIDLI
6	DARRANG	DALGAON KALAIGAON SIPAJHAR
7	DHEMAJI	BORDOLONI DHEMAJI MURKONGSELEK
8	DHUBRI	AGOMONI BILASIPARA CHAPAR GAURIPUR GOLAKGANJ MANKACHAR SOUTH SALMARA

SI No	NAME OF DISTRICT	NAME OF BLOCK
9	DIBRUGARH	BARBARUAH JOYPUR KHOWANG LAHOAL PANITOLA TENGAKHAT
10	DIMA HASAO	DIYUNGBRA HARANGAJAO MAHUR MAIBANG NEW SANGBAR
11	GOALPARA	BALIJANA DUDHNOI LAKHIPUR MATIA
12	GOLAGHAT	CENTRAL EAST NORTH SOUTH WEST
13	HAILAKANDI	HAILAKANDI KATLICHERRA LALA
14	JORHAT	CENTRAL JORHAT EAST JORHAT JORHAT MAJULI NORTH WEST JORHAT TITABOR
15	KAMRUP	BOKO CHAMARIA CHHAYGAON HAJO KAMALPUR KARARA RAMPUR RANGIA RANI



শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়োঁ সকলোৰে আগবাঢ়োঁ

SI No	NAME OF DISTRICT	NAME OF BLOCK
16	KAMRUP (METRO)	DIMORIA GUWAHATI URBAN
17	KARBI ANGLONG	AMRI BOKAJAN CHINTHONG HOWRAGHAT LANGSOMEPI LUMBAJONG NILIP RONGKHANG RONGMONGVE SAMELANGSO SOCHENG
18	KARIMGANJ	BADARPUR NORTH KARIMGANJ PATHERKANDI R.K NAGAR SOUTH KARIMGANJ KARIMGANJ URBAN
19	KOKRAJHAR	DOTMA GOSSAIGAON KACHUGAON KOKRAJHAR
20	LAKHIMPUR	BIHPURIA BORDOLONI DHAKUAKHANA LAKHIMPUR NARAYANPUR NOWBOICHA
21	MORIGAON	BHURBANDHA KAPILI LAHARIGHAT MAYONG
22	NAGAON	BATADRAVA JUGIJAN JURIA KALIABOR KAPILI KATHIATOLI KHAGARIJAN LANKA LOWKHOWA RUPAHI NAGAON URBAN

SI No	NAME OF DISTRICT	NAME OF BLOCK
23	NALBARI	BARKHETRI BORIGOG BANBHAG PACHIM NALBARI PUB NALBARI
24	SIVASAGAR	AMGURI DEMOW KHELUA NAZIRA SAPEKHATI SONARI
25	SONITPUR	BALIPARA BEHALI BISWANATH CHAI DUAR DHEKIAJULI GABHARU NADUAR
26	TINSUKIA	HAPIAN KAKAPATHAR MARGHERITA SADIYA TINSUKIA URBAN
27	UDALGURI	KHOIRABARI MAZBAT UDALGURI



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

Providing education to all children of the age group 6-14 years has been a directive principle of the Constitution of India. For achieving the goal of Universalisation of Elementary Education (UEE), the Constitutional obligation (86th Amendment Act) of providing free and compulsory education for all children in the age group of 6-14 years and the formulation of National Policy of Education 1996 (NPE), Government of India launched a number of schemes and programmes. These included Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra

Universalisation of Elementary Education

Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project, Teacher Education Scheme (TES), which put in place a decentralized system of teacher support through District Institutes of Education and Training (DIET) and District Primary Education Programme (DPEP). In the year 2000-01, Sarba Siksha Abhiyan (SSA) was launched through out the country for ensuring Universalisation of Elementary Education.

In Assam, Axom Sarba Siksha Abhiyan Mission (A.S.S.A.M) has been implementing the National flagship programme of Sarba Siksha Abhiyan (SSA) with the basic objectives of: (a) providing schooling facilities in the habitations hitherto un-served by any schooling facility in a clear time frame;



(b) enrolling all children of the age group 6-14 years in schools/alternative schools/back to school camps etc.; (c) retaining the children within the schooling system for the whole period of elementary education; (d) improving quality in education through teachers' training, provision of teaching learning materials, textbooks etc.; (e) promoting social justice amongst socially backward communities, caste, tribes etc. and (f) gender sensitivity amongst all and effective involvement of Panchayati Raj Institutions and Peoples' Committees in management of schools.

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

Salient Features of the RTE Act, 2009

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

- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite professional and academic qualifications.



- (viii) It prohibits (a) physical punishment and mental harassment of children; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
- (ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potential and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Basic Approach

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

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



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

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

#	Provisions	Status of Implementation
1	Commencement of the RTE Act in the state of Assam.	The Act is in force in the State of Assam from 1 st April, 2010.
2	Definitions detailed	All definitions are defined in the State Rules and subsequent notifications for implementation
3	Right of child to free and compulsory education for the children of 6-14 Years, till completion of elementary school	Notified in State Rules and implemented
	No child will be liable to pay any kind of fee or charge which may prevent him/ her from pursuing & completing Elementary Education	Notification issued and implemented
4	Right of a child to seek transfer to any other school	Notification issued and implemented
5	Local Authority	Notification issued
6	Definition of neighbourhood norms	Notification issued and implemented
7	Children belonging to weaker section and disadvantaged group should be admitted against at least 25% of the total seat strength in class-I in the neighborhood school and be provided free and compulsory elementary education till its completion.	1) The children of weaker section and disadvantaged groups are specifically notified by State Government. 2) Provision for admission of 25% of total strength on class-I /Ka-Sreni is notified by State Government and being implemented from the academic year 2015.
8	No capitation fee and screening procedure for admission	State notification is already issued for the provision and implemented accordingly.
9	No child shall be denied admission for lack of age proof.	Already defined in the State Rules.
10	Provision for admission of children throughout the academic year	Already defined in the State Rules.
11	No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary school	(a) State is following no detention policy as prescribed. (b) Notification issued by State Government for the provision and implemented.
12	No child shall be subjected to physical or mental harassment	Notification issued by State Govt. for the provision and strictly implemented.
13	No school to be established without obtaining certificate of recognition.	Notification issued by State Government for the provision.

#	Provisions	Status of Implementation
14	No school to be established or recognized under Section 18 unless it fulfills the norms and standard as specified in the schedule	Notification issued by State Government for the provision.
15	The constitution of School Management Committee consisting the elected representative of local authority, parents and guardians	All School Management Committees were Re-constituted as per provision of the RTE Act and functions defined accordingly.
16	Qualification for appointment and terms & conditions of service of teachers	Defined by State Government by modifying existing provisions and following the norms laid down by NCTE.
17	Provision for Grievance redressal	a) Notification has been issued on Grievance redressal mechanism b) For redressal of grievance, a Toll Free Number is installed in SSA, Assam c) State Commission for Protection of Child Rights (SCPCR) is constituted and functioning actively.
18	Prohibition of deployment of teachers for non educational purposes.	State Government has already notified that no teachers will be deployed for any non-educational purpose other than: <ul style="list-style-type: none"> <input type="checkbox"/> Decennial Population Census <input type="checkbox"/> Disaster Relief Duties. <input type="checkbox"/> Duties relating to Election to the Local Authority/State Legislature /Parliament.
19	Prohibition of private tuition by teachers	Notification issued by State Government and implemented.
20	Constitution of Academic Authority & Curriculum and Evaluation Procedure.	<input type="checkbox"/> SCERT, Assam is notified as Academic Authority. <input type="checkbox"/> Curriculum revised as per procedure, by Academic Authority.
21	<input type="checkbox"/> No Child shall be required to pass any Board Examination till completion of Elementary Education <input type="checkbox"/> All children completing elementary education shall be awarded certificate.	<input type="checkbox"/> Notified for prohibition of Board Examination, as laid down in the Act and implemented. <input type="checkbox"/> Compiled.
22	Constitution of State Commission for Protection of Child Rights	Constituted and functioning actively.
23	Constitution of State Advisory Council	Already constituted
24	Integration of class-V under lower primary and class-VIII under upper primary with eight years of elementary cycle.	Notified and complied
25	Prescribing working days for schools and instructional hours for teachers.	Notification issued
26	The expenditure of per child cost shall be reimbursed by the State Government	a) State Rules defines for the provision. b) The State Government has already notified the norms of per child cost @ Rs.13,249/- for the academic year 2015.



Management Structure

The management structure for implementing Sarba Siksha Abhiyan in the state of Assam has been built on the experience of District Primary Education Programme as well as the norms under framework for implementation of Sarba Siksha Abhiyan.

In the State level, the State Implementation Society has been registered under the Societies Registration Act, 1860 under the name of "Axom Sarba Siksha Abhiyan Mission". The State level society has two main bodies viz. Governing Body and Executive Committee. The Chief Minister of Assam heads the Governing Body of the society while the Education Minister is the Vice-Chairman of the body. The Chief Secretary to the Government of Assam heads the Executive Committee and Administrative heads of the departments related to the Education/scheme like Social Welfare, Health, PHE, Finance, Planning etc. are the members. The Society has nominee from the Government



of India in both the bodies.

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

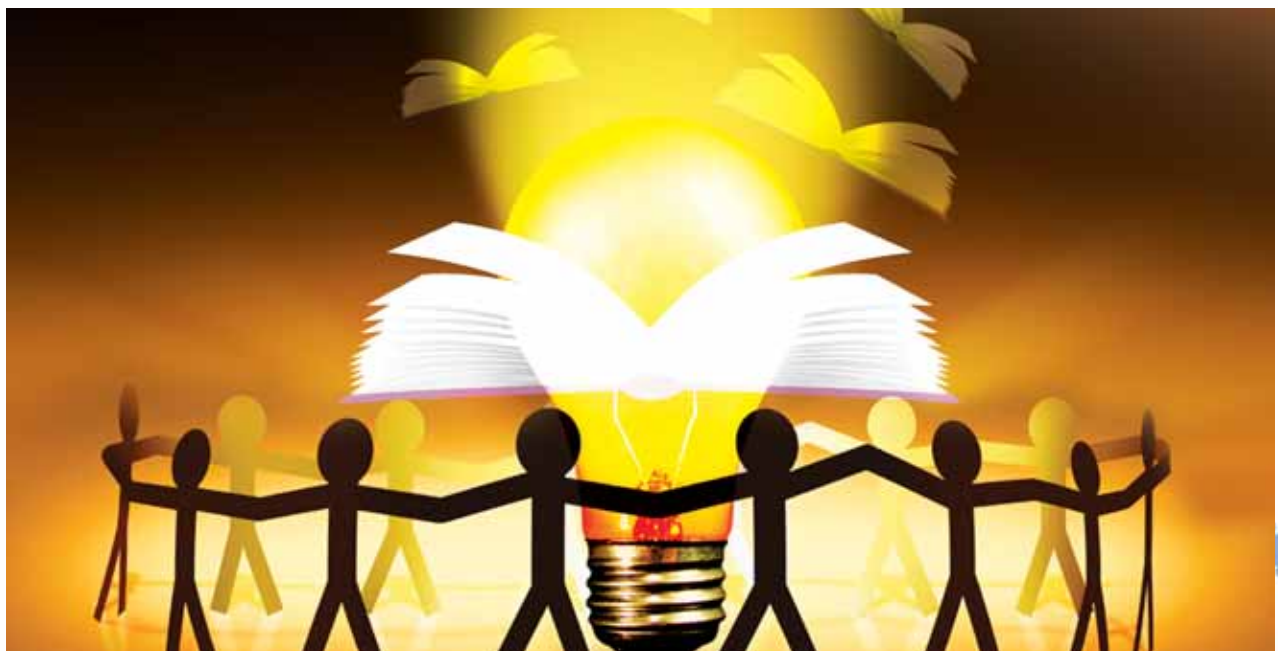
The District Level Committee (DLC) chaired by the Deputy Commissioner of the District (in case of Autonomous Districts i.e Dima Hasao and Karbi Anglong chaired by the Principal Secretary) is looking after the implementation of Sarba Siksha Abhiyan at district level. The District Elementary Education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

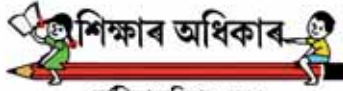
The Block Elementary Education Officer acts as the

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

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

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

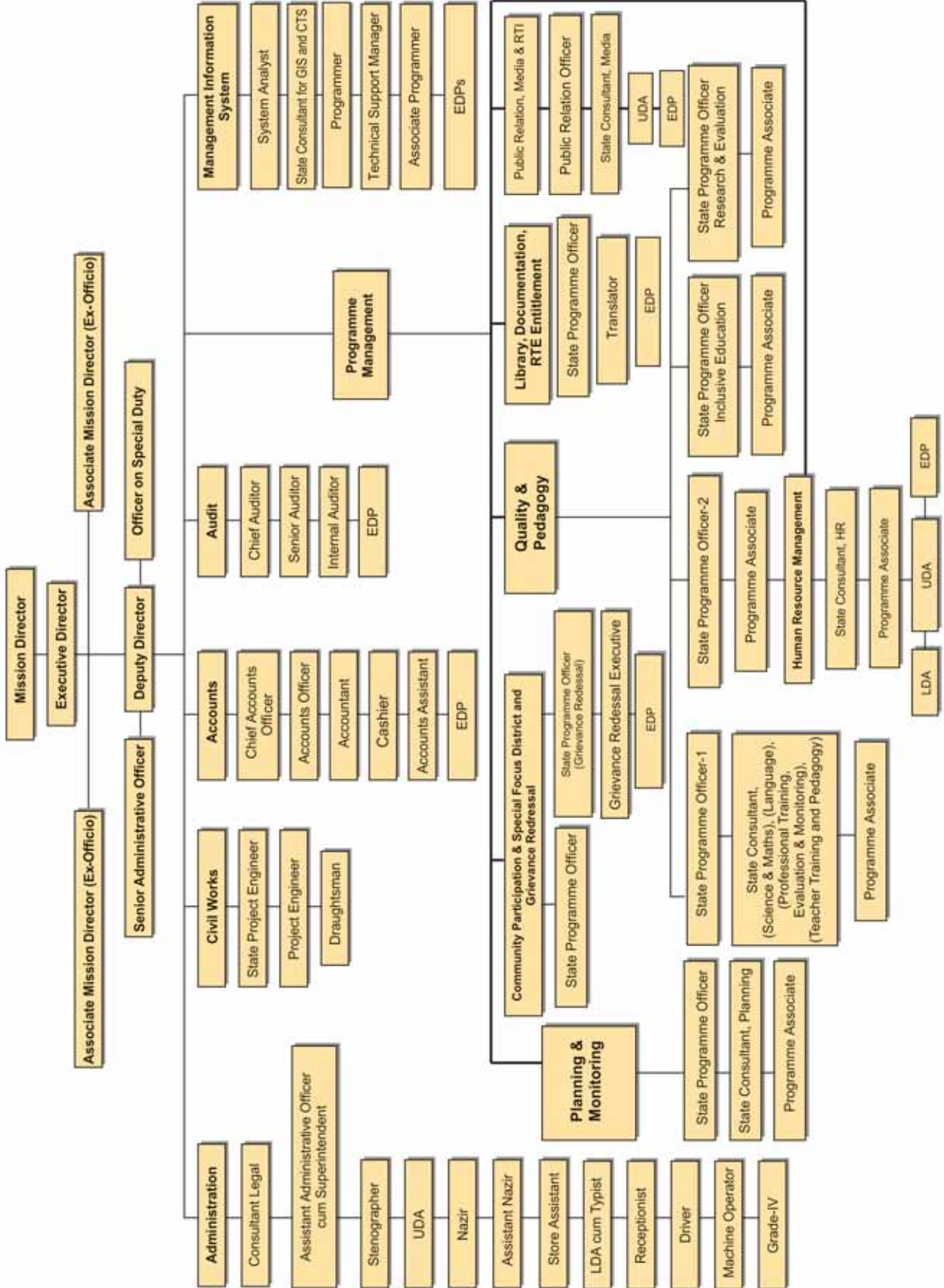




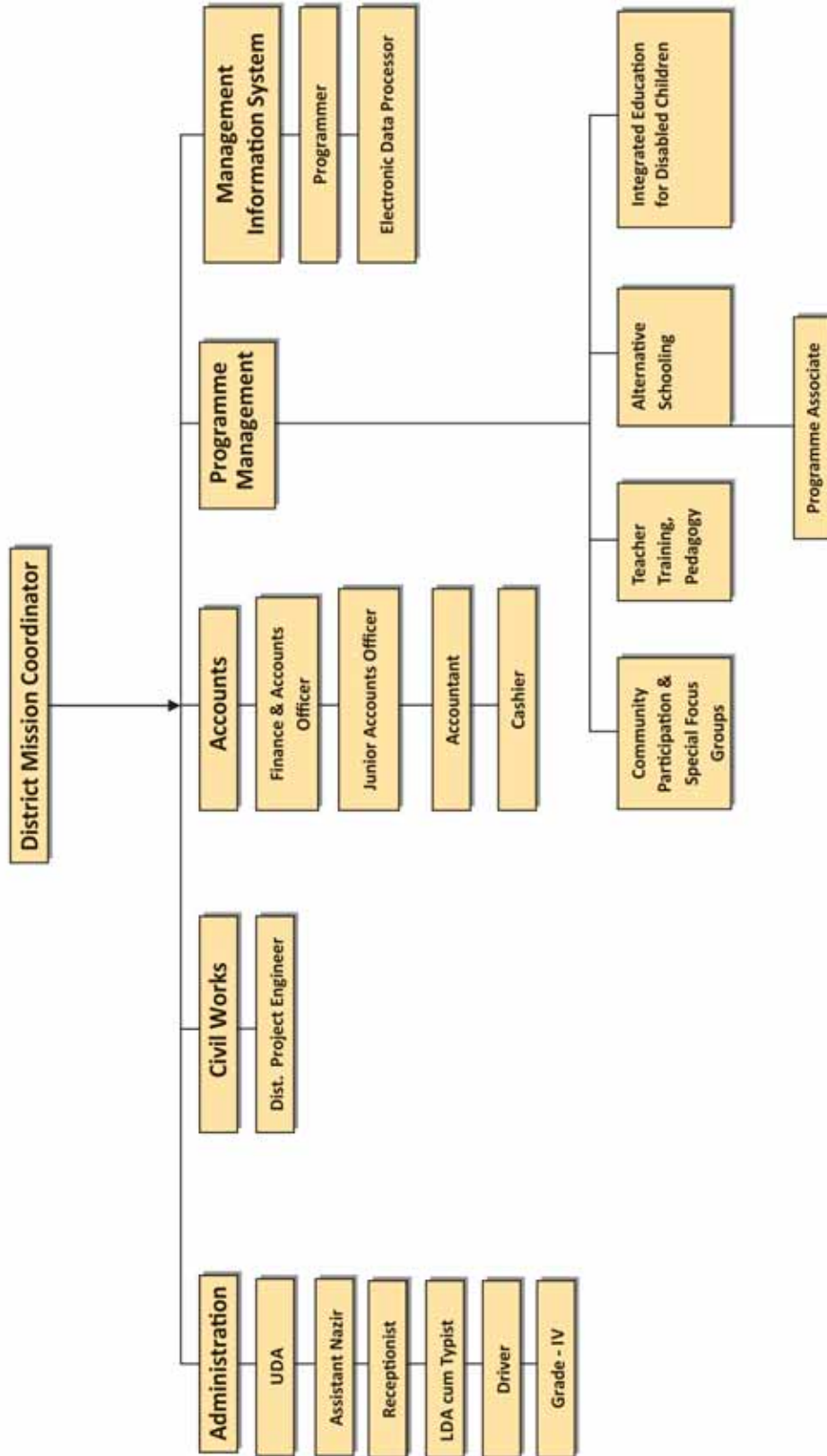
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Annual Report 2015-16

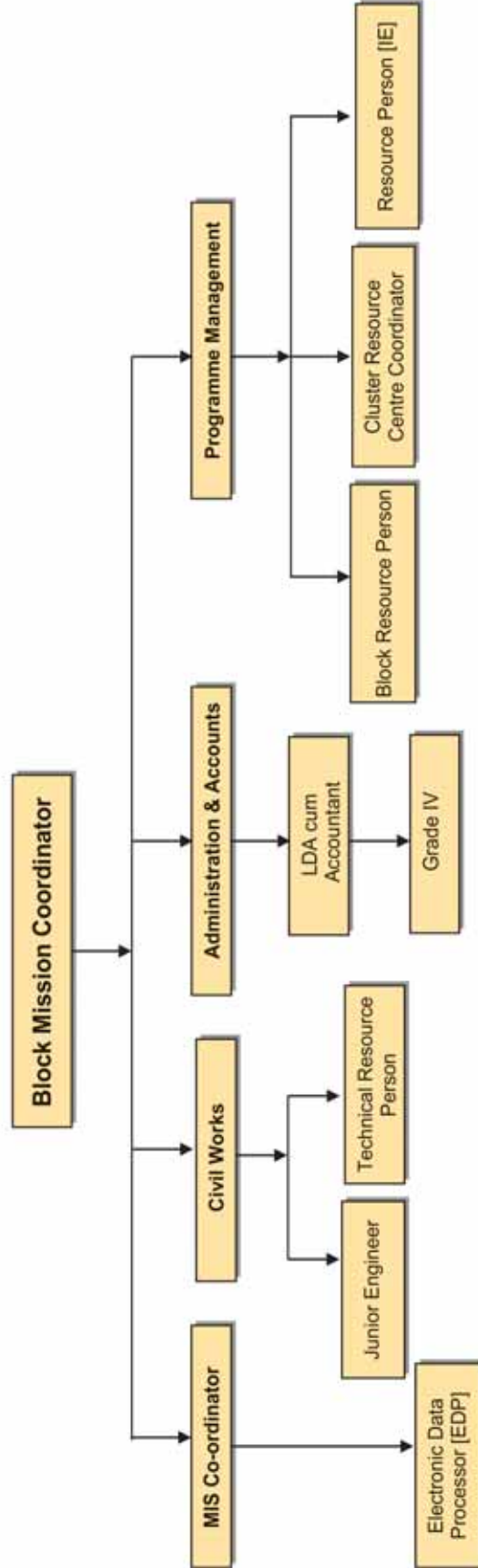
Organisational Chart : State Level

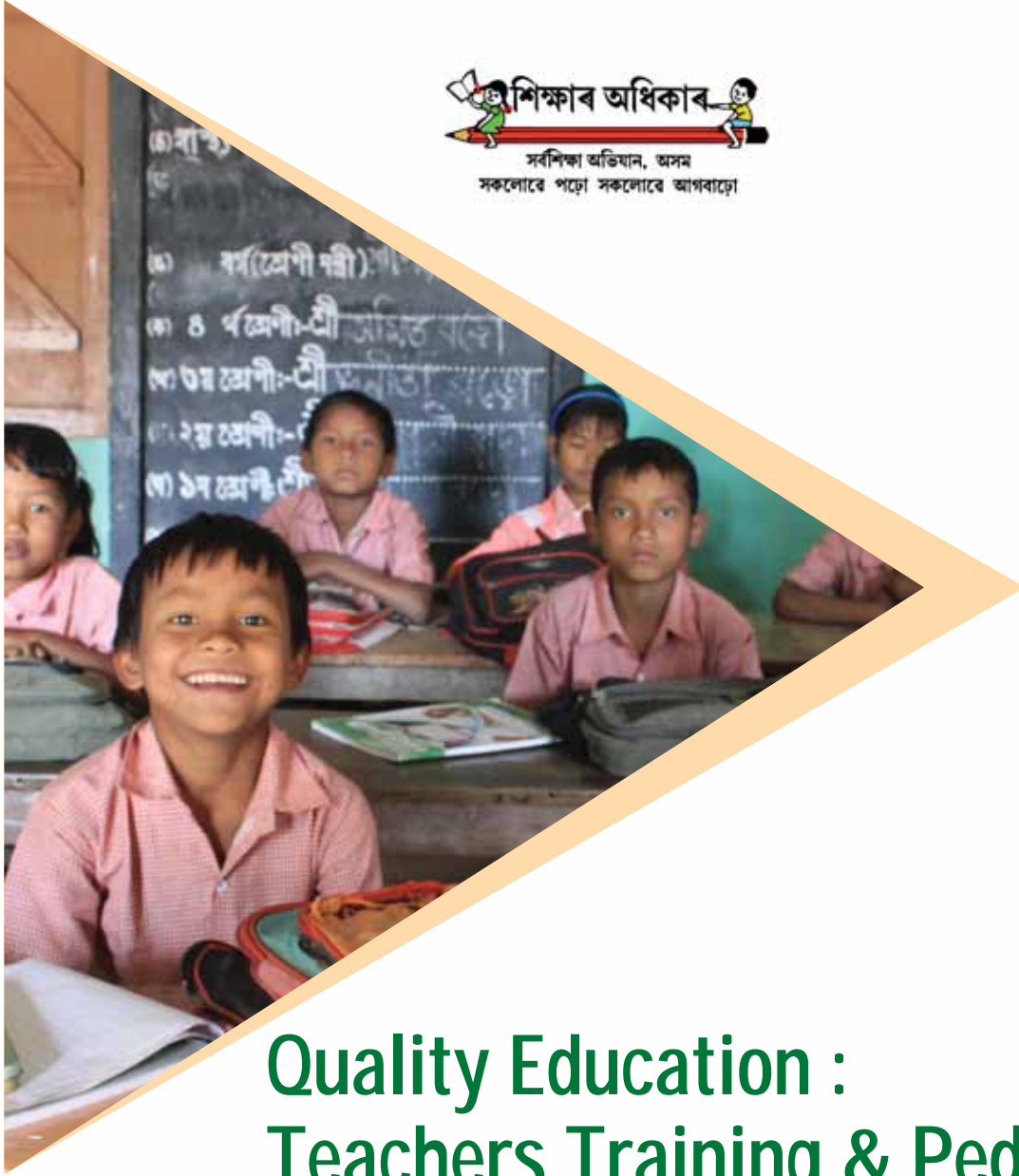


Organisational Chart : District Level



Organisational Chart : Block Level





Quality Education : Teachers Training & Pedagogy

SSA is a holistic and convergent programme targeting both primary and upper primary stages of education with the main focus on providing quality basic education. Quality in and of education has always been a priority area and a prominent agenda of various committees and commissions in education. Consistent efforts have been made in the past to improve the quality of elementary education. RTE-Act-2009 has also emphasized in quality of elementary education through field-based, holistic and convergent approaches. SSA-Assam has been trying its best to improve quality education in elementary schools for last few decades by providing quality teachers, effective and child-centric learning materials including FTB, imparting various training programmes, giving emphasis in reading and writing in early grades etc. During the financial year, 2015-16, the following programmes/activities were implemented under SSA-Assam for the improvement of quality in education at elementary stage.



Initiatives Early Reading, Writing and Comprehension for Class-I & II:

The **Padhe Bharat Badhe Bharat** framework had been officially launched by the Ministry of HRD on 26 August, 2014. This programme focuses on the two major tracks – (i) Early reading and writing with comprehension and (ii) Early Mathematics Programme. As per the approval of PAB, 2015-16, the State had conducted a 6-day non-residential teacher training at block level for teachers on 'Early Grade Reading, Writing and Mathematics (class I & II) along with use of Continuous and Comprehensive Evaluation (CCE) for monitoring learning progress of students. It was followed by Key Resource Person (KRP) at state level and Resource Person (RP) training at district level. A total of 60,069 teachers were covered under this training programme.

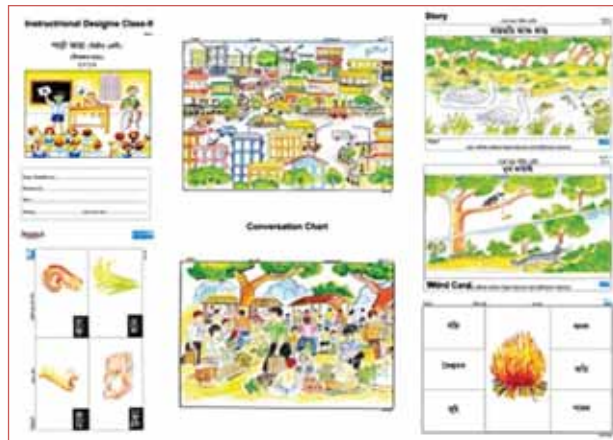
This training has built the capacity of teachers to develop the important skill of reading with comprehension and writing of class-I & II children. It has also built confidence among the teachers to create enabling environment and opportunities for reading and writing in schools. Teachers could have understood how the concept of basic numeracy of children could be ensured.

Reading Enhancement Programme (REP):

Keeping in line with the **Padhe Bharat Badhe Bharat**, the state is implementing another programme viz. Reading Enhancement Programme (REP) with the objectives (i) to develop the important skill of reading with comprehension and writing with a purpose of class-I & II children and (ii) to create enabling environment and opportunities for reading and writing in schools. The programme is being implemented in 12 districts (viz, Barpeta, Bongaigaon, Dhemaji, Dhubri, Dibrugarh, Goalpara, Jorhat, Morigaon, Nagaon, Nalbari, Sivasagar and Tinsukia) covering 2400 schools (200 schools in each district). The state had developed materials both for children and teachers in 2014-15 and provided to the schools where the programme is being implemented.

Assessment of the Programme : As there is a need for assessment on the overall impact or implementation

of the programme, the state has initiated to conduct an assessment through DIETs of the 12 respective districts in collaboration with the District Mission Office as per the guideline prepared at the State Mission Office for this purpose. The respondents



were teachers, children, head teachers, and parents. The tools used for the assessment were classroom observation, interview with concerned teacher & Head teacher, interview with parents and conduct of assessment test for the children. The major areas covered under the assessments tools were acceptance of the programme, use of materials, availability of materials, availability of print rich environment etc. The tools for the assessment have been prepared at state level and provided to the districts.

Training of untrained teachers through 2 Year Diploma in Elementary Education Course through K.K.H.S.O. University:

- Considering the necessity of professional qualification for teachers as per NCTE norms, the untrained teachers of the state were enrolled in 2 Year Diploma in Elementary Education course under Krishna Kanta Handique State Open University (KKHSOU) in Open Distance and Learning mode since 2012-13. The curriculum and the programme were designed by the University in the light of NCTE guidelines with the academic support from the experts from DEC and IGNOU.
- The programme has been conducted since

2012 using infrastructural and instructional facilities of various D.El.Ed institutions like DIETs, B.Ed institution and other Study centres under the University.

- In 2014, NCTE had revised the course curriculum for D.El.Ed programme and accordingly, KKHSOU had revised the entire syllabus as per guideline of NCTE.
- In the year 2015-16, total 14,950 trainee teachers were undergoing the 2 year D.El.Ed course and admission process of 10,975 untrained teachers had been initiated under KKHSOU.
- The result of 1st batch (2012-14 sessions) and second batch (2013-15) was declared by the university and 22,015 teachers have successfully qualified and have attained professional qualification as per NCTE norms under KKHSOU.



authority of the state. A team of Experts/Resource Persons from Maths, Physics, Chemistry and Biology background including school teachers were engaged in the development of the module and emphasis was given on “activity based learning” to make the topics easier and the teaching points were taken from the textbook.

Resource Group Activity and ICT enabled resource support on academic issues:

SSA, Assam has initiated a mechanism of Resource Group support mechanism for all the teachers of elementary level at State, District, Block and Cluster levels. As a part of the mechanism, video conferences were conducted on academic issues among the State Resource Group (SRG) members and District Resource Group (DRG) members of all the districts from the month of April, 2015. Till the month of January, 2016, 7 numbers of such Video Conference were held on academic issues. Academic issues were discussed including the lesson plan for all the classes of elementary level. The subject expert from District Resource Group had cascade the programme at Block level with Block Resource Group member and



Training on teaching of Mathematics and Science for classes VI to VIII for UP level teachers:

To impart practical guidance to the teachers to bring about necessary changes and improvements in the techniques of teaching Science and Mathematics through constructivist approach, a 3-day training on teaching of Science & Mathematics was imparted to 435 Resource Persons (teachers) at state level in collaboration with Assam Science Society in the month of February, 2016. The module was been prepared by Assam Science Society and it has been reviewed by SCERT, Assam, the academic





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the programme was carried out at cascade manner in Cluster level with the help of Cluster Resource Group (CRG) members. Two numbers of video conference was held in the months of February and March, 2016.

Cluster Level Teacher Orientation through Bottom Up Approach:

SSA, Assam had initiated a series of monthly activities



from state level to cluster level through various Resource Group at state, district, block and cluster and tried to focus on month wise academic issues/learning indicators on the basis of academic calendar. As a follow up action of Resource Group activities, cluster level Teacher Orientation were organized for elementary level teachers on academic issues and learning points of next month syllabus. The CRCCs were coordinator for the programme. The focused areas were English, Maths and Science of all the eight classes and initiative on Padhe Bharat Badhe Bharat. Demo classes on lessons from next month syllabus were also part of the cluster level orientation. Setting up of question paper was also important topic of discussion for the month of June, 2015.

Rashtriya Avishkar Abhiyan (RAA):

This programme has been initiated with the objectives at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of age group 6-18 years. The execution of RAA span across MHRD's Schematic intervention of SSA, RMSA; and programmes and schemes of Department of Higher Education to encourage Science, Mathematics and Technology.

The various initiatives taken under Rashtriya Avishkar Abhiyan as per the guideline from MHRD, Government of India :

- Identification of Higher Educational Institutes for mentoring the schools for each of the components of RAA. In Assam, IIT, Guwahati and NIT, Silchar are the nodal mentoring Institutes for taking the Abhiyan forward in collaboration with SSA and RMSA, Assam.
- The Nodal Officers from SSA, Assam has been notified.
- A two day National level workshop was organised on 16th & 17th November, 2015 for the nodal officers to deliberate upon strategies of taking the Abhiyan forward and for creating synergies between Higher Educational Institutes.
- A one day meeting was held at IIT, Guwahati on the 30th of November, 2015 to chalk out the future course of action. MD, SSA & MD, RMSA , members from IIT, Guwahati and NIT, Silchar were present in the meeting.
- A State level Steering committee has been constituted with Commissioner and Secretary to Government of Assam, Elementary Education Department as the Chairperson to guide the Rashtriya Avishkar Abhiyan to maximize its outreach and impact.
- District level committee was constituted in every district to carry the abhiyan forward and selection of schools for mentoring by Higher Educational Institutes has been initiated. The **Feeder School Support Programme (FSSP)** will provide nourishing support to the elementary level schools inculcate scientific temperament in young mind of child and encourage them to have an enduring interest in both inside and outside classroom.
- The activities will mainly focus on the major components of RAA namely: School Science Facility; Teacher Support systems; Effective Classroom Transaction and Assessment; Nurturing Students clubs and competitions; Community Sensitization and Engagement.

Other Activities initiated under the theme of Rashtriya Avishkar Abhiyan :

Books on Environment for UP level learners:
To reach out to the young minds with an aim to



educate and stimulate them on the importance of environment and to bring about appositve change that leads to energy and environmental savings, “The Energy and Resource Institutes “(TERI’s), two most popular publications namely “know all about: the world Around” and “Caring for Nature” books on environment in Assamese language will be provided to the middle school libraries across Assam. It is also to be mentioned that recycled paper will be used for printing of the books.

Learning to Learn :

SSA-Assam had launched a programme named ‘**Learning to Learn**’ in the schools under Balipara block of Sonitpur district as pilot basis during the financial year 2010-11 for bridging the gap that exists between the home language used by the learners of the Tea- garden community of the Sonitpur district and the medium used at school (Assamese). As per the approval of PAB, 2015-16, the state has planned to implement the same programme in another six districts viz. Dibrugarh, Golaghat, Jorhat, Nagaon, Sivasagar and Tinsukia covering 20 schools (Govt. & provincialised) in each district.

Activities implemented during 2015-16:

- The book ‘INJHAR’ has been provided to the children.
- A 2-day residential programme for teachers of selected Lower Primary schools (20 numbers in each district) especially who teach language in class-I is being imparted in selected six districts. Total targeted teachers were 120. The objectives of the training is to build the capacity of teachers to develop the skill of bridging the gap that exists between the home language used by the learners of the Tea- garden community and the medium used at school so that children will be equipped with school language for learning enhancement. Mr. Satya Ranjan Kundu, Rtd. Principal, DIET, Karimganj along with other two Resource Persons were oriented the teachers.

Child Friendly Schools and Systems (CFSS) :

Child friendly inclusive schools and systems approach has emerged as a holistic solution for pulling together

a comprehensive range of quality interventions in education. It promises a participatory and comprehensive approach as desired under the RTE Act to planning for quality education and aims to revamp schools and systems through child friendly principles in policy, planning and teacher support systems, teaching learning materials and pedagogical process. UNICEF-Assam in collaboration with Axom Sarba Shiksha Abhiyan has implemented the Child Friendly Schools and Systems (CFSS) in 70 schools, covering 5,000 children and 180 teachers in two blocks viz. Rani and Rampur of Kamrup district. During the financial year, 2015-16, the following activities were conducted under CFFs.

- A 5-day state level workshop was organized on the preparation of the training module on English, Language, Mathematics and Environmental Science in the month of April, 2015 for the teachers of elementary schools.
- One day orientation programme for the head teachers of newly included CFSS schools was organized on 09-04-2015.
- **Refresher Training Programme for CFSS Teachers (phase-II):** A four day refresher training programme was conducted in the month of July for the teachers of CFSS phase-II schools of Rani and Rampur blocks.
- Story books, physical education card and CFSS training module were distributed to 30 CFSS schools.
- **Orientation programme for CFSS teachers (phase-III):** A five day orientation cum training programme was conducted in the month of July for 100 teachers of newly included 30 CFSS (phase-III) schools of Rani and Rampur blocks of Kamrup district.

A Farm Preneurship Programme :

The programme was implemented by SSA, Assam in collaboration with Dhriti Foundation, an NGO since the year 2013-14 in Jorhat district in 15 schools keeping view the curriculum of class VI & VIII. Till 2015, the programme was implemented in 84 rural schools of Jorhat and Golaghat districts. The pilot schools have become self sufficient on production of vegetables which are utilized in the mid-day-meal in the schools. The project has motivated the students





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in exploring farming as a career. This programme has taught children how to open and maintain a bank accounts and developed creativity. It also helps in the personality development of children, creating interest in the agricultural sector with income and also improves the quality life of the children. Considering the success of the said programme, the programme has been extended to another 5 districts viz. Dibrugarh, Kamrup (Metro), Nagaon, Sonitpur and Sivasagar (presently 7 districts including Jorhat) covering 154 schools.



the main motto of the Centre. It is an apex centre in school leadership through training, capacity building, research and consultancy.

‘Beyond the Horizon-in Quest of Light ’-a district specific innovative programme:

SSA, Dhemaji district has taken a non financial special innovative programme for selected areas/schools of the district which is named as “Digantar -Hipare- Alokar Sandhanat” (Beyond the Horizon – In Quest of Light). This special innovative programme has been designed by DMO officials and they contributing their services and experiences in conducting the programme in holiday which is totally non financial. It has contributing lots for the quality development of learners of the district. The main objective of the programme is the all-round development of children by providing them a platform for exhibiting their talents. The programme has developed children’s communication skill, creative thinking, leadership, build the self confidence etc.

School Leadership Programme :

NUPEA has established a National Centre for School Leadership (NCSL) with support from MHRD. The main objective of the centre is to strengthen the capacity building activities for school leaders in different states/UTs of India. The NCSL envisages implementing its activities in close collaboration with SSA and RMSA units in various states/UTs. The overall goal of the Centre is to prepare new generation leaders for transforming school system and governance in India. The Centre envisions itself to extend its long-term contributions to Leadership Development for new, current, aspiring School Principals to develop schools of today. “Learning to lead and leading to learn” is

As the first steps towards launching school leadership activities, the state has constituted a State Level Steering Committee through notification as per the letter/guideline received from NUEPA. Role and responsibility has also been fixed for the said committee in the same notification. A meeting was held on School Leadership Programme on 17th September, 2015 at the State Mission Office in the Chairmanship of the Mission Director, SSA-Assam. Officials from SSA, RMSA, DEE-Assam and SCERT –Assam took part in this meeting.

School as Way of Life Project:

SSA, Assam in collaboration with the Columbia Global Center lunched a pilot project to develop 50 model schools at 3 district viz. Jorhat, Morigaon and Goalpara. The project aims at holistic development of the children. The project was implemented in convergence with District Administration, Department of Health & Family Welfare, Social Welfare, PHE, District Library, P&RD, Home Science College, Banks, Lions Club Eye Hospital etc.

Initiatives for ensuring Continuous and Comprehensive Evaluation in Schools:

After implementation of RTE Act-2009 in Assam, the Govt. of Assam notified implementation of continuous and comprehensive evaluation to elementary schools all over Assam on 29th April 2011 (No. AEE 499/2010/17 dated Dispur, the 29th April 2011). Pupils Progress Card (PPC) comprising



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Children's Individual Educational Progress Report, introduced in Schools from 2012 and provided to every learner for proper record keeping of every child in continuous and comprehensive way.

- SCERT, Assam has also developed Exemplar Lessons of all subjects through national level workshops so that teachers can assess every child while teaching and after completing every lesson and was provided to every LP and UP level schools of the state.
- Members from SCERT and SSA were also sent for a learning visit to the State of Maharashtra, Gujarat and Kerela to study the implementation of CCE in the respective states. Accordingly, the visiting officials had shared their findings and the best practices from these states will be incorporated in the State of Assam for better implementation of CCE through training and other support material etc.
- Based on the findings, a PPC has been revised and Comprehensive Progress Report Card for students of Ka-shreni to Class VIII has been prepared by SCERT for the academic year 2016. Grading system introduced include A+, A, B+, B, C+, C, D for greater convenience of the teachers and for better evaluation to enhance learning.

Distribution of Free Text Books (FTB):

Free Text Books were developed in ten mediums for LP level and eight mediums for UP level by the state and distributed to all the learners of class-Ka-Shreni to VIII of Government, Provincialised, Recognized and Tea garden managed schools of the



state before commencement of the new academic session. During 2016, total 53,65,018 children were provided Free Textbooks. For smooth distribution of textbooks, a State Level Executive Committee (SLEC) was formed. Similarly, District Level and Block level Supervision and Monitoring Committee were formed involving to ensure receipt of textbooks by all the learners before starting of the new academic session i.e., 1st January, 2016.

Distribution of Evaluation Work Book:

For practice of writing, Evaluation Work Books were distributed to the students from class I to class VIII. Presently, one copy for Classes I & II, 2 copies for Classes III to V and 2 Copies for Classes VI to VIII are being given to the learners at the elementary level. During 2016, a total of 45,97,125 children were provided Evaluation Work Books.

Pupils' Progress Card:

Along with Evaluation work books, the schools were provided Pupil's Progress Cards in Assamese, English, Bengali and Bodo medium for maintaining all comprehensive achievement data in systematically. During this year, the earlier Pupil's Progress Cards was reviewed by SCERT-Assam on the basis of the materials collected from other states through exposure visit. It is renamed 'Comprehensive Progress Report Card of Students'. A total of 45,97,125 children were provided this card in 2016.

Academic Calendar:

Academic Calendar prepared by SCERT-Assam is also provided every year to the schools in which the activities are planned for the year and the dates of all the holidays and activities to be performed are given. This Academic Calendar includes the unit wise lesson break up for both LP and UP levels. The Academic Calendar was revised by SCERT, Assam for the year 2016 and distributed in the beginning of the Academic year, 2016.

Comprehensive Book List:

Comprehensive Book list for the Academic session was uploaded in SSA-Assam and SCERT website.



Provision of On-line Monitoring through CRCC:

- For effective implementation of SSA activities and improvement in quality of academics, the support and supervision of schools by Cluster Resource Centre Coordinator (CRCC) is very much important. The process of school supervision and monitoring by CRCCs takes place by using several printed forms defined by SSA time to time. Besides this supervision, online monitoring and supervision mechanism was developed and implemented with the help of CRCCs who have been provided one tablet PC and with the help of this GPS connected tablet PC, the CRCCs are providing online information through specially designed software.
- Moreover, some districts have initiated monitoring of real time schools functioning by using modern technology viz. whats app through tablet PC by the concerned CRCC. The CRCC upload real time photographs of teacher's attendance, students' attendance, school cleanliness, morning assembly, class transaction, mid-day-meal etc. On the basis of these reports, necessary actions are being initiated from the authority. Further, cluster level monthly teachers orientations are also being monitored with the help of this technology.

Edutracs-a Real time monitoring system (using Digital Technology for RTE Monitoring):

- To monitor the RTE implementation at various levels, the national and state governments have adopted various tools. Unified information system is one of the such tools which monitor the RTE indicators. Apart from U-DISE, there is an opportunity to strengthen the present monitoring system on RTE compliance indicators and can be done through digital technology so that real time information on various indicators can be collected and shared with district and state level functionaries for planning and corrective action. Edutracs is an innovative mobile phone based real time

data collection system to strengthen the existing monitoring system for RTE.

- The real time monitoring system has been piloting in two districts of Assam and it was launched in the month of January, 2015 in Kamrup and Cachar districts. The project has covered all LP & ME schools of both of the districts. For the proper implementation of the programme in these districts, a several numbers of district, block and cluster level orientation programmes were conducted by the Riddhi, a national level technical agency in collaboration with UNICEF. The district officials were also provided hand holding support to the head teachers and other respondents to get accurate information through Interactive Voice Response System (IVRS). After receiving an average success in both of the districts, it is proposed to expand the project in two other districts viz. Bongaigaon and Darrang of Assam.

Grievance Redressal-Toll Free centre on RTE, SSA, Assam:

The grievance redressal- Toll Free cell on RTE is functioning in SSA, Assam through toll free **Number 18003453525** since October, 2013 in order to register and address complains and grievances related to implementation of **RTE Act, 2009 in the State.**

Addressing the issue of teacher absenteeism/negligence of duty- A step towards enhancing quality education:

The Right of Children to Free and Compulsory Education Act, 2009 envisages a strong grievance redressal mechanism and the toll free helpline service was a step toward realizing the goal under the Act. The increasing no. of calls indicates that parent's concerned citizens are aware about the toll free helpline and are able to utilize the service to communicate about their problems.

Teachers' absenteeism / irregularities / negligence of duty have become a matter of concern. Since inception i.e October, 2013 till January, 2016 the cell has received a total of 314 numbers of complaints related to teacher **absenteeism/irregularities/negligence of duty** of which 258 numbers of cases





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have been redresses at district level by competent officials. Total 56 numbers of complaints are being investigated at district level. In cases where the concerned teacher has been found guilty appropriate action has been taken.

In all the cases that were redressed appropriate action like show cause, warning letter, pay held up and pay cut has been taken against the guilty teacher. After action taken is done by the district authority, the concerned CRCC and other officials regularly monitor the functioning of the schools in order to ensure proper functioning of schools and regular attendance of the teachers. In addition, officials from State office during district visit monitor the functioning of those schools on priority basis along with other schools where complaints have been received in the toll free cell. It has been noticed that there is a significant reduction in teacher absenteeism and improvement in discipline after awareness of teachers, guardians and concerned citizen about RTE and grievance redressal mechanism that is available under RTE.

Quality Monitoring Tools (QMT):

QMT was implemented in the state of Assam in the year 2015-16. SSA, Assam has developed and implemented online monitoring and supervision mechanism with the help of CRCCs who have been provided one tablet PC and with the help of this GPS connected tablet PC, the CRCCs are providing online information from time to time through specially designed software based on Quality Monitoring Tools. The system operates through web portal- ssaassamportal.in. The CRCC after visit of various schools provide information includes progress of class wise curriculum and syllabus. CRCCs provide various information including lesson transaction, classroom observation, teacher-students attendance, teacher training etc.

DACG and BACG (LP & UP) Meeting:

District Academic Core Group (DACG) and Block Academic Core Group (BACG) meetings are the two most important regular monthly meeting for

the discussion of different academic issues related to elementary education. There was 10 nos. of DACG/BACG meetings in the AWP&B 2015-16. These two meetings were conducted in fruitful & regular manner where all academic issues like lesson planning, curriculum, field visit report, hard spots of text books, class demonstration in real classroom situation, various planning of classroom transaction, need based activity, training out comes, evaluation gradation report etc. were the regular agenda. The BACG meeting reports were discussed in detail at the DACG meeting for further needful follow ups and strategies formulation. The DACG meeting was conducted at district level and BACG meetings were conducted at block level where CRCC, RP, BMC, SI were the members.

Meeting with other Departments and Teachers' Association:

For preparation and finalization of a comprehensive plan for the whole state in the improvement of elementary education during 2016-17, a 1-day state level meeting was organized on 10th February, 2016 at the Conference Hall, SSA, Assam involving SCERT, Assam, English Language Teaching Institute (ELTI), Director of Elementary Education (DEE) and various Teachers' Association-LP, ME & MV. Various vital issues such as teachers training, matter of untrained teachers, development of learning materials, Continuous and Comprehensive Evaluation (CCE), Quality Monitoring Tools (QMT), recruitment of teachers, rationalization of teachers, strengthening of TTIs etc. The suggestion of the associations and other departments has been incorporated in the strategy part of the AWP&B, 2016-17.

Activities for Formulation of New Education Policy (NEP):

The Government of Assam has initiated the process of formulating a New Education Policy (NEP) to meet the changing dynamics of the population requirement. Consultative process was held at the various levels to ensure that an inclusive, participatory and holistic approach was undertaken. In all 33 themes (13 themes on School Education and 20 themes on Higher Education) have been



identified for consultations.

The following initiatives have been undertaken so far:

- Notification of State Nodal Officers.
- Concerned department at each level had notified nodal officers for proper coordination and implementation of the New Education Policy.
- Meetings held at various levels(State / District/Block/GP/Village)
- Resolutions taken at various levels on the underlined themes uploaded in the website/portal.
- State level consultative meeting was held on 30th September, 2015.
- Regional level meeting was held on 13th October, 2015 which was attended by the educational functionaries of four North Eastern States (Assam, Arunachal Pradesh, Sikkim and Tripura).
- Regional level Consultative Meeting on NEP-Teacher Education was held on 19th October, 2015.
- A Consultation Meeting of the State level Committee was convened on 15th December, 2015 for effective consultation of the various themes and question templates for finalizing resolution/suggestions for the formulation of the New Education Policy.
- A regional Consultation Meeting on the NEP with State Education Secretaries, Directors, Education, Selected Experts and Educationists from the State of Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland and Tripura was held on 28th January, 2015. ■





Community Participation & Special Focus Group

Training of School Management Committee's Members:

SMCs were constituted in all Government schools of the State as per norm of RTE Act, 2009. There were 47,792 SMCs in the State in the year 2015-16. Each SMC has around 13 members and 7 members from each SMC were approved by PAB, 2015-16 for providing training.

In the year 2015-16, training was conducted for all SMCs for 2 days instead of 3 days due to fund paucity of the State. The training was given in two phases, one day each. In the first phase, the training was organized on social audit, school cleanliness & grievance redressal and in the second phase on district specific areas including some common issues like academic supervision and monitoring by SMC, disaster management, RTE related information, SDP, books of accounts, etc. The training was conducted





in a cascade mode by CRC/ BRC, Resource Persons, people from local NGOs, retired teachers etc. Training module was prepared in district level in local languages viz. Assamese, Bodo, Bengali, Hindi & English.

Achievement of SMC Training, 2015-16:

Type of Training	Physical Target	Physical Achievement
Non-Residential	3,18,690	3,02,918

Social Audit in School:

Considering the importance of social audit, Sarva Siksha Abhiyan Mission, Assam had initiated social audit in school in the financial year 2010-11 on pilot basis with the objectives of ensuring transparency, accountability and participation of community in school development activities. During the financial year 2015-16, all 47,792 elementary schools were covered under social audit with a view to ensure transparency, accountability and participation of community in school development activities.

Social Audit Team was constituted at concerned school. The team comprises of parents guardians, local educated youth, representative from local NGO, members from mother group, representative from SMC (other than President / Member Secretary) and headed by a retired teacher / senior citizen of the locality. Orientation of Social Audit Team Co-ordinators was given at block level. A training module and booklet for report submission was developed for every school. The Social Audit Team Coordinator was oriented on social audit at

block level. Moreover, the SMC members were also oriented on social audit. The separate booklet and training manual were developed on social audit.

World Environment Day:

World Environment Day was observed in elementary schools with the involvement of SMC/communities. Different competitions among children, awareness meeting were conducted. Plantation of fruit bearing local plants/ medicinal plants in schools in convergence with the Forest and Environment Department were also carried out. Kitchen gardens were promoted in schools in view of mid-day-meal scheme with the help of SMCs.



National Education Day:

National Education Day was observed in schools on 11th November, 2015 focusing various pertinent issues of RTE. Districts observed the day in schools on special focus areas involving functionaries of various departments and district administration. The day was observed centrally in a school located



at remote, isolated and high drop out prone areas and covering the children of special focus group by organizing competitions for children on sports, cultural, drawing & painting and any other important activities for children. Morning rally was organized involving community members, SMC/MG members. The rally focused discussion on Maulana Abul Kalam Azad and his contribution to the nation, importance of universalization of elementary education, co-curricular activities for all round development of children, value education, education for girls/CWSN/ children of disadvantage categories, eradicating of social evils that are impeding UEE particularly in ST/ SC, Minority, Tea & Ex-Tea garden areas, plantation and its nurturing by students etc. Local persons of repute were invited to address the above issues.

Moreover, Children's Day was observed in schools on 14th November, 2015. Districts observed the day in schools involving functionaries of various departments and district administration. Teachers Day was also celebrated on 5th September, 2015 with the involvement of SMCs, Mothers Groups, Students and Teachers.

Summer Camp:

Summer Camp was organized for 10 days during summer vacation for the learners of lower primary & upper primary schools with the help of SMC & Mother Group with a view to make the children



more competent in scholastic and co-scholastic activities and to ensure their all round development and retention in school. It was an initiative of SMCs and MGs for the children of their school. The day

wise activities were musical chair, pani-par , kabadi, race, recitation, extempore speech, story telling by children & facilitator, reading & memorization of tables , practice on good hand writing, dance & song, alphabet writing (capital, small, cursive writing), art & craft, field trips (post office, college, hospital, thana etc.), recapitalization of activity No. 3, 5 & 6 and closing of the programme were organized.

Saturday Club:

State has set up Saturday Club in 4,755 elementary schools with a view to promote co-scholastic activities in schools with the participation of community.



Community Resources (mainly Human Resource in the form of Artisan, Dramatist, Singer, Story Teller etc.) are harnessed with the support of SMCs, MGs for the benefit of the children. The Saturday Club activities has been continuing in the said schools.

Beti Bachao Beti Padhao programme:

A State level consultative workshop was conducted on 15th & 16th December, 2015 for roll out Beti Bachao Beti Padhao program in the State. The objective of the workshop was to identify areas where SSA Assam can tread in for awareness regarding the welfare of the girl child is trafficking, sexual abuse, early marriage, nutrition, hygiene and sanitation. The Beti Bachao Beti Padhao Programme was designed to create awareness among the children right from the elementary level and at the same time sensitize the community in helping the girl child overcome these hurdles. The above issues tantamount in creating several tangible and intangible hurdles for the girl child and often culminate in long absenteeism



or drop out from school. Resource Persons from Unicef, NIPCCD, Mahila Samata Society etc. were participated in the programme. A draft training manual and a broacher of Beti Bachao Beti Padhao programme were developed. The cluster level training of the said programme was proposed to be conducted during the financial year, but due to paucity of fund, it could not be conducted.

Felicitation to the best SMC & Mother Group:

The best performing SMCs need to be given recognition & support to reinforce their best practices. Every district identified 5 best SMCs on the basis of their performance and good practices. Every district also identified 5 Mothers Groups based on their performance and good practices and felicitated them on the Independence Day (15th August, 2015) by the concerned Deputy Commissioners.

District Level Monitoring Committee (DLMC) Meetings:

The DLMC meeting is a vital monitoring mechanism in the district level to review the proper implementation of SSA, RMSA and the MDM scheme. Conducting the DLMC meeting at regular intervals (at least once a quarter as per the office memorandum dated New Delhi, April 25, 2013) is essential to assess the progress of SSA, RMSA and the MDM scheme. In the FY 2015-16, 18 districts have already conducted the DLMC meeting and remaining 9 districts will complete by March, 2016.

Special Enrolment Drive:

In view of the decline in enrolment in the Government and Govt. Provincialized schools in some certain pocket areas, a special enrolment drive has been initiated in all districts. The programme was conducted in cluster level in the month of August, 2015. This initiative has been taken to form a Special Enrolment Drive Group in every school to examine the issue of decline in enrolment and to plan strategies to increase the enrolment in the next year.

The Special Enrolment Drive Group formed by the members from SMC, Mothers Group, Saturday Club, Meena Club, Gaon Burha, local authority, tea garden

leaders, senior citizens, teachers, NGO members etc. The Cluster Resource Centre Coordinator (CRCC) of the Cluster was the Co-ordinator of the group.

The Special Enrolment Drive Group first assess the reasons for decline of enrolment if any and accordingly plan out strategies to encourage parents /guardians to enroll their children in the neighborhood schools. The strategy includes organizing of rallies, public meetings, visiting houses in the neighborhood where drop out from school is a common phenomenon, providing information to parents regarding the facilities given to children in the school like free textbooks, copies, uniforms, mid-day meal, scholarship schemes, school grants etc. and about the school infrastructure like classrooms, separate toilet for boys and girls, drinking water, qualified and trained teachers etc. The group also organized special parent teacher meetings to discuss the performance of the children. The group also prepared a list of the children of the locality who are "out of school".

Utsav Vidyarambha Programme, 2016:

Utsav Vidyarambha, an Enrolment Drive Programme, 2016 was conducted in elementary schools with the help of local community, SMCs, MGs, Student Government etc. during first 5 days of current academic session with a view to enhance enrolment in schools and to ensure regular classes from the very first day of the session. Different activities were organized at school level during the programme. Activities like special SMC meeting, encouraged community to contributions any kind, voluntary support towards the school and oath taking by students, parents, teachers and the SMC members for the welfare of the students and the



school were conducted. The area specific campaign on Utsav Vidyarambha-2016 through puppet show/ Oja pali/Bihu/Local celebrity/ Band party/Local cultural group/campaign in market places/ weekly





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Bazar/ public communication system/folk groups/ street play/poster campaign etc. were organized in the selected areas where the enrolment is low, retention is poor & drop out is high. The ST/SC/ Char/TG areas were focus areas of the campaign.

Organisation of Sensitization Programme for Selected Areas:

Sensitization Programme on holistic development of adolescents in the Tea Garden Areas and Protection of Children from Sexual Offences Act, 2012 was conducted in convergence with NIPCCD.

Organization of Hoolock Gibbon Conservation Education Programme :

A programme namely Hoolock Gibbon Conservation Education Programme was organized for teachers and Cluster Resource Centre Coordinators of Sadiya Educational Block of Tinsukia district in convergence with ENVIRON, an NGO.

National Level Painting & Essay Writing Competition :

Painting and essay competition was organized in schools on the theme "Petroleum Conservation" in collaboration with Ministry of Petroleum & Natural Gas, Government of India. In this competition, two students secured first rank, two secured second rank and three secured third rank and one consolidation prize. The first rank holder will get chance for education tour to Japan.

Activities undertaken for ST/SC/ Minority Areas Children in 2015-16

Sports for Development (S4D) of Girls programme:

Sports for development of girls programme has been initiated in collaboration with and financial support of UNICEF. A 4-day residential Key Resource Person (KRP) training was organised in collaboration with UNICEF for sports for development of children in July 2015 at State Mission Office, SSA, Assam. The training programme was a capacity building initiative on sports for development for Key

Resource Persons. A total of 26 teachers/volunteers were trained from KGBV, RSTC and elementary schools of 13 districts as KRP. Sports training was imparted by these trained 26 Resource Person to the teachers / education volunteers of 285 KGBV/ RSTC/schools where sport kits were distributed. Another 130 kits were distributed in the year 2015-16 in the selected ST/SC/Minority concentrated schools with the help of Unicef and teachers of these 130 schools will be trained on S4D in the next financial year, 2016-17. This was an initiative to strengthen all residential schools of the state on sports for development and selected schools of ST concentrated districts.

Awareness Campaign in Tea Garden Managed Schools:

SSA-Assam was organized a 2-day awareness campaign on RTE in collaboration with district administration of Sonitpur district for various stakeholders of the Tea Garden Managed Schools of the district.

- **Day-1 (31st July, 2015):** Awareness meeting with all teachers of tea garden managed schools.
- **Day -2 (1st August, 2015):** Discussion with Tea Garden Management on education scenario of tea garden managed schools and preparation of road map for future plan.

The issues of the tea garden managed schools were discussed with various stakeholders and a detailed road map for future plan of action along with the responsibilities of various stakeholders like government, SSA, district administration, Tea Garden Management and other line departments was prepared and submitted to the Government of Assam.

Education Talk and School Based Campaign:

Education Talk and School Based Campaign on RTE was organised for ST/SC/Minority/TG.

Meena Radio Roll-out Programme:

A state level consultative workshop was organized



in partnership with UNICEF to roll out Meena Radio programme for girls child of minority and TG population concentrated districts of Assam. The programme cherishes the key objective of promoting child friendly schools, girls education and life skills among the school students. The workshop was organized in June 2015 at State Mission Office, SSA, Assam. Various stakeholders viz. State Mission Officials, officials from UNICEF, district SSA officials, officials from SCERT, officials from All India Radio and officials from KKHSOU (Community Radio) were present in the workshop. Ms. Sangeeta Anand, State Consultant, Meena Radio, UNICEF, UP was present in the workshop as a Key Resource Person. The participants prepared a list of 50 episodes from the Content Map provided by UNICEF. All India Radio (AIR) agreed to broadcast the Meena Radio Programme in collaboration with SSA Assam. Besides, AIR assured to broadcast 4 episodes (in Assamese) which was already broadcasted in the Year 2002. The programme will be implemented in-collaboration with UNICEF in the next financial year.



Grievance Redressal-Toll Free Centre on RTE, SSA, Assam:

The grievance redressal-Toll Free Cell on RTE is functioning in SSA, Assam through **toll free No. 18003453525** since October, 2013 in order to register and address complains and grievances related to implementation of RTE Act, 2009 in State. The Toll Free helpline number has completed two and half years and within this period, SSA, Assam able to reach parents, guardians, students', community and other stakeholders. The Right of Children to Free & Compulsory Education Act, 2009 envisages a strong grievance redressal mechanism and this toll free helpline service is a step toward realising the goal under the Act.

Timing of the Toll Free Centre: 10.00 AM to 5.00 PM on all working days.

Operational Mechanism:

- After the complaints are registered at the cell, it is processed and sent to the concerned districts in the first week of every month after approval from Mission Director, SSA. At the district level, the complaints were investigated by competent officials at district level and block level and appropriate action has been taken. The complaints that can be redressed at the State level were given to the concerned component for redressal and are being investigated by the officials of State Mission Office. The report of action taken was sent to State office within the period of redressal that has been defined.
- Calls which need urgent attention or are of grave nature were brought to the notice of Mission Director, SSA at once for immediate redressal.
- Designated officers, in-charge at district monitor

Micro Planning Exercise and Planning of Need Based Activity in Special Focus Areas:

Micro-planning exercise and planning of need based activity in special focus areas were initiated in 10 districts. A 5-day residential workshop was organized on communication strategy development and preparation of micro planning tools in collaboration with UNICEF in October 2015. The objective of the workshop was to develop strategy for communication with various stakeholders and preparation of micro planning tools for 10 selected districts with high dropout and low retention rates. A communication strategy was developed to address the never-enrolled school children and dropout cases for these special focus districts. Micro Planning exercise was carried out in fifty (50) clusters of special focus groups viz. SC, ST, TG & Minority from ten (10) districts.

Bal Swachata Mission/MANSA:

Awareness on Bal Swachata Mission/MANSA for ST/SC/Minority/TG areas was conducted in convergence with Niral Vidyalaya Programme. The districts to cluster level functionaries were sensitized on Bal Swachata Mission/MANSA.

and follow up the cases. In addition, officials from State Mission Office during district visit monitor the functioning of those schools on priority basis along with other schools where complaints have been received in the toll free cell.

Principles of Grievance Redressal Cell:

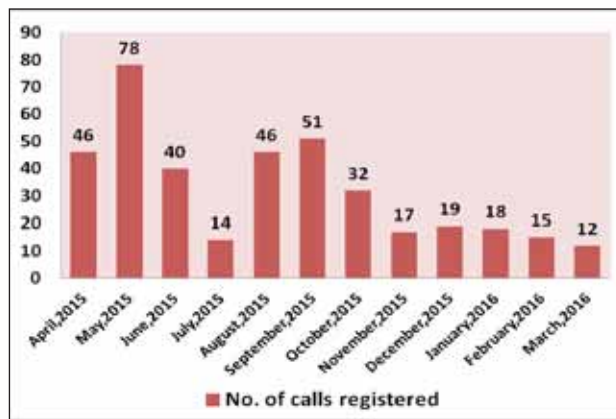
- Considering the nature of complaints and its sensitivity, confidentiality of name, identity and other information of the caller was maintained strictly.

Awareness and Dissemination:

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

Month wise calls registered:

Month	No. of calls registered
April, 2015	46
May, 2015	78
June, 2015	40
July, 2015	14
August, 2015	46
September, 2015	51
October, 2015	32
November, 2015	17
December, 2015	19
January, 2016	18
February, 2016	15
March, 2016	12
	388



Status Report:

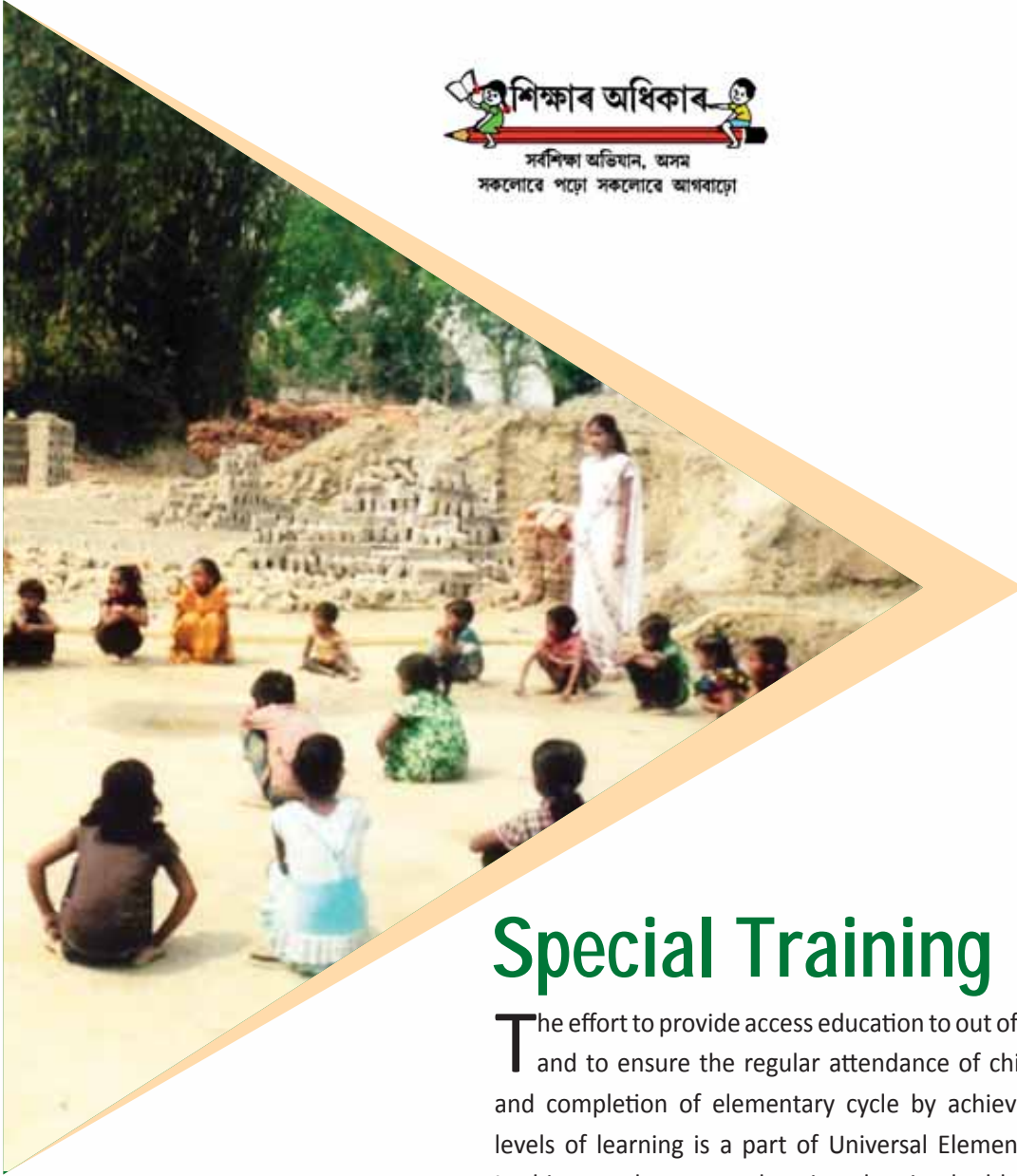
For the year 2015-16, a total of 388 valid calls were registered related to SSA-RTE activities like teacher absenteeism/irregularities, irregularities of mid-day-meal, functioning of school, students entitlement, violation of norms, corruption etc . All the 388 numbers of valid calls/cases were redressed at the district level.

Sl.	Particulars	Total Number
1	Total no. of valid calls/cases registered	388
2	Total no. of complaints/grievances received from 388 calls	531
3	Total no. of cases redressed	388

Few Stories of impact:

- Toll free cell received a complaint against one Asstt. Teacher of Natun Kanchanpur LP School, Cachar district for negligence of duty and irregularity in attending classes. The matter was investigated by BEEO and found the complaint to be true. Based on facts and reports of negligence of duty and unauthorised absent in classes by the concerned teacher, his monthly pay was held up for few months. The teacher has been warned to be regular in his duty. The concern CRCC was directed to monitor the functioning of school and attendance regularly. Now, the said teachers as well as the other teachers of the school are regular in their duty.
- In another complaint against Asstt. Teacher of Durga Das LP School, Kokrajhar block under Kokrajhar district for unauthorised absent in school, the matter was investigated by the district officials and found that the teacher was absent unauthorised for three (03) days in school. The district authority took action by issuing a warning to the teacher and also pay cut for three (03) days. Now, the said teacher is punctual and the school is functioning smoothly. ■





Special Training

The effort to provide access education to out of school children and to ensure the regular attendance of children in school and completion of elementary cycle by achieving satisfactory levels of learning is a part of Universal Elementary Education. In this regard, a comprehensive planning had been carried out to cover all children (6-14 age groups) by means of alternative arrangements in the form of Residential mode or Non-Residential mode of imparting Special Training.

Vision for coverage of Out of School Children (OoSC):

Considering heterogeneous groups of out of school children, separate strategies have been formulated for providing Special Training.

After the enactment of the RTE Act, 2009 state has already carried out the following activities so far for implementation of Special training intervention:

- Enrolment of out of school children in age appropriate classes and providing special training in NRSTCs, RSTCs by Education Volunteers/Additional Education Volunteers and





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by formal school teachers against the Through School Intervention.

- Orientation of regular teachers and Education Volunteers on strategy as well as academic package of special training who have been engaged for providing special training.
- Issued notification through Deputy Commissioners concerned for age appropriate enrolment & operationalisation of special training centres.
- Conducted a massive exercise for attachment of habitation in nearby school & fixing the responsibility of head master/mistress to cover OoSCs under his/her jurisdiction.
- Development of special learning materials (readiness package, condensed materials, IEPs, etc).
- Development of Individualised Educational Plan (IEP) for each child for planning of age appropriate enrolment, obtaining detail information of the child and grade specific evaluation.
- Training of head teachers, teachers & SMC members on management of special training.
- Evaluation of curricular & co-curricular areas & development of model assessment tools.

Based on above principle, State has implemented special training as per guideline prepared as per Section IV of RTE- Act 2009 both in residential & non-residential mode.

During the financial year, 2015-16, the following major steps were taken for implementation of Special Training in the State:

- Physical identification of Out of School Children (OoSC). Collection of OoSCs data was carried out through House to House Survey in the month of September'2014 by SMCs, Head Teachers, CRCCs, Education Volunteers, District Quality Managers (DQMs) & NGOs. The OoSC survey cum data entry was carried out at block level. Certification/ authentication of identified OoSC was obtained from Village Headman/Head Teacher/PRI. Data verification and Data cleaning by cluster level committee and names were deleted as per approval from Block level committee if found duplicity. A webpage was created and maintained for OoSC database as <http://210.212.13.19/osc>. Assam is the 1st State to collect OoSC database with photograph. PAB, MHRD, appreciated it as Best Practice.
- OoSC Survey with Photographs.

S. No.	Name of habitation	Habitation Code	Block	Cluster	Village	Name of Child	Photo	Age	Gender (M/F)	Ward/Seat Enrolled	Whether Enrolled	Whether Enrolled in regular school	Centre (General, SC, ST, Minority, OBC, Tea Tribes, others)	Whether Urban or Rural (as mentioned)	*Category of Child (OoSC/Children Without Adult Protection/Child Labour Urban Deprived Street children/Children of sex worker/Children of manual scavengers/Child affected by HIV/AIDS/Children of Nomadic Family/Child of beggar/Widow of children must be mentioned)	Name of neighbourhood school of the child	GDSE Code of the school (11 digit)
21	BADGOKHAL HASNA PUNJE		LAKHPUR	DEKHOOSH	BADGOKHAL HASNA PUNJE	SHAM ENLEN		11	B	ED	I	ST	RURAL	MIGRANT CHILD	1104 NG MONKLESH LPE	1210225401	
22	BADGOKHAL HASNA PUNJE I		LAKHPUR	DEKHOOSH	BADGOKHAL HASNA PUNJE	THOMAS BUCHENG		08	B	N/E		ST	RURAL	MIGRANT CHILD	1104 NG MONKLESH LPE	1210225401	
23	BADGOKHAL HASNA PUNJE I		LAKHPUR	DEKHOOSH	BADGOKHAL HASNA PUNJE	BARZOOLA NICHAME		10	B	N/E		ST	RURAL	MIGRANT CHILD	1104 NG MONKLESH LPE	1210225401	
24	BHOLLAPAI	311054	LAKHPUR	SRIMA	BHOLLAPAI	SAUDA BEZAM		13	B	ED	IV	OBC	RURAL	CHILD LABOUR	08 BHOLLAPAI LPE	1210210000	

Dr. Rajeeva Nigla
Signature of CI & EV

[Signature]
CHIEF
SEA, CEEA



- Segregation of children (LP-UP wise).
- Segregation of children for providing special training in residential and non-residential mode.
- Age appropriate enrolment of children in neighbourhood schools.
- Issue of notification through Deputy Commissioners concerned for age appropriate enrolment & providing special training through regular school teachers.
- Training & orientation of head teachers, teachers, Educational Volunteers, SMC members on Special Training and its academic packages.
- Data analyses of formal school teachers was done and in schools where excess teachers observed were assigned the task of imparting Special Training to out of school children.
- Support of learners through Operationalisation of RSTCs and existing NRSTC (Rural & Urban).
- Preparation of notification regarding imparting of special training in schools through regular school teachers.
- Assigning overall responsibility to head teacher of schools in imparting special training in the premises of the school.
- Involvement of SMCs in implementation of special training.
- Organized training at block level by expert Resource Persons trained at the State Mission Office on academic package of special training for school teachers.
- Supervision and monitoring by different SSA functionaries in training.

Non-Residential Special Training (NRST):

[i] Non Residential Special Training through Regular School Teachers:

This intervention was for out of school children of 7-14 year age group both in urban and rural areas. The state had engaged regular school teachers for imparting special training in the financial year, 2015-16. To make school based special training, the State had conducted the following activities:

- Segregation of identified learners as LP & UP for providing Special Training through regular school teachers.
- Age appropriate enrolment of fresh OoSC and proper maintenance of record of children by name.
- Identification and fixation of schools (LP&UP) for providing special training through regular school teachers.
- Fixation of teachers (LP&UP) for imparting special training.

During the financial year, 2015-16, PAB had approved 65,352 continued children & 71,684 fresh children for providing special training in non-residential mode both in Urban & Rural areas. Out of these, 53,293 children were provided special training through regular school teachers.

[ii] Non-Residential Special Training by Education Volunteers in existing NRSTC (Rural & Urban):

State has also involved Education Volunteers in existing NRSTC (Rural & Urban) for providing special training. During the financial year, 2015-16, PAB had approved 12,059 continued children & 71,684 fresh children for providing special training in non-residential mode both in Urban & Rural areas. Out of these, 83,743 children



Learners of NRST Centres busy learning

were provided special training in non-residential mode both in Urban & Rural areas by Education Volunteers.



A learner of NRST Centre demonstrating

RESIDENTIAL SPECIAL TRAINING (RST):

During the financial year, 2015-16, PAB had approved 8,034 continued children and 4,143 fresh children for providing special training in residential mode. Accordingly, the State had provided special training in residential mode and implemented 108 existing Residential Special Training Centres (RSTC). As per approval of PAB-2015-16, the State had provided special training to 8,034 continued children. Further, State covered 4143 fresh learners in these existing RSTCs.



Regular Health Check-up at RSTC with Mobile Health Unit of NHM



Kitchen garden by RSTC learners



Yoga learning at Girls' RSTC

[i] Seasonal Centres for migratory learners-Non Residential (6 months):

State had opened 654 Seasonal Centres for migratory children (Non Residential) in the vicinity of the brick kiln, stone quarries, road construction projects etc. for covering of 17,012 migratory learners. These learners were provided with stationery materials, academic materials, schoolbags etc. so that their education is continued after return to their native places. These centres were opened in October/November, 2015 and continued up to March, 2016. The Managing Committee consisting of members from workers, parent, GP/AP, local SMC etc. was formed for each centre for smooth functioning of the centres. Each learner was provided with migration card prior to return to their native village.

Activities/Initiatives taken for smooth functioning of the Seasonal Centres:

- Selection of Education Volunteers and conduct of training as per proper guideline sent from State Mission Office.





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- Maintenance of detail child profile-both inbound and outbound children.
- Providing necessary materials, such as-stationery, TLMs, centre materials etc.
- Conduct of centre level Health Camp & Awareness Programme on Health & Hygiene issues involving doctors, ASHA workers etc.
- Organisation of counselling / sensitization programme to motivate parents/guardians inviting local MLA, GP President, GP members, retired educationists, social workers, club members, prominent NGOs, Mother Groups, community members etc.

sending district authority with details (address of children, cluster, block, district, name of parent school, if school going, name of school - or if out of school etc.) for tracking of children and the concerned district had to take necessary initiative in this regard.



Co-curricular activity organized for Seasonal Migratory learners

State's initiative for Tracking of Migrant Children:

- For tracking of children of non-residential worksite seasonal centres after return back home both inbound and outbound, the districts were instructed to involve different field level functionaries of SSA, SMCs, PRI members etc.
- The districts were instructed to prepare a detail action plan immediately after receiving the list of migrant children.
- DPO (ST) & DUC Coordinators monitored and ensured the tracking of children and continuation of their education.
- The district officials were communicated with their counterparts of other districts to ensure the continuation of education in their parent schools after they return back from worksites.
- Districts were instructed to provide special training in case of OoSC, if required, either in special training centres /schools and if they are in position to be mainstreamed then the children are to be mainstreamed in neighbourhood school.
- The DMC concerned of the receiving district had been instructed to send the list of children to the



Rally organized for Seasonal Migratory learners

Support to Religious Madrassa:

State had also taken initiative for extension of formal education support to the children of Religious Madrassa/ Moktab as mandated by RTE Act for providing education to the children of the age group of 6 to 14 years. Accordingly, as per the approval of PAB, 2015-16, State had extended formal education support to the children of Religious Madrassa. The intervention was implemented by the concerned Madrassa Management Committee (MMC). The Education Volunteers had been engaged in these Madrassa centres. The honorariums to these Education volunteers have been paid by SSA, Assam through MMC. Special Training materials prepared by SCERT, Assam were provided to each learner. The learners were also provided uniforms, stationery materials, academic condensed materials, centre materials, schoolbags etc.



Condensed Academic Materials supplied to Out of School Children (OoSCs):

Sikhan Puthi (Condensed Academic Materials- Prepared and approved by SCERT) are provided to both for Lower and Upper level learners. Academic materials were provided to OoSCs in Assamese, Bengali, English and Bodo medium.

- **Sikhan Puthi 01:** for Class I & Class II. Language and English.
- **Sikhan Puthi-02:** for Class I & Class II. Mathematics.
- **Sikhan Puthi-03:** for Class III, Class IV & Class V. Language and English.
- **Sikhan Puthi-04:** for Class III, Class IV & Class V. Mathematics.
- **Sikhan Puthi-05:** for Class III, Class IV & Class V. EVS.
- **Sikhan Puthi-06:** for Class VI, Class VII & Class VIII. Language, English and Hindi.
- **Sikhan Puthi-07:** for Class VI, Class VII & Class VIII. Mathematics.
- **Sikhan Puthi-08:** for Class VI, Class VII & Class VIII. General Science.
- **Sikhan Puthi-09:** for Class VI, Class VII & Class VIII. Social Science
- Readiness Package provided for all learners (One month readiness package prior to imparting of Special Training)

- Continuous and Comprehensive Assessment tools provided for all learners.
- Individualised Education Plan (IEP) provided for all learners which were utilized for admission in age appropriate classes.
- Evaluation Workbook for all learners also provided. Stationery materials and Teaching Learning materials provided every year.
- IEP handbooks were provided to all Education Volunteers for ready reference.
- 10 to 12 days trainings are arranged for the Education Volunteer and HT.

Other supports programmes organized for Out of School Children (OoSCs)

- Provides dress materials and school bags for the learners
- Mid-Day-Meals were also served.
- Co-curricular activities conducted with the help of Local NGO's and retired persons. Viz. Ex-Army, personnel etc.
- For girls self defense programmes have been arranged
- Pre-Vocational skills like Cutting, Knitting and Embroidery were also imparted in Girls RSTCs.
- Monthly meeting with guardian also conducted.

Success Story: Tracking of mainstreamed child...

Successful HSLC passed Candidate from RSTCs & NRSTCs in 2016

Sl. No.	No. of candidate appeared HSLC in 2016	Total passed in 2016	1st Division	2nd Division	3rd Division	No. of students secured Letter Marks
01	597	549	61	256	232	56



Successful Learners in HSLC from Special Training Centres

Name of District: TINSUKIA
 Name of Learner: PAWAN KUMAR RAI
 Name of Father: JHILAN RAI
 Name of Mother: LIJAWATI DEVI
 Address: TYNH NAGAN, HA-PHAKH, TINSUKIA
 Caste: OBC
 Drop out or Never enrolled: NE
 Drop out in which class: -
 Child Labour: -
 Name of RSTC/NRSTC: TYNH NAGAN STC
 Educational Block: Tinsukia
 Age at the time of admission in RSTC/NRSTC: 14
 Date & year of admission: 12/2014
 Photograph as per child profile in the centre:

Date & Year of mainstreaming: 12/2014
 Mainstreamed school: Hark, Chand Sun Vidyalaya
 DSE Code: 12110102014
 Mainstreamed class: XI
 Name of the Head Teacher of the mainstreamed school: RIZ JAIN

Year	Total Marks	Marks Obtained	Percentage	Division	Letter Marks	Subject
2014	600	538	89.66 %	1st	1st	Maths, English, Assamese, Social, Marathi

Background of the learner (you will be asked to write this when you appear in HSLC/NRSTC/CTC exam):
 He belongs to poor family. His father is a Truck Driver, Migrated from Bihar and school drop out in Class III. He was admitted in RSTC, Tinsukia. He secured 1st division with 89.66 % and Letter marks in all Subjects.

Present Status (Name of the Institution where he/she has appeared HSLC):
 Hindi English High School.

Name of EVS & CT: 1. Vikash Kumar Jha, 2. -

Pawan Kumar Rai, His father is a Truck Driver, Migrated from Bihar and school drop out in Class III. He was admitted in RSTC, Tinsukia. He secured 1st division with 89.66 % and Letter marks in all Subjects.

Successful Learners in HSLC from Special Training Centres

Name of District: TORAJAN
 Name of Learner: KHEMI BARUAH
 Name of Father: SILIM BARUAH
 Name of Mother: SHIRI BARUAH
 Address: BARUAH NAGAN STC
 Caste: MISC
 Drop out or Never enrolled: -
 Drop out in which class: -
 Child Labour: -
 Name of RSTC/NRSTC: BARUAH
 Educational Block: TORAJAN
 Age at the time of admission in RSTC/NRSTC: 14
 Date & year of admission: 11/11/14
 Photograph as per child profile in the centre:

Date & Year of mainstreaming: 11/11/2014
 Mainstreamed school: Baruah Nagan STC
 DSE Code: 12110102014
 Mainstreamed Class: VIII
 Name of the Head Teacher of the mainstreamed school: RIZ JAIN

Year	Total Marks	Marks Obtained	Percentage	Division	Letter Marks	Subject
2014	600	470	78.33 %	1st	1st	Maths, English, Assamese, Social, Marathi

Background of the learner (you will be asked to write this when you appear in HSLC/NRSTC/CTC exam):
 She belongs to poor family. She was rescued from the house owner where she work as a domestic helper and school dropout Class III, admitted in RSTC, Torajan. She secured 1st division with 78.83 % and Letter marks in General Science, Social Science, & Geography.

Present Status (Name of the Institution where he/she has appeared HSLC):
 N.S.S. Baruah Nagan.

Name of EVS & CT: 1. Vikash Kumar Jha, 2. Vikash Kumar Jha

Khemi Baruah was rescued from the house owner where she work as a domestic helper and school dropout Class III, admitted in RSTC, Torajan. She secured 1st division with 78.83 % and Letter marks in General Science, Social Science, & Geography.

Successful Learners in HSLC from Special Training Centres

Name of District: NAGAN
 Name of Learner: RAJINA BEGUM
 Name of Father: RAJIB BEGUM
 Name of Mother: KAMALA KHATUN
 Address: NAGAN NAGAN, JORHAT, NAGAN
 Caste: MISC
 Drop out or Never enrolled: Drop out
 Drop out in which class: II
 Name of RSTC/NRSTC: NAGAN STC
 Educational Block: Jorhat, Nagan
 Age at the time of admission in RSTC/NRSTC: 14
 Date & year of admission: 2013
 Photograph as per child profile in the centre:

Date & Year of mainstreaming: 04/12/2013
 Mainstreamed school: NAGAN STC
 DSE Code: 12110102013
 Mainstreamed class: XI
 Name of the Head Teacher of the mainstreamed school: KISHAN BABA BORA

Year	Total Marks	Marks Obtained	Percentage	Division	Letter Marks	Subject
2013	600	419	69.83 %	1st	1st	Assamese, Hindi

Background of the learner (you will be asked to write this when you appear in HSLC/NRSTC/CTC exam):
 This Rajina Begum belongs to a very poor family. She was dropped out in Class II. In the year of 2003 she was again enrolled in Nagan STC. By the year of 2013 she was admitted in Nagan STC. She secured 1st division with 69.83 % and Letter marks in Assamese & Hindi Subjects.

Present Status (Name of the Institution where he/she has appeared HSLC):
 Modern Talya Bidyalaya, Nagan.

Name of EVS & CT: 1. Manika Baruah, 2. Arun Baruah

Rajina Begum was a school drop out due to poor family background and was engaged in sibling care and later she was admitted in NRSTC, Hajgaon, Nagan. She secured 1st division with 69.83 % and Letter marks in Assamese & Hindi Subjects.

Successful Learners in HSLC from Special Training Centres

Name of District: TORAJAN
 Name of Learner: RANI TANTI
 Name of Father: RAJIB TANTI
 Name of Mother: KANTI TANTI
 Address: BARUAH NAGAN STC
 Caste: MISC
 Drop out or Never enrolled: -
 Drop out in which class: -
 Child Labour: -
 Name of RSTC/NRSTC: BARUAH
 Educational Block: TORAJAN
 Age at the time of admission in RSTC/NRSTC: 14
 Date & year of admission: 11/11/14
 Photograph as per child profile in the centre:

Date & Year of mainstreaming: 11/11/2014
 Mainstreamed school: Baruah Nagan STC
 DSE Code: 12110102014
 Mainstreamed Class: VIII
 Name of the Head Teacher of the mainstreamed school: RIZ JAIN

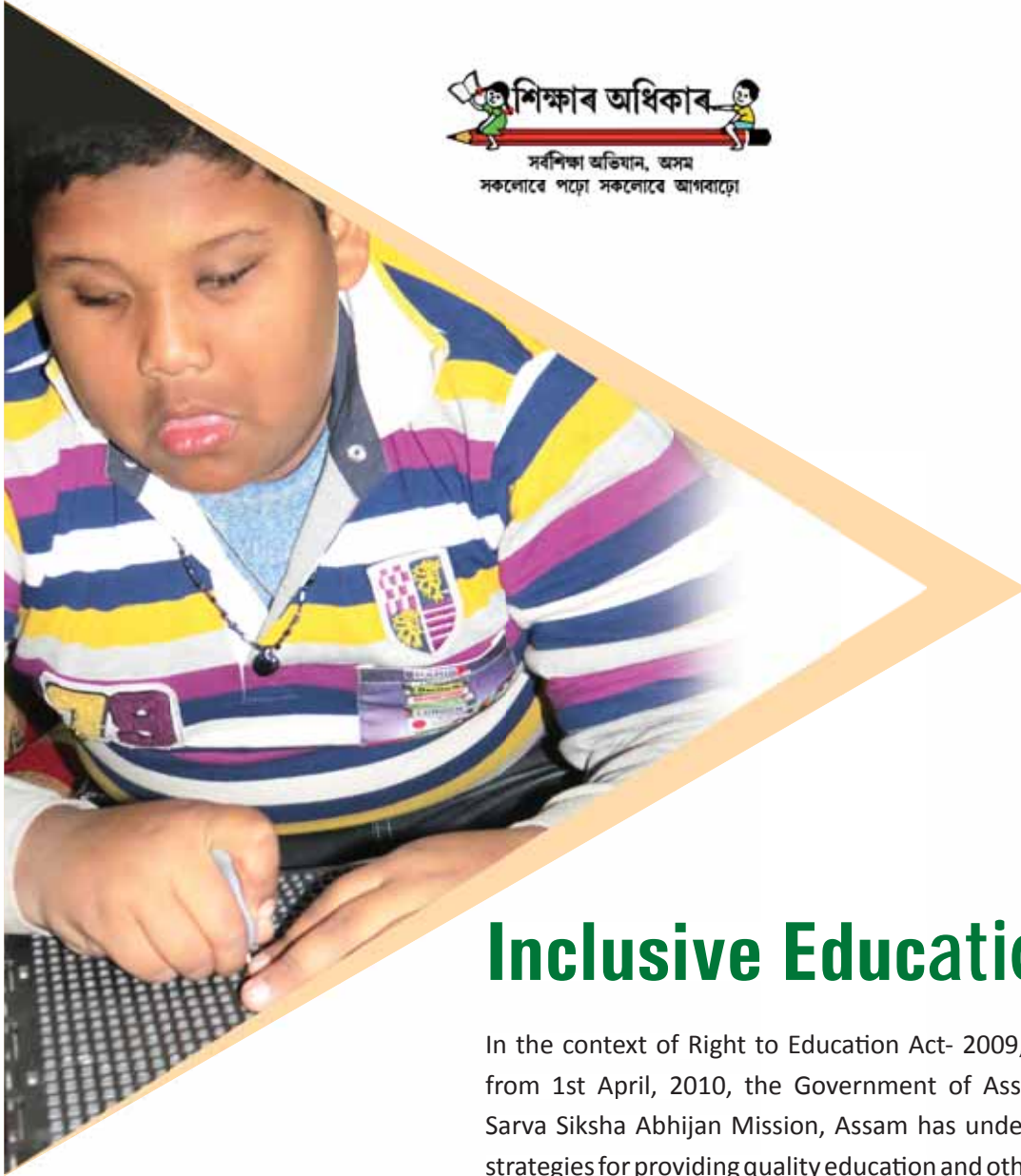
Year	Total Marks	Marks Obtained	Percentage	Division	Letter Marks	Subject
2014	600	345	57.5 %	2nd	2nd	Maths, English, Assamese, Social, Marathi

Background of the learner (you will be asked to write this when you appear in HSLC/NRSTC/CTC exam):
 She belongs to poor family. She was rescued from the street of Jorhat town, Snashan Road, she was a beggar. She was admitted in RSTC, Torajan. She secured 2nd division with 57.6%. She belongs to Tea Garden Community.

Present Status (Name of the Institution where he/she has appeared HSLC):
 N.S.S. Baruah Nagan.

Name of EVS & CT: 1. Vikash Kumar Jha, 2. Vikash Kumar Jha

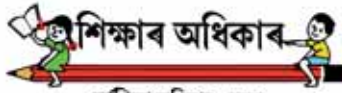
Rani Tanti was rescued from the street of Jorhat town, Snashan Road, she was a beggar. She was admitted in RSTC, Torajan. She secured 2nd division with 57.6%. She belongs to Tea Garden Community.



Inclusive Education

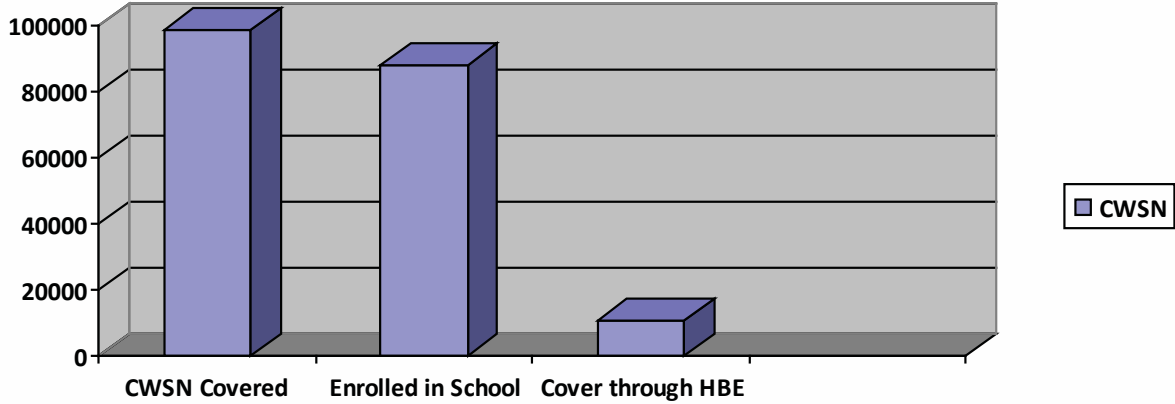
In the context of Right to Education Act- 2009, implemented from 1st April, 2010, the Government of Assam as well as Sarva Siksha Abhijan Mission, Assam has undertaken various strategies for providing quality education and other basic facility to the CWSNs in the age group of 6-18 years with an inclusive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



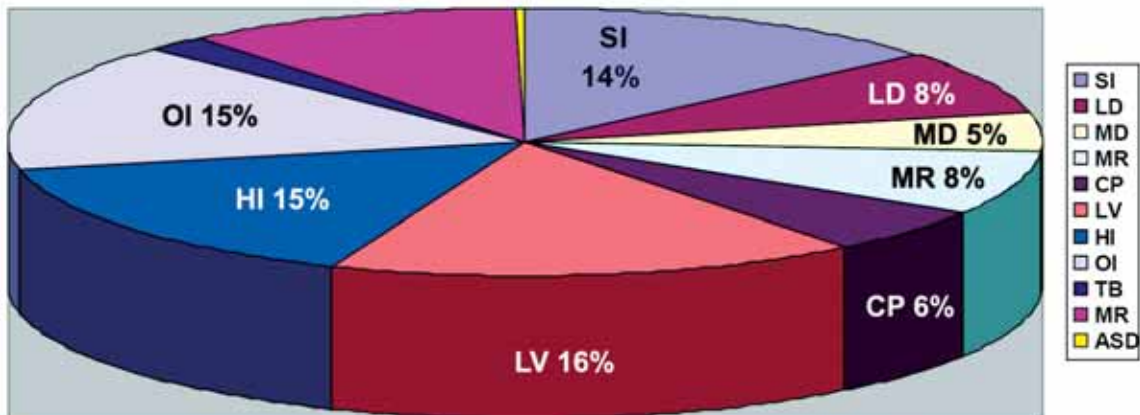


সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়োঁ সকলোৰে আগবাঢ়োঁ

Total Number of CWSN covered	98884
Number of CWSN Enrolled in schools	88316
Total No. of CWSN covered through Home Based	10568



Category-wise data of Children With Special Needs (CWSN) and Covered (2015-16)			
Category	No. of children Identified	Enrolled in School	covered through HBE
Low Vision (LV)	17903	16861	1042
Totally Blind (TB)	2059	1426	633
Hearing Impaired (HI)	16427	15186	1241
Speech Impaired (SI)	14559	13723	836
Orthopedically Impaired (OI)	16690	14569	2121
Cerebral Palsy (CP)	6069	4374	1695
Mentally Retarded (MR)	11278	9791	1487
Multiple Disability (MD)	5100	3837	1263
Autism Spectrum Disorder (ASD)	427	368	59
Learning Disability (LD)	8372	8181	191
Total	98,884	88,316	10,568





সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো

District wise Children With Special Needs during 2015-16

Sl. No	Name of District	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through HBE
1	BAKSA	2899	2625	274
2	BARPETA	5294	5232	62
3	BONGAIGAON	3470	3336	134
4	CACHAR	5534	5167	367
5	CHIRANG	1779	1758	21
6	DARRANG	2853	2745	108
7	DHEMAJI	2366	2063	303
8	DHUBRI	8631	6712	1919
9	DIBRUGARH	2446	2208	238
10	DIMA HASAO	3613	2862	751
11	GOALPARA	3755	3473	282
12	GOLAGHAT	2776	2728	48
13	HAILAKANDI	2032	1979	53
14	JORHAT	2972	2907	65
15	KAMRUP(Metro)	1253	1222	31
16	KAMRUP	3756	3720	36
17	KARBI ANGLONG	3051	2553	498
18	KARIMGANJ	4461	3990	471
19	KOKRAJHAR	2525	2088	437
20	LAKHIMPUR	3854	3585	269
21	MARIGAON	4174	2944	1230
22	NAGAON	7178	6550	628
23	NALBARI	2939	2655	284
24	SIBSAGAR	3357	3149	208
25	SONITPUR	5153	4539	614
26	TINSUKIA	2934	2234	700
27	UDALGURI	3829	3292	537
Total		98884	88316	10568

Re-engagement of IE functionaries

In the year 2015 -16 various strategies were adopted to evaluate and assess the performance of IE AARPs, ARPs and RPs before re-engage them for next term. Their performances were evaluated after observing various activities conducted in response to their job assigned in the agreement executed.

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

- Total 179 Additional Resource Person were engaged at block level.
- Total 234 Assistant Additional Resource Persons were engaged at GP level.

Medical Assessment Camps of Orthopedically Impaired Children:

- Assessment camps were completed in 27 districts for providing Aids & Appliances to Orthopedically Impaired (OI) Children. Total 128 camps were organized at block level.



District-wise details of Assessment camp -OI

Sl. No	District	No. of camp/day	Target for assessment
1	NALBARI	04	240
2	BAKSA	04	300
3	BARPETA	06	480
4	DHUBRI	07	900
5	GOALPARA	04	420
6	KOKRAJHAR	02	300
7	BONGAIGAON	04	360
8	CHIRANG	02	240
9	KAMRUP (Metro)	02	90
10	KAMRUP	07	180
11	DARRANG	03	300
12	UDALGURI	03	540
13	SONITPUR	06	600
14	LAKHIMPUR	05	420
15	DHEMAJI	03	180
16	KARIMGANJ	05	420
17	HAILAKANDI	03	180
18	CACHAR	08	540
19	DIMA HASAO	06	420
20	KARBI ANGLONG	08	120
21	MORIGAON	03	420
22	TINSUKIA	05	240
23	DIBRUGARH	05	180
24	SIVASAGAR	05	300
25	JORHAT	05	180
26	GOLAGHAT	04	240
27	NAGAON	09	660
Total		128	9,450

A total of 8047 numbers of Orthopedically Impaired children were identified for aids & appliances out of 9450 children. Accordingly, aids & appliances like tricycles, wheel chair, elbow crutch, auxiliary crutch, AFO, KFO etc. were distributed to Orthopedically Impaired Children.

The assessment & distribution camp for Hearing Impaired (HI) children for providing aids & appliances

were completed in the month of January, 2016. Total 5048 nos. of hearing aids were distributed to Hearing Impaired Children.

Curricular Adaptation:

In order to understand how to create effective inclusive classroom, especially where CWSN are present, teachers must develop their knowledge and skills and understanding of key strategies critical to achieving success. The Right to Education (RTE) Act 2009 makes elementary education a fundamental right of every child. Schools and classrooms need to be reflected this social, constitutional and legal right of every child to be included in the educational process and practice – classroom need to be ready include students from different backgrounds, with different needs and abilities. Therefore, adaption at every level is a very important which means adjusting assessment, material, curriculum, or



Meeting With UNICEF & SCERT On Curricular Adaptation

classroom environment to accommodate a student needs so that he/she can participate in and achieve the teaching –learning goals. Keeping this point in mind, to train the teachers on curricular adaptation, a state level KRP training on curricular adaptation was conducted where district and state level functionaries of SSA actively took part and State Resource Group was formed.

BACKGROUND

- The department of Education of Groups with special needs NCERT developed a handbook on “Including Children with Special Needs (Primary Stage)”. In order to roll out this handbook in states and also to develop a pool of resource

person, NCERT organized a workshop in the month of October, 2014 where in functionaries of SSA were actively involved. Steps involved were :-

- State Level Consultation on National Inclusive curriculum in collaboration with UNICEF- Assam & SCERT on 24th and 25th May, 2015.
- Resource person from NCERT, New Delhi, Education specialist from UNICEF, New Delhi and Assam were attended the programme.
- Follow up meeting on Inclusive Education was held on 16th July, 2015.
- The officials from SCERT, SSA, UNICEF-Assam were attended the meeting where the draft road map was finalized.
- The State Resource Group (SRG) members were selected from SCERT, SSA, NGO, AMSS, SEBA and teachers of different Schools.
- It was discussed to develop a module cum hand book on inclusive education for Elementary schools of Assam based on NCERT hand book.

ROAD MAP FOR PROMOTING INCLUSIVE EDUCATION, 2015-16

1. Formation of State Resource Group (SSA, SCERT, RMSA, DEE, DIETs, SEBA, etc.)
2. Re-considering the existing curriculum in terms of ensuring inclusive education, analysis of teaching learning resources from IE perspectives, using the NCERT tools and hand books.
3. Drawing out /formulation of guidelines for preparing teaching learning resources from IE perspectives.
4. Development/analysis/review of State Text Books from IE perspectives.

Key Resource Person (KRP) Training on Curricular Adaptation:

State level KRP Training on curricular adaptation



KRP training on Curricular Adaptation

was held from 21st to 23rd December, 2015 at State Mission Office, SSA, Assam. Total 64 IE functionaries were trained as KRP. The trained KRP imparted training to 4935 teachers of elementary schools at block level. Module for the training programme was developed at SMO with the help of SCERT & DIET.

Community Awareness programme on Inclusive Education:

- a. GP level awareness meeting on inclusive education was held with parents of CWSN, teachers, PRI members, Mother Groups, Asha Karmies, Anganwadi Karmies etc. The programme was conducted successfully in 290 venues covering all educational blocks of the State and covered about 55,737 community people.
- b. Street drama was performed in 63 venues in the State. The street play was performed by 11 local NGOs manifested the issues of inclusive education.
- c. Installed 6 nos. of Hoarding in each block head quarter of Lakhimpur district. The hoarding shows the aids and appliances use by CWSN, activities of Day Care Centre, Braille reading, Sign language and rights of CWSN.



d. Distribution of leaflet among the schools teachers, parents and other line department.



Hoarding on Inclusive Education

District-wise camp and participant

Sl. No	District	No. of camp	No. of participant
1	BAKSA	8	2840
2	BARPETA	14	3407
3	BONGAIGAON	8	2013
4	CACHAR	16	6480
5	CHIRANG	4	620
6	DARRANG	6	513
7	DHEMAJI	6	1350
8	DHUBRI	14	3524
9	DIBRUGARH	12	432
10	DIMA HASAO	10	210
11	GOALPARA	8	134
12	GOLAGHAT	10	580
13	HAILAKANDI	6	3334
14	JORHAT	12	2135
15	KAMRUP	18	2700
16	KAMRUP(Metro)	4	1196
17	K. ANGLONG	22	2200
18	KARIMGANJ	12	950
19	KOKRAJHAR	8	4875
20	LAKHIMPUR	12	3758
21	MARIGAON	8	683
22	NAGAON	22	4122
23	NALBARI	8	400
24	SIBSAGAR	12	2447
25	SONITPUR	14	2449
26	TINSUKIA	10	1795
27	UDALGURI	6	590
Total		290	55737

Topics of awareness programme were -

- Inclusion,
- Create awareness on laws & acts on disability,
- Referral services available,
- Acceptance of people with disabilities in the society,

Awareness Meeting

Awareness Meeting on Japanese Encephalitis:

Awareness meeting was conducted on Japanese Encephalitis in 54 blocks of 10 districts in convergence with Health Department of the district. The objective was to create awareness about Japanese Encephalitis. During the meeting the following topics were discussed:

- Prevention, causes, remedies, precaution.
- Care & management of affected children.
- Educational perspective.
- Counselling about the problem faced by the parents of affected children



The District-wise camp and participant was as follows.

Sl. No.	Name of District	No. of participant (Japanese Encephalitis Awareness prog)	
		Target	Achievement
1	BARPETA	435	356
2	DHEMAJI	900	876
3	DIBRUGARH	483	460
4	GOLAGHAT	300	300
5	JORHAT	900	860
6	LAKHIMPUR	300	287
7	SIBSAGAR	416	415
8	SONITPUR	350	320
9	TINSUKIA	1979	1979
10	UDALGURI	0	0
Total		3945	3861

Distribution of Disability Certificate (DC):

Disability Certificate was provided to the children by organizing assessment camp in convergence with District Social Welfare Department and Health Department. Total 4,723 CWSN received disability certificate.

The District wise Distribution of disability certificate was as follows:

District	No. of CWSN received DC
BARPETA	88
CACHAR	76
CHIRANG	8
DARRANG	106
DHEMAJI	500
DHUBRI	450
DIBRUGARH	12
GOALPARA	155
GOLAGHAT	28
JORHAT	224
KAMRUP(R)	500
KAMRUP(M)	520

District	No. of CWSN received DC
KARBI ANGLONG	37
KARIMGANJ	56
KOKRAJHAR	450
LAKHIMPUR	86
MARIGAON	367
NAGAON	244
NALBARI	91
SIBSAGAR	201
SONITPUR	189
TINSUKIA	234
UDALGURI	345
Total	4723

Training for Parents and Guardians on Therapy Services:

Training for parents and guardians on therapy services were held during the month of July and August, 2015 at block level. In the programme, IE Resource Person and Physiotherapist acted as Resource Person. Total 4439 nos. of parents and guardians were trained on therapy services.

A day long Post Operation Camp and Screening of Cleft Lip and Palate by Mission Smile:

The camp was organized at district level in convergence with Mission Smile during January and February, 2016. Parents were informed about the treatment & services available for children with cleft lip & palate and services available at free of cost. Screening was held for surgery and follow up of post operative patients was conducted for providing speech therapy. A total of 764 children were covered.

Distribution of of Braille Books :

The Braille books for Class I- VIII have been printed and distributed amongst the children. Total 1146 nos. of CWSN were provided Braille Books for the academic year 2016.





শিক্ষাৰ অধিকাৰ
সৰ্বশিক্ষা অভিযান, অসম
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District-wise & class-wise distribution of Braille Books for the Academic year 2016.

Sl No	District	I	II	III	IV	V	VI	VII	VIII	Total
1	BAKSA	7	6	3	3	4	2	1	0	26
2	BARPETA	7	12	12	13	13	5	2	2	66
3	BONGAIGAON	9	5	13	8	13	3	0	2	53
4	CACHAR	11	9	10	8	5	5	2	1	51
5	CHIRANG	0	14	6	3	2	1	3	2	31
6	DARRANG	21	14	16	3	2	2	2	2	62
7	DHEMAJI	0	1	2	2	2	4	0	1	12
8	DHUBRI	3	5	6	5	6	1	1	0	27
9	DIBRUGARH	26	10	10	10	7	4	2	2	71
10	DIMA HASAO	0	8	0	0	0	0	0	0	8
11	GOALPARA	8	7	4	4	3	4	0	5	35
12	GOLAGHAT	0	9	8	8	7	3	0	1	36
13	HAILAKANDI	11	4	11	3	13	3	2	6	53
14	JORHAT	20	22	15	9	7	9	6	5	93
15	KAMRUP(Metro)	9	6	7	5	7	11	6	5	56
16	KAMRUP	3	8	4	8	3	6	4	4	40
17	K. ANGLONG	2	5	11	9	10	6	6	0	49
18	KARIMGANJ	20	13	6	5	5	6	2	1	58
19	KOKRAJHAR	2	0	5	0	0	0	0	1	8
20	LAKHIMPUR	25	15	9	9	18	7	12	11	106
21	MORIGAON	9	7	10	6	5	5	3	3	48
22	NAGAON	5	11	7	8	11	7	7	6	62
23	NALBARI	3	5	5	4	2	3	1	0	23
24	SIBSAGAR	3	7	3	0	1	1	1		16
25	SONITPUR	18	7	6	3	3	3	3	4	47
26	TINSUKIA	7	6	6	2	1	0	0	2	24
27	UDALGURI	1	1	0	0	0	1	0	0	3
Total		230	217	195	138	150	102	66	66	1164

Corrective surgery:

- Identification of children for corrective surgery were completed in the month of August, 2015
- Around 187 numbers of surgeries were done in collaboration with Shankardeva Netralaya, and other Local Civil Hospitals of the districts.

Celebration of World Disabled Day and Braille Day:

World Disabled Day was celebrated in all districts at block level on 3rd December, 2015 and Braille Day was celebrated in all districts at district level on 4th January, 2016. Various competitions amongst CWSN,

rally, yatra or procession, community awareness meeting were organized during the programme.:

- Pre reading and writing skill of Braille
- Counseling etc.



Support at Day care centre

Observation of World Disabled Day at block level

Day Care Centre:

Total 145 Day Care Centers are running successfully in all 145 educational blocks. Services provided in the Day Care Centers are :

- Training on daily living skills
- Physical management
- Speech therapy
- Academic support for slow learners

Maintenance of Child Profile and Individualized Education Plan (IEP):

Preparing need based plan for providing better and goal oriented intervention to CWSN at school and at home. IEP for 19,015 CWSN were prepared during the year 2015-16 out of 39,413 targeted CWSN.

National Education Day:

- National Education Day was observed at block level. Games, sports and art competitions amongst all children including Children with Special Needs were conducted in the programme.



Convergence Programme with different Organization:

Sl. No.	Name & Address of the NGOs	Area of involvement
1	Mrinaliyoti Rehabilitation Centre, Duliajan	Awareness campaign and capacity building through workshop
2	Mission Smile	Corrective Surgery and training on Speech Therapy
3	Prerona, Chinamora, Jorhat	Awareness campaign and 90 days Foundation Course
4	Special Olympics Bharat, Assam Chapter	Capacity building through workshop & trainings, SOB and district & block level games and sports for CWSN
5	Mahendra Mohan Hospital, Guwahati	Disability Certificate
6	Sishu Sarathi, Guwahati	Awareness campaign and capacity building through workshop & training in district, block & cluster levels IE functionaries, resource support
7	Sankar Mission, Nagaon	Training in district, block & cluster levels on Braille
8	LGBRIMH, Tezpur	IQ assessment
9	Blind-School, Guwahati	Workshop & training
10	Composite Regional Centre, Guwahati	Medical assessment camp, workshop & training
11	ALIMCO	Medical assessment camp, distribution of aids & appliances
12	Mental Welfare Society, Nalbari	Awareness campaign and capacity building through workshop & training in district, block & cluster levels IE functionaries
13	DDRC, Tezpur	Distribution of aids & appliances
14	Deaf and Dumb School, Kahilipara, Guwahati	Awareness campaign and workshop
15	Dristidan, Jalukbari, Guwahati	Workshops and training
16	National Federation of the Blind (NFB)	Computer literacy for blind children
17	VAANI	Parental counseling, awareness campaign and capacity building through workshop & training
18	Starkey	Medical assessment camps, distribution of hearing aids
19	Varat Vikash Parishad	Distribution of hearing aids
20	Oil India Ltd., Noonmati	Distribution of aids & appliances
21	Joint Director of Health Services	Medical camp for disability certificates, training, corrective surgery
22	NIMH	Training, supply of MR kit
23	NIEPMD	Training, supply of MR kit, VI kit
24	Lions Club	Distribution of aids & appliances, training
25	Social Welfare Department	Disability certificate, scholarship
26	Shankardeva Netralaya, Guwahati	Corrective surgery
27	UNICEF	Training

Kasturba Gandhi Balika Vidyalaya



Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme was launched in 2004 by Government of India to make the education system more responsive to the needs of marginalised girls and to enhance their access and retention. Under the scheme, residential schools at upper primary levels were set up in the Educationally Backward Blocks (EBB), towns and minority concentrated areas all over the country. The scheme provides upper primary level education for girls in the age group of 10-14 years belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, Minority communities and children of families below the poverty line.

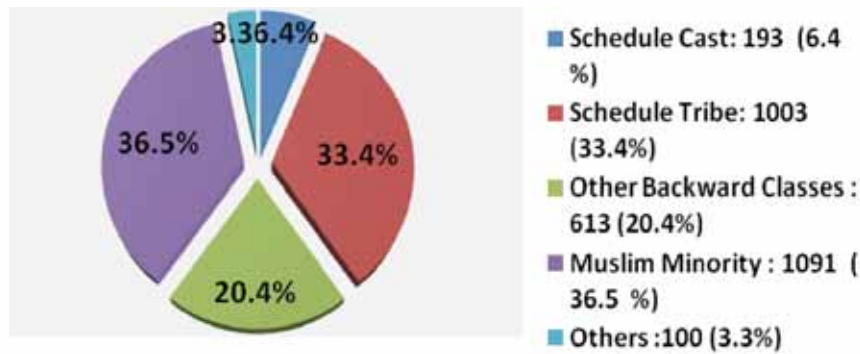
In the year 2007-08 the scheme was introduced in Assam. Since inception till 2015-16, altogether 57 KGBVs have been opened in 56 EBBs and 1 town in 24 districts of Assam viz. Barpeta (5), Baksa(2), Bongaigaon(1), Cachar(1), Chirang(1), Darrang(3), Dhemaji(2), Dhubri(8), Dima Hasao(2), Dibrugarh (2), Goalpara(2), Hailakandi(1), Kamrup(2), Karimganj(1), Kokrajhar(3), Karbi Anglong(5), Morigaon(1), Nalbari(1), Nagaon(3), Sivasagar(1), Sonitpur(4), Tinsukia(3), Udalguri(2) and one township i.e. Lakhimpur(1).



Year wise operational status of KGBV at a glance

Year	Target	Achieved
2007-08	15	15
2008-09	11	11
2010-11	11	11
2011-12	20	15 (2012-13) & 5 (2013-14)
Total till 2015-16	57	57

Coverage of Children in KGBVs



Class wise Enrolment in KGBVs

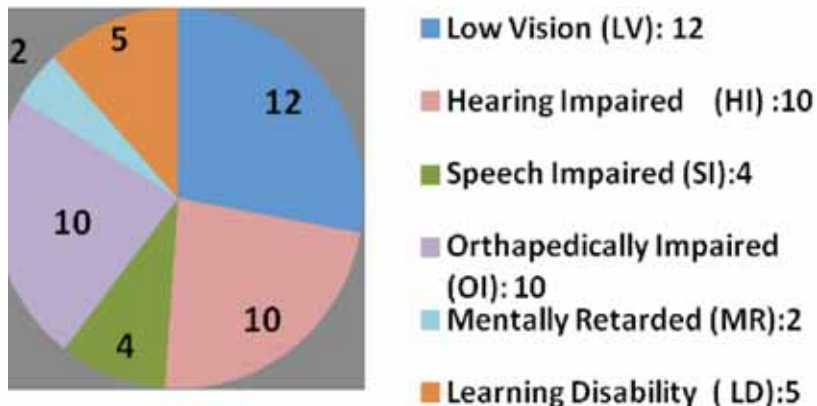
Model	Total No. of KGBVs	Class VI	Class VII	Class VIII	Total Enrolment
Model-I	3	79	113	108	300
Model-II	54	899	831	970	2700
Grand Total	57	978	944	1078	3000

Model-I: Seat capacity of 100 children

Model-II: Seat capacity of 50 children

Representation of Children With Special Needs (CWSN) in KGBVs

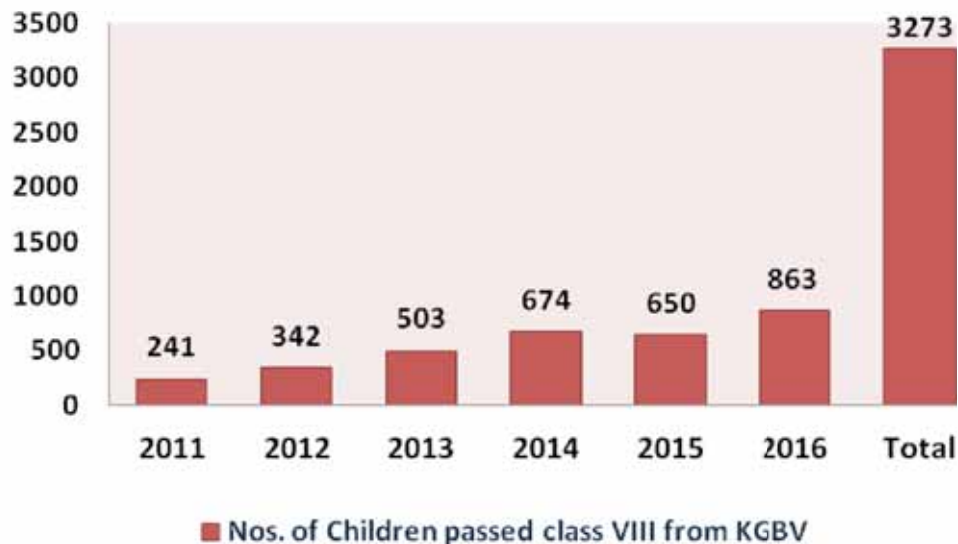
Category of CWSN



• Total nos. of CWSN in KGBV: 43

Achievements

Completion of Elementary Education (Class VIII) and admission in Class-IX:



HSLC (Class X) result of KGBV pass out girls:

Year of appearing HSLC	Total appeared HSLC	Total passed out	Pass percentage	1st div	2nd div	3rd div	Total no. of students secured letter
2015	373	283	75.9	31	143	109	30
2014	253	179	70.75	24	92	63	16
2013	171	163	95.32	18	69	76	17

- The first batch of KGBV children appeared HSLC exam in the year 2013
- Ms. Samina Khatun from KGBV Nayer Alga under Dhubri District secured 100 out of 100 marks in Mathematics subject in HSLC exam in the year 2015.

Prizes and Scholarship for the year 2015-16:

- Total 17 students from KGBV - Behali under Sonitpur district received the scholarship from Hon'ble Chief Minister's merit scholarship scheme for the year 2015.
- Jimpy Hazarika, a student of KGBV - Guijan under Tinsukia district won a Gold Medal in the All Assam Inter District Kick Boxing Championship held from 28th to 30th January, 2016 at Tinsukia district.
- Total 28 girls from KGBV - Paschim Abhoipur under Sivasagar district took part in the ceremonial parade competition in the Independence Day, 2015 and also in the Republic Day, 2016 and got 1st prize which was observed centrally at Sonari of Charaidew sub-division. KGBV - Paschim Abhoipur under Sivasagar district got 1st prize in parade competition in the Independence Day and Republic Day consecutively for 11 times.
- Total 5 children from KGBV - Mandia under Barpeta district received 1st prize in various sports competitions like 100 metre race, long jump, tug of war and music chair on Republic Day celebration in January, 2016.
- Total 21 numbers of girls from KGBV - Behali under Sonitpur district from class VI and class VII appeared for the merit scholarship, viz., HRDI Talent Search Examination 2015, conducted by



the Human Resource Development Institute, in which the students got merit certificates.

Steps towards enhancement of quality education in KGBV:

In order to enhance the quality of education and to ensure all round development of the children, it is very important to impart knowledge and training in co-curricular activities along with academic curriculum. It is important to provide holistic education to the children, one that helps to enhance the confidence and overall personality development of the children. The curriculum in KGBV is enhanced/enriched to foster the overall development of the girls. It comprises of academic as well as co-curricular activities such as:

Specific Skill training:

Following specific skill training provided to the girls of KGBV with the help of trained instructors-

- Weaving.
- Craft activities (includes cushion, table cloth, soft toys, flowers, etc).
- Embroidery.
- Tailoring.
- Agarbatti making.

Specific skill training helps girls to learn new skill, empower them and make them self reliant for their future.



Self Defence/Martial Art Training:

Following self defence/martial art training given to the girls of KGBV-

- Karate
- Tae Kwon Do
- Judo
- Muay Thai

Self defence training not only teaches girls self defence techniques but it also helps in building discipline, courage, confidence, building greater awareness, increased concentration and building healthy body and mind. This will further enhance the performance of the children in academics.



Life Skill Education:

Life skill education classes has been formally started in all the 57 KGBVs and all 10 (ten) core life skills were taught to children of KGBV by teachers trained on 'Life Skills' at State level to face all the challenges of life and cope up with any situation with positive thinking. The manual on life skill education is available in all the KGBVs.

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

The girls in KGBVs are mostly adolescents and are in need of education on health and hygiene, adolescent stage and menstrual hygiene practices. Keeping this in mind, all the children in KGBVs were given training on above areas by trained teachers of KGBVs with the help of modules, videos, photographs etc. The training is very important for girls to live healthy, productive and dignified lives and to be able to manage menstrual process effectively. The training helped to promote better awareness amongst girls to overcome the embarrassment, cultural practices and taboos about menstruation that impact negatively on girl's lives.

Sports Activities:

Various sports activities like Badminton, Carom, Volley ball, Chess, Skipping etc. are learned by children of KGBVs. Sports materials like volley ball with net, chess, skipping rope, badminton rackets etc. were provided to every KGBV. In addition, UNICEF has provided one sports kit to every KGBV and organised training for one teacher of each KGBV on "sports for development of children" in the month of August, 2015. The sports kit consists of the following items:

- Skipping rope,
- Volley ball with net,
- Football,
- Delinquent ring,
- Handball,
- Ground marker disk,
- Ground marker cone,
- Stop watch, plastic whistle, pump inflating kit.

Children play various sports games every day and trained teachers assist them in learning. Physical activity/sports help a child's academic achievement by improving concentration, memory and classroom behaviour.

Capacity Building of KGBV Teachers:

A 4 day State level training on 'Life Skill Education':

A 4-day State level training on 'Life Skill Education' was organised for Wardens and one full time Assistant



Teacher of all the 57 KGBVs by SSA in collaboration with UNICEF. In the first phase, 57 Wardens were given training from 8th to 11th December, 2015 and in the second phase, 57 full time Assistant Teachers were imparted training from 18th to 21st January, 2016. After completion of the training programme, a formal letter has been issued to introduce "Life Skill Education" in all the KGBVs on weekly basis. Warden and one full time Teacher who were given training on Life Skill Education conduct the classes in their respective KGBVs with the help of manual that was provided to them during the training programme. A strategy has also been developed to monitor the proper implementation of Life Skill Education in all the KGBVs by SSA and UNICEF officials.



Training on 'Sports for Development of Children':

A day long State level training on 'Sports for



Development of Children' was provided to one teacher from each KGBV by SSA in collaboration with UNICEF in the month of August, 2015. Total 57 teachers attended the training programme. The training was a part of capacity building programme of teachers on the proper use of sports kit which was given to all the KGBVs by UNICEF in the year 2014 -15. Following topics were covered in the training:

- Status of physical education and game in India,
- Relation between game and education,
- Discussion on sports kit ,
- What is physical training session (warm up, why warm up is necessary, cool down),
- Discussion and training,
- Safety and security during physical training / game; physical and mental,
- First aid,
- Health, hygiene and balance diet,
- Steps to be taken for equal participation of girls in sports,
- Four pillar of sports.

Training on Academic Transaction to Enhance Quality of Education in KGBVs:

Teachers of KGBV participated in the day long Cluster level monthly orientation (total 5 orientations in a year) for LP/UP teachers which was organised by Teachers Training Component of SSA. Major highlights of the training were on orientation on text books, implementation of CCE, lesson plan, pupil progress card and academic issues.

Visit of Japan National Committee Members, Japan to KGBV:

A team consisting of 5 members from Japan National Committee, Japan visited Kasturba Gandhi Balika Vidyalaya (KGBV), Paschim Abhoipur, Sivasagar district on 16.03.16 in order to see the life skill training session that is being conducted in KGBV by the trained teachers to the children. The team interacted with the children of KGBV, teachers and non teaching staff along with officials of State, District and Block who are in-charge of KGBV. The team was given an introduction of the KGBV scheme, its management



and life skill education in KGBVs by State official Ms. Sharmila Thakur who accompanied them in the visit. The members took the feedback from teachers and students about life skill education and how it will help them in their everyday life. The team took one

case study/ interview from one of the girls studying in KGBV about her experiences in studying in KGBV and feedback on life skill education and how it will help her. The visiting team from Japan was also shown various vocational items prepared by children, wall magazine and a demonstration of self defense-Martial Art techniques by few children.



The visit of delegates from Japan was a very good opportunity for children and staff of KGBV, Paschim





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Abhoipur and officials of SSA to interact with them and give them an insight about the KGBV scheme. It also gave them a platform to show their activities at international level. It was a learning experience for the entire KGBV staff and children along with officials of State, District and Block levels. The Japan National Committee members were very much happy and highly impressed after visiting the KGBV and seeing various activities of children.

Health Screening of KGBV Children:

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

- Bi monthly health screening for all the learners of KGBV was conducted in association with NHM/PHC. As per need, children were given medicines, vitamins-A and D, iron and folic acid for girl children suffering from anaemia.
- Treatment of all minor ailments, including malnutrition was done.
- Referral of children requiring secondary and tertiary care to the appropriate facility for specialist review, appropriate investigations, treatment of the disease and follow-up.
- Integration of adolescent nutrition education, health promotion, menstrual health and hygiene by experts was done to prevent disease and promote health.
- Health profile of all the learners is maintained in all the KGBVs.
- The food menu in all the KGBVs is made as per the daily requirement of adolescent children and is displayed in kitchen, office room noticeable by the learners, staff and visitors.

Menstrual Hygiene Management (MHM) and Reproductive Health:

KGBV girls who have attained puberty are provided training on MHM by the trained teachers with the help of training module/manual, different activities and showing video on MHM. The training helped to promote better awareness amongst girls to overcome the embarrassment, cultural practices and taboos

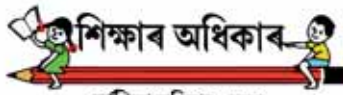
about menstruation that impact negatively on girl's lives. Following are the steps taken in this regard:

- Menstrual hygiene management training was given to the Warden and full time Teachers of KGBVs at State level.
- Orientation and training was given to the girl children by teachers of KGBV about menstruation, managing menstruation hygienically and safely after they attained puberty. Girls in KGBV are also oriented about reproductive health and personal hygiene.
- Availability and use of sanitary pads for the children in KGBV who have attained puberty and disposing of sanitary materials safely.
- Support is also given by the girls and teachers to other girls in KGBV with information on good menstrual hygiene practices – especially to younger girls who have not attained puberty which is important for preparing younger pre-adolescent girls for menstruation.
- Building awareness about negative attitudes and perceptions. Addressing dangerous myths, taboos & practices and challenging negative perceptions.

Steps on Inclusive Education in KGBVs:

- Resource Persons under Inclusive Education (IE) component of SSA visited KGBV centre regularly and given need based support to CWSN children and KGBV teachers.
- Aids and appliances were given to CWSN girls studying in KGBVs as per need.
- CWSN children studying in KGBVs attended the medical assessment camps organized by IE component of SSA with the help of NHM, PHC camps, Block, Civil Hospitals, Medical Colleges and Medical Trust. The expert team assess and recommends various support services to the identified CWSN according to their disabilities in the camp and rehabilitation support services, educational support services etc. were given for ensuring quality education to CWSN in inclusive setup with non disabled peer group, to integrate them socially.





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- All the new permanent KGBV buildings were constructed with barrier free access.

Observance of National/International Day:

Important National/International Days like 'Independence Day', 'World Environment Day', 'Teachers Day', 'Global Hand Wash Day', 'Children's Day', 'Gandhi Jayanti', 'National Girl Child Day', 'Rabha Divas', 'Tithi of Shankardeva and Madhabdeva', 'Sukafa Divas' etc. were observed in all the KGBVs with various competitions like essay, dance, quiz, art competition etc.



Quarterly Wall Magazine in KGBV:

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



Parent Teacher Meet (PTM):

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

Co-curricular and Recreational Activities:

Co-curricular activities for the overall development of the children were conducted in each KGBV with the help of teachers, instructors and Resource Persons from community. Children learnt various co-curricular activities like dance and drama, playing musical instruments like harmonium, tabla etc., folk stories, folk songs, recitation etc. Children of KGBVs also participated in various co-curricular events like debates, cultural activities and won awards.



Evaluation of Learners:

- When a child takes admission in KGBV, her baseline assessment is done and accordingly she is selected for the particular class in which she will receive the bridge classes.
- After completion of the bridge course, the child is mainstreamed in the formal course in KGBV and evaluation is done as per formal school system i.e quarterly (four evaluation in a year).
- The 4th and final evaluation is conducted in the KGBV in the month of December, in which marks of all the previous evaluation are calculated and final grade is given to the children. After final evaluation, children are promoted to the next higher classes.
- The CCE is strictly adhered to in line with the

formal school academic calendar and record kept at the centre. The detail progress report is sent to the parents/guardians.



Supply of Educational Materials, Stationary, TLM to KGBV:

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

Monitoring of KGBV:

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

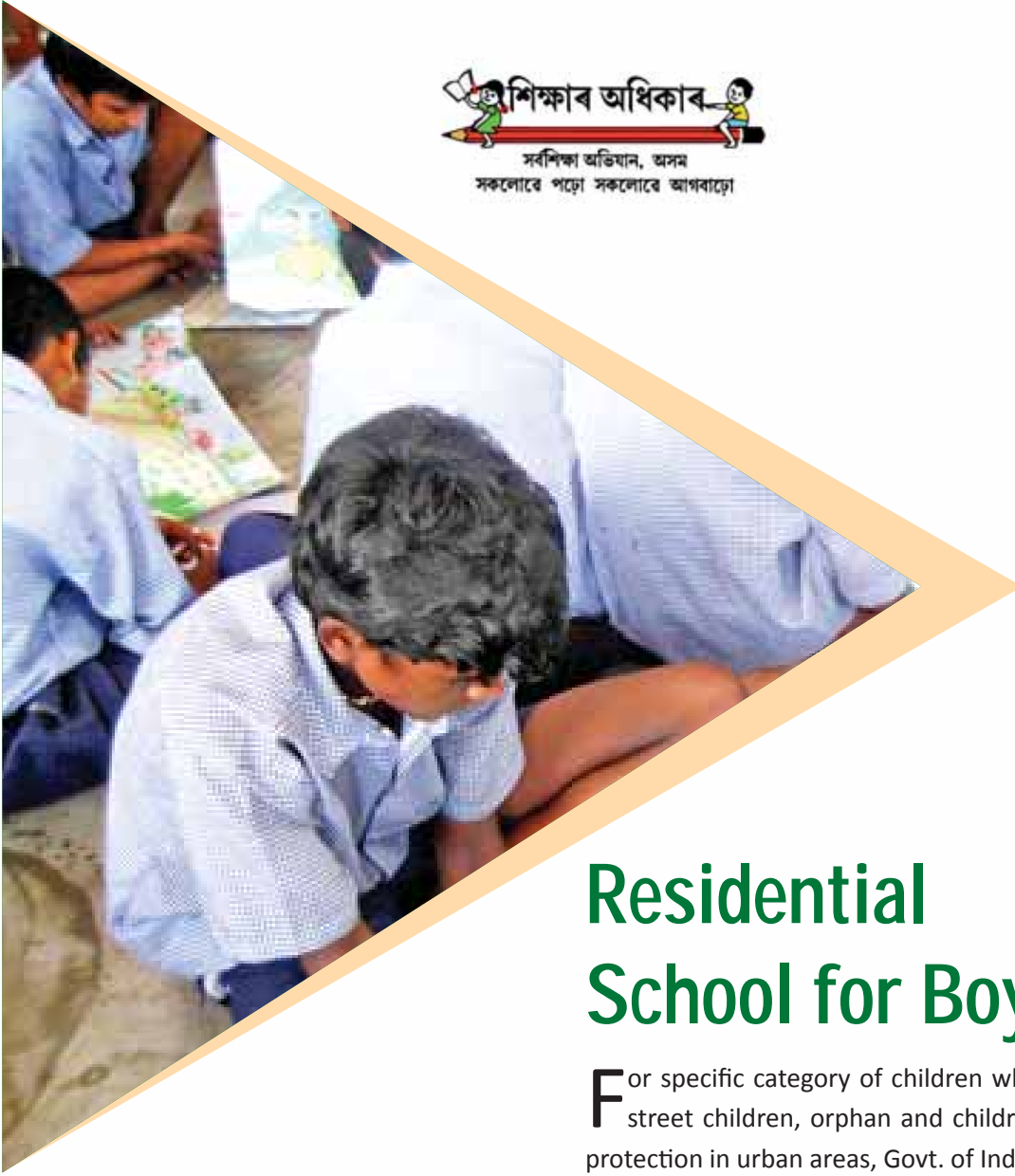
Management of KGBV:

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



Newly Constructed KGBV Building





Residential School for Boys

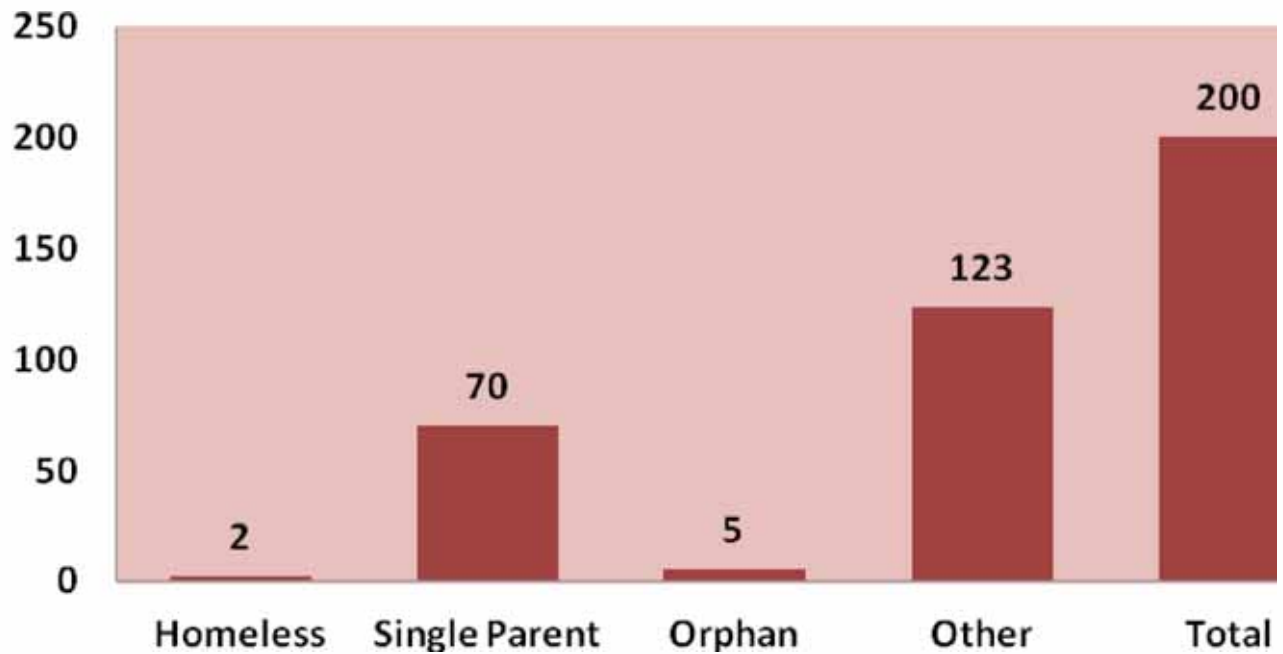
For specific category of children who are homeless, street children, orphan and children without adult protection in urban areas, Govt. of India under Ministry of Human Resource Development (MHRD) approved two numbers of Residential Schools for Boys (RBS) at urban area in the State of Assam in the year 2011-12. Accordingly, in the year 2012-13, two (2) residential schools for boys were opened in Guwahati under Kamrup Metro district and Silchar in Cachar district covering 100 children in each school. As per the guidelines, these residential schools will cater to the large number of urban deprived children particularly homeless, street children, orphan and children without adult protection who require not merely day schooling facilities, but also lodging and boarding facilities. These two residential schools are for boys only and cover children in the age group of 10-14 years with classes from VI to VIII standard (upper primary level).



Social category-wise children:

District	SC	ST	OBC	Muslim Minority	Others	Special Category		Total Enrollment
						BPL	CWSN	
Kamrup (M)	12	14	38	36	0	100	0	100
Cachar	55	22	5	16	2	100	0	100
Total	67	36	43	52	2	200	0	200

Type of children:



Class-wise enrolment:

District	Class VI	Class VII	Class VIII	Total Enrolment
Kamrup (Metro) (M) Guwahati	59	28	13	100
Cachar	53	25	22	100
Total	112	53	35	200

Drop out/never enrolled children:

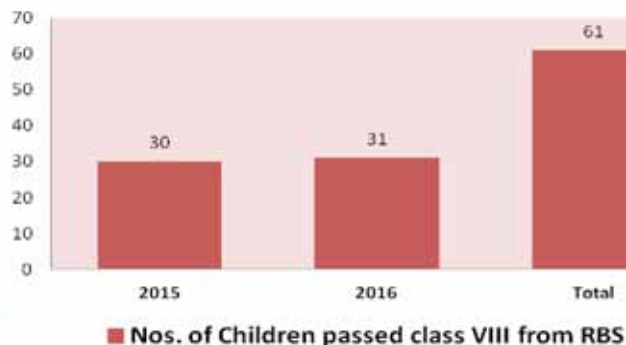
District	Drop out	Never enrolled	Total
Kamrup (Metro)	74	26	100
Cachar	91	9	100
Total	165	35	200





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Year-wise completion of elementary education (Class VIII) and admission in Class-IX:



- Year 2015: Total 30 children were mainstreamed to Class IX from RBS, Cachar in January, 2015.
- Year 2016: Total 5 children were mainstreamed to class IX from RBS, Kamrup (Metro) and 26 were mainstreamed to class IX from RBS, Cachar in January, 2016.



Capacity Building:

A 4 day State level training on 'Life Skill Education':

A 4-day State level training was organised for one Asstt. Teacher and a Counsellor of each of 2 residential Schools on 'Life Skill Education' by SSA in Collaboration with UNICEF. "Life Skill Education" has been formally started in both the residential schools on weekly basis. One Asstt. teacher and Counsellor who were given training on life skill education will conduct the classes in their respective residential school with the help of manual that was provided to them during the training programme. For effective implementation of the life skill programme, monitoring and follow up was done by SSA officials at State and District levels and Unicef officials.

Training on 'Sports for Development of Children':

A day long State level training on 'Sports for Development'

was provided to one teacher from each residential school for boys by SSA in collaboration with UNICEF in the month of August, 2015.

Training on Academic Transaction to Enhance Quality of Education in RBS:

Teachers of Residential School for Boys participated in the one day Cluster level Monthly orientation (total 5 orientations in a year) for LP/UP teachers which was organised by Teachers Training Component of SSA. Major highlights of the training were on orientation of text books, implementation of CCE, lesson plan, pupil progress card and academic issues.

Chief Minister Scholarship Examination:

Total 18 students from RBS, Cachar and 3 students from RBS, Kamrup (Metro) passed the Chief Minister Scholarship Examination for the year 2015.

Health Screening of RBS Children:

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

Observance of National/International Day:

World Environment Day was celebrated by the children of residential boy's schools in Cachar and Kamrup (Metro) districts. Children planted saplings in residential school, Cachar and Kamrup (Metro) on the occasion and they were made aware of the importance of protecting their environment. National Education Day, Independence Day, Teachers Day, Gandhi Jayanti, Global Hand Wash Day, Rabha Divas, Tithi of Shankardeva and Madhabdeva, Sukafa Divas etc. were also celebrated in RSB, Cachar and Kamrup (Metro) where children participated in various curricular and co-curricular activities.

Awareness Rally:

An awareness rally on the occasion of “World AIDS Day” on 1st December, 2015 and “Child Protection Day” on 4th March, 2016 was organised by the students of RBS, Cachar.



Disaster Management Programme:

All the children and staff of RBS, Cachar participated in a day long disaster management programme organised by ‘National Disaster Rescue Force’ under District Disaster Management Department.



Exposure Visit:

Children of both the residential schools for boys were taken to museums, book fair and banks to enhance their knowledge. Children of RBS, Cachar visited Gandhi Mela where they watched various stalls, circus and participated in games.

Supply of TLM, Stationary and Educational Materials to RSB:

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

Parent Teacher Meet:

Parent Teacher meet was held in RBS, Cachar and Kamrup (Metro) where different issues related to health, academic progress of the children and other issues were discussed with parents/guardians of the children.

Cultural Activities:

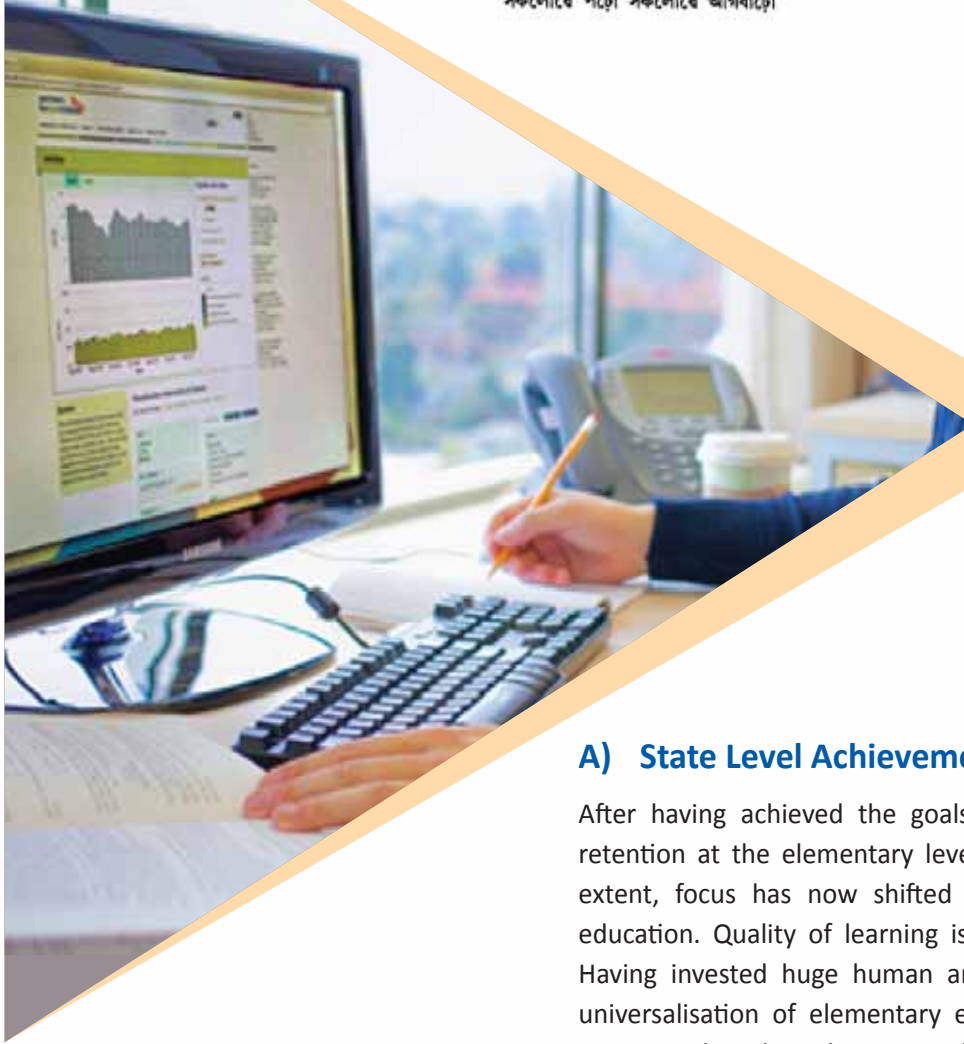
Instructors were engaged for imparting training on singing, drama, playing of musical instruments etc. in the RBS hostel to make the environment in the hostel joyful and also to bring out the talent of the children.

Art & Drawing Activities:



All children of residential schools were given art & drawing activities. Children become very interested in the activity. Some children were found having excellent skill in art and they even developed some art like professional artist. Necessary materials for art education were also supplied to the children. ■





Research, Evaluation, Monitoring & Supervision

A) State Level Achievement Survey:

After having achieved the goals of universal access and retention at the elementary level of education to a great extent, focus has now shifted more towards quality of education. Quality of learning is the major concern now. Having invested huge human and material resources for universalisation of elementary education, the question is now raised at the achievement level of learners. Realising this, Ministry of Human Resource & Development had directed the states to assess the learning level of children at elementary level.

The State Level Achievement Survey is being conducted over the last three years. In the year 2015-16, the survey was conducted by State Council of Educational Research & Training (SCERT), which is also the State Academic Authority.

The State Level Achievement Survey (SLAS), 2015-16 has been conducted by SCERT, Assam in selected Govt./Provincialised schools of 14 districts. The districts covered were Chirang, Dhubri, Dibrugarh, Goalpara, Golagaht, Jorhat, Kamrup, Karbi Anglong, Kokrajhar, Lakhimpur, Morigaon, Nagaon, Nalbari, Sonitpur. The survey was conducted for learners of Class III, V and VIII. The survey was conducted in Assamese medium.





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The coverage of schools, subject and subject-wise students was as follows:

Class	Number of schools	Subject covered	Subject-wise number of student attendance
III	350	Language-I, Mathematics, EVS	Language-I (6150), Mathematics (6142), EVS (6149)
V	350	Language-I, Mathematics, EVS	Language-I (6360), Mathematics (6349), EVS (6351)
VIII	300	Language-I, Mathematics, Science, Social Studies	Language-I (5500), Mathematics (5476), Science (5484), Social Studies (5470)

Major Analysis:

Class III:

Subject	Rural (% of learners who could correctly respond to all items)	Urban (% of learners who could correctly respond to all items)	Boy (% of learners who could correctly respond to all items)	Girl (% of learners who could correctly respond to all items)	Total (% of learners who could correctly respond to all items)
Language-I	53	59	55	54	55
Mathematics	56	61	58	56	57
EVS	51	60	53	52	52

Class V:

Subject	Rural (% of learners who could correctly respond to all items)	Urban (% of learners who could correctly respond to all items)	Boy (% of learners who could correctly respond to all items)	Girl (% of learners who could correctly respond to all items)	Total (% of learners who could correctly respond to all items)
Language-I	52	56	53	53	53
Mathematics	60	62	59	62	61
EVS	50	55	51	52	51

Class VIII:

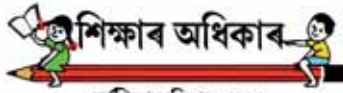
Subject	Rural (% of learners who could correctly respond to all items)	Urban (% of learners who could correctly respond to all items)	Boy (% of learners who could correctly respond to all items)	Girl (% of learners who could correctly respond to all items)	Total (% of learners who could correctly respond to all items)
Language-I	59	57	59	58	58
Mathematics	39	37	39	38	38
Science	44	44	44	45	45
Social Science	44	44	44	43	44

B) Research Studies:

[1] Monitoring of Teacher and Student Attendance:

Regular attendance of teachers and students in schools facilitates better teaching learning. This issue has been one of the major concerns. Monitoring of both teacher and student attendance is being taken care of to ensure regularity of attendance. Monitoring is being done from state to cluster level. Community monitoring is also there. A need was felt to study the monitoring of teacher and student attendance. Accordingly, a study was undertaken to make an assessment of the trend of teacher and student attendance in order to analyze and identify





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the factors affecting their attendance. The study also attempted to observe whether the teachers and students are actually present in class and engaged in prescribed or expected activities or whether they have left the school premises after registering attendance. The study was also an attempt to assess whether there is discrimination towards students based on their gender or social category and whether this is contributing to low attendance of students.

The study was carried out with the following objectives:

- To analyze the rate of teacher and student attendance of last three years (2012, 2013 and 2014),
- To study the factors affecting teacher and student attendance,
- To study the existing attendance monitoring mechanism,
- To identify the clusters with lowest teacher and student attendance,
- To suggest recommendations / remedial measures.

The study was conducted in four districts viz. Jorhat, Darrang, Karbi Anglong and Karimganj districts by Centre for Development & Peace Studies, a Non-Government Organisation of Guwahati, Assam.

A total of 160 schools were covered in the four targeted districts of Assam. In each district, 25 Lower Primary and 15 Upper Primary schools were covered i.e. a total of 40 schools were covered per district. The survey covered eight clusters in each of the four districts, with five schools covered in each cluster.

The Teachers, Students, Parents, School Management Committee members and Community members were interviewed to ascertain the factors affecting teacher and student attendance. The School Authorities and SSA officials were interviewed for getting their views on the existing attendance monitoring mechanism of SSA.

Some of the observations/findings were :

Darrang district:

Student attendance:

- Overall attendance rate of students at UP level is higher than LP in all three years i.e. 2012, 2013 and 2014.

- There is decreasing trend of attendance in both LP and UP level in 2014.
- Attendance of male students is higher than female students in LP level.
- Attendance of SC and general students is lowest in all three years at UP level, but attendance of SC students is highest in all three years at LP level.
- Attendance of minority students is less than overall attendance rate in all three years.
- The attendance rate of trend of CWSN in both LP and UP levels is similar to that of overall attendance trend.
- Attendance of students was higher on day of announced visit than on day of unannounced visit.
- Few students were found absent in an unauthorized manner during announced visits.
- Balabari cluster recorded lower attendance rate in all three years.

Teacher attendance:

- It shows increasing trend at LP level.
- It was higher at both LP and UP level during announced visits.
- Kharupetia Town cluster has the lowest rate in all three years.

Jorhat district:

Student attendance:

- Shows fluctuating trend for both LP and UP.
- Higher for female students than male students at UP level in all three years.
- Shows fluctuating trend for the different social categories and classes (grades).
- Rate of CWSN was higher than overall at LP level in all three years; at UP level, it was lower.
- Attendance of students was higher on day of announced visit than on day of unannounced.
- Cinnamara (A), Madhya Hologapar and Kamalabari clusters have shown decreasing trend in 2014

Teacher attendance:

- Higher for male teachers than female teachers in three years at UP level.





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- Lowest for OBC/MOBC in all three years.
- It was higher at both LP and UP level during announced visits.
- Cinnamara (A) and Phuloni have the lowest rate in all three years.

Karbi Anglong district:

Student attendance:

- Shows higher trend at UP level.
- Higher for male students at both LP and UP levels in all three years.
- Highest for general category students at UP level in all three years.
- Shows fluctuating trend for different classes (grades).
- Attendance of minority students in both LP and UP schools is higher than overall student attendance during all three years.
- Attendance of CWSN is higher than overall student attendance at UP level, at LP level it is lower.
- Attendance of students was higher on day of announced visit than on day of unannounced visit.
- Trend is almost similar for both rural and urban areas.
- Trend is on the higher side in hilly areas.
- Priloo and Baithalangso clusters show the lowest trend in all three years.

Teacher attendance:

- Shows increasing trend in both LP and UP levels.
- Higher at UP level.
- Higher for female teachers at both LP and UP levels in all three years.
- It was higher at both LP and UP level during announced visits.
- Hamren cluster shows lowest rate in all three years.

Karimganj district:

Student attendance:

- Shows increasing trend in UP level whereas at LP it has fluctuating trend.
- Higher for male students at both LP and UP levels.
- Increasing trend for all social categories in 2014 at

UP level.

- Shows mixed trend for different classes (grades) at LP level; shows increasing trend for all classes (grades) at UP level.
- Shows increasing trend for CWSN at both LP and UP levels.
- Attendance of students was higher on day of announced visit than on day of unannounced visit.
- Shows increasing trend in rural areas; shows increase in 2014 from 2013 but low compared to 2012 in urban areas.
- Kazir Bazar- I cluster has the lowest trend in all three years.

Teacher attendance:

- Shows marginal increase at both LP and UP levels.
- It was higher at both LP and UP level during announced visits.
- Bidyanagar and Kazir Bazar-I have the lowest rate in all three years.

Major factors affecting teacher attendance are:

- health related factors,
- long distance from schools
- lack of motivation of teachers

Teachers are sometimes engaged in too many administrative works.

Main factors responsible for student absenteeism are :

- Household work
- Sibling care
- Assistance in income generating activity
- Parents' indifference or lack of interest in child's study.

Other factors include: teacher shortage, long distance from schools, overcrowded classrooms, migration of parents etc.

Observations regarding existing attendance monitoring mechanism:

The study team has mainly highlighted the SSA monitoring mechanism. Though monitoring





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mechanism is in place, some drawbacks have been pointed out:

- Visit to schools by SSA officials is found to be irregular.
- Implementation of monitoring mechanism is poor at block and district levels.
- Delay in reporting.
- Lack of motivation of monitoring staff.

Recommendations put forth by the study team:

For increasing student attendance:

- Parents/guardians need to be sensitised about the importance of education of their child.
- Classroom atmosphere needs to be child friendly.
- Classrooms need to be made attractive with TLMs.
- Home visit and motivation of parents.
- Students with high attendance rates need to be encouraged.
- Improvement in basic infrastructural facilities.
- Teacher recruitment as per need.
- Improvement in quality of education.
- After school programme.
- Involvement of community members.

For increasing teacher attendance:

- Training of teachers.
- Less non-academic works for teachers.
- Regular inspection.
- Action against absentee teachers.

For strengthening the attendance monitoring mechanism :

- SMCs need to be active.
- Involvement of local organisations.

[2] Attendance and Performance of Children with Special Needs:

SSA, Assam has been following the zero rejection policy and executing different interventions to cater to the educational needs of the children with special needs through inclusive mode. Escort and transport allowance, aids and appliances, Braille books, support in Day care Centres, training to teachers etc are being

provided. A need was felt to assess the attendance and performance of children with special needs. As such a study was conducted in 5 districts Kamrup-Metro, Karbi Anglong, Chirang, Sonitpur and Tinsukia districts. The study was conducted by Shishu Sarothi, Centre for Rehabilitation and Training for Multiple Disability, Guwahati .

The study was conducted with the following objectives in view:

- To study the attendance rate of CWSN enrolled in school.
- To assess the academic performance of CWSN.
- To identify the difficult areas and suggest measures accordingly.

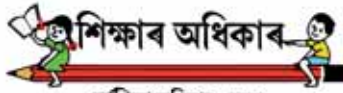
CWSN from class I to VIII and of different types of disabilities were covered. Academic, daily living skills and socio-emotional skills were assessed. Some major observations / recommendations made by the study team are:

Karbi Anglong district:

- Average attendance of CWSN is lower than overall average attendance.
- Average attendance of CWSN getting transport and escort allowance is less than average attendance of CWSN.
- Reasons for low attendance are lack of facilities like escort, transport and communication, unfavourable environment, health problem, family problems etc.
- 3 sample schools do not have ramp facility.
- Academic performance of CWSN has lowered from 2012 to 2014.
- In the evaluation test conducted by the study team also the performance is not satisfactory.

Tinsukia district:

- Average attendance of CWSN is lower than overall average attendance.
- Average attendance of CWSN getting transport and escort allowance is HIGHER than average attendance of CWSN.
- Reasons for low attendance are lack of facilities like escort, transport and communication, unfavourable environment, health problem, family problems etc.



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- Academic performance of CWSN has improved from 2012. It is more or less same in 2013 and 2014.
- In the evaluation test conducted by the study team also the performance is not satisfactory.
- Majority of the parents of respondents are illiterate to class X pass.
- Monthly income of most of the respondents is between Rs. 500/- to RS. 5000/-

Chirang district:

- Average attendance of CWSN is lower than overall average attendance.
- Average attendance of CWSN getting transport and escort allowance is equal to overall attendance of CWSN.
- Reasons for low attendance are lack of facilities like escort, transport and communication, unfavourable environment, health problem, family problems etc.
- Academic performance of CWSN has lowered from 2013 in almost all subjects.
- In the evaluation test conducted by the study team also the performance is not found to be satisfactory.
- Majority of the parents of respondents are illiterate.
- Monthly income of most of the respondents is between Rs. 1000/- to RS. 5000/- .

Sonitpur district:

- Average attendance of CWSN is lower than overall average attendance.
- Average attendance of CWSN getting transport and escort allowance is slightly HIGHER than average attendance of CWSN.
- Reasons for low attendance are lack of facilities like escort, transport and communication, unfavourable environment, health problem, family problems etc.
- Academic performance of CWSN has improved in 2014 from 2013 in MIL, Social Science, General Science whereas it has lowered in Maths and English.
- In the evaluation test conducted by the study team the performance of class V & VI learners is

better than the other classes.

- Majority of the parents of respondents are illiterate.
- Monthly income of most of the respondents is between Rs. 500/- to RS. 5000/-

Kamrup (Metro) district:

- Average attendance of CWSN is lower than overall average attendance.
- Average attendance of CWSN getting transport and escort allowance is slightly HIGHER than average attendance of CWSN.
- Reasons for low attendance are lack of facilities like escort, transport and communication, unfavourable environment, health problem, family problems etc.
- Academic performance of CWSN has improved in 2014 from 2013 only in General Science.
- In the evaluation test conducted by the study team there is class wise variation in performance.
- Parents of majority of the respondents have not studied beyond class X.
- Parents of majority of the respondents are daily wage earners.

Some observations common to all districts:

- Attendance rate of CWSN in schools is poor.
- In terms of social skills, CWSN with hearing impairment, MR/autism, multiple disabilities are less proficient.
- Academic performance of CWSN has been generally poor with the performance being worse in higher classes.
- In the assessment test conducted by the study team, the performance of CWSN is found to be better than in higher classes.
- Most of the CWSN covered belong to economically poor families.

Some recommendations put forth by the study team are:

- Parental training or awareness programme should be considered as priority.
- Efforts are to be made to improve daily living skills.
- It is to be ensured that all CWSN are provided



with disability certificates.

- Teacher awareness programme is also to be organized.

[3] Impact assessment of Residential Intervention (KGBV & RSTC) on promotion of girls' education with special reference to ST and Minority community:

For promoting girls' education at the elementary level in the Educationally Backward Blocks (EBB), special intervention like Kasturba Gandhi Balika Vidyalaya (KGBV) has been implemented. A total of 57 KGBVs are running in 56 Educationally Backward Blocks and one township throughout the state. Again, to cater to the educational needs of girls belonging to socially marginalized groups, residential educational facilities are being provided. To assess the impact of these residential educational facilities on promotion of girls' education with special reference to ST and Minority Communities at elementary level, a study was undertaken in 2015-16.

Objectives:

- To assess the impact of these interventions in generating awareness on the importance of girls' education.
- To assess the impact of these interventions in uplifting the educational status of girls belonging to ST and Minority Communities.

The study was conducted in Barpeta, Darrang, Dhubri, Dhemaji and Karbi Anglong districts through DIETs of the respective districts. Total five KGBVs and four Girls' RSTC s were covered in the study. The field level findings reveal that :

- a. The interventions have positive impact. The residential interventions for girls' education has helped in promotion of girls' education.
- b. Parents/guardians, community members have appreciated these interventions as platforms for promoting girls' education.
- c. These interventions have helped in bringing about all-round development of the inmates.
- d. Parents and guardians have witnessed changes in the mindset of parents, community members towards imparting education to girls.
- e. The parents/guardians of girls in KGBVs have expressed happiness over the performance of

their girls and positive change in behavior.

- f. District level and block level functionaries are of the opinion that these interventions have helped in promoting girls' education. These interventions have brought positive changes in the academic and co-scholastic aspects.
- g. The KGBVs have helped in empowering the girls enrolled in the KGBVs. The KGBVs have provided as a useful platform for nurturing the talents and potentialities of girls.
- h. This intervention has helped in developing the personality of the girl children.
- i. These interventions have helped in creating awareness amongst community members and parents about the importance of girls' education.

[4] Status of implementation of the RTE Act in Tea garden managed schools:

The Right to Education Act, 2009 has made education at elementary level a fundamental right for every child in the age group of 6-14 years. Every child in the age group of 6-14 years is entitled to get quality education at elementary level. The Act was implemented in the state of Assam in 2010. All schools should be RTE compliant. Even after almost five years of implementation of the Act, a lot is left to be done towards compliance of the RTE norms. Schools which have not been provincialised and are run by Tea Garden management, cut a sorry figure in respect of fulfillment of the provisions of the Act. An assessment was conducted in five districts to know the status of RTE compliance in TG managed schools.

Objectives of the study were:

- Assessment of RTE compliance in terms of RTE indicators.
- Identification of hindrances faced in implementation of the RTE Act.

The study was conducted in Dibrugarh, Nagaon, Sonitpur Tinsukia, Udalguri districts through DIETs. Out of total 397 TG managed schools in the sample districts, 195 were covered under the study. The tools for data collection were developed at State Mission Office in workshop mode by SSA and DIET faculty. For a comprehensive assessment, data have been collected through interview and observation.



Data have been collected from various stakeholders viz. Parents/ Guardians, PRI members, TG authority. In addition, school observation was also done. Data collection and data entry were done through office of the District Mission Coordinators. Analysis of data and report generation were done by DIETs.

The study was conducted with a view to study the availability of infrastructure, awareness and role of Tea Garden management, involvement of PRI, parents' awareness, teachers' qualification etc.

Some of the major findings are :

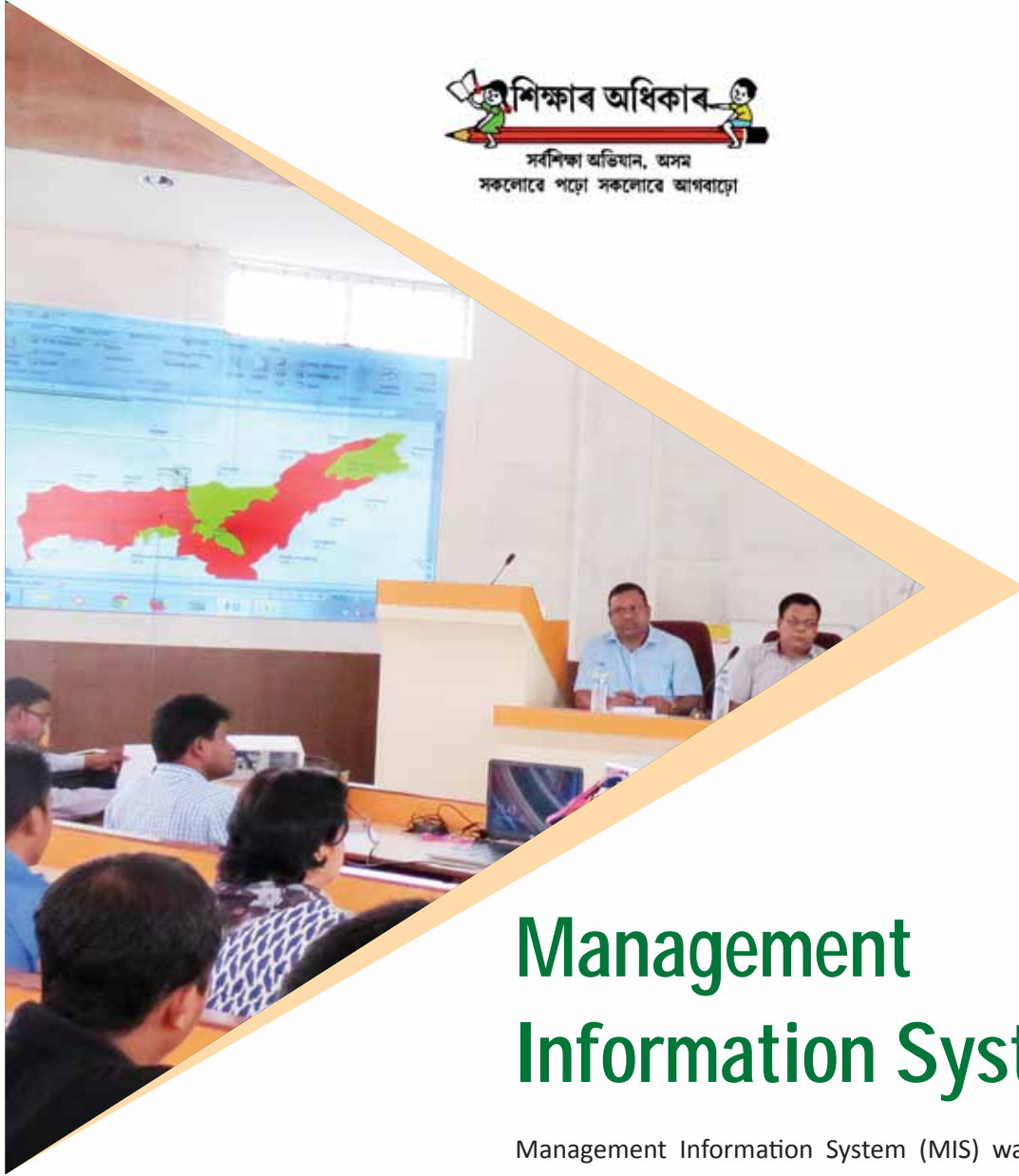
1. Infrastructural facility in majority of the schools is not adequate. Provision of separate classrooms, separate toilet facility and safe drinking water facilities, play ground, kitchen shed and library facilities is not available or inadequate in a considerable number of schools.
2. The approach roads to all schools are not "all weather" roads.
3. Quite a considerable number of teachers do not have professional degree or diploma.
4. Some teachers are just HSLC qualified. Casual employees of Tea garden are also engaged as teachers.
5. Teachers are engaged in non academic work by garden authority from time to time such as factory work, garden work etc.
6. PTR is not as per RTE norms in majority of the schools.
7. Children had received FTBs.
8. MDM is found to be served.
9. Sibling care, support in household work are major reasons for irregular attendance/drop out of children.
10. PRI members visit the schools and in some schools, the role played by PRI members for improvement of the schools is visible.
11. The school timing and weekly working hours show variation from school to school as well as from district to district. The prescribed working hours are not found to be adhered to in some schools.
12. Monitoring of these schools is not very regular.

Suggestions:

1. Infrastructural facility is to be improved.
2. Condition of roads should be improved so that children find it easy to attend schools.
3. Awareness campaign, training, meeting, orientation on RTE Act, 2009 is required for SMC members, parents, guardians, community members, Tea garden management etc.
4. Short-term and long term orientation/training programme for teachers is required.
5. A separate Directorate of Tea garden Education may be considered by the Govt.
6. Competent authority should visit TGM schools at regular intervals.
7. TG management should not engage the teachers in activities other than teaching such as factory work, garden work etc.
8. Measure should be taken regarding sibling care so that children do not have to dropout due to this.
9. The garden authority must be pressurized by Govt. to implement RTE Act fully along with Plantation & Labour Act, 1956.
10. The garden authority should be ordered by higher authority from govt. department to facilitate proper & sufficient toilet, drinking water, learning materials, classrooms, infrastructure facility to the schools.
11. Teachers should be engaged from Govt. department as per NCTE norms who are professionally qualified.
12. The PTR should be maintained as per RTE Act.

Elementary education is a fundamental right of every 6-14 year old child, which must be fulfilled. An Act alone cannot fulfill the aspiration of child if all stakeholders do not cooperate with the system. For actual implementation of Act all stakeholders including guardians, SMC, PRI, department, Society, NGO etc. should come forward. Implementation of RTE Act, 2009 in TG managed school is not satisfactory and sincere effort is called for from all concerned. Otherwise, the dream of universalisation of elementary education will not be materialized. ■





Management Information System

Management Information System (MIS) was in place from erstwhile DPEP (District Primary Education Programme). Over the years, the set-up has been extended to block level in the year 2010-11 after enactment of RTE Act, 2009. The role of MIS in implementing the SSA/ RTE related activities is very essential and it is quite impossible to keep tract of the records at all levels without Information and Communication Technology. MIS has been providing support in every aspect using modern technology. The MIS set-up is exists in State/ District and Block levels.

Manpower Status:

Level	Structure
State Level	One System Analyst, Four State Programmers, One Technical Support Manager, Two Associate Programmers and Nine Electronic Data Processors
District Level	One Programmer, Two Electronic Data Processors
Block Level	One Block MIS Co-ordinator and One Electronic Data Processor



Hardware Status:

Since inception of Sarba Siksha Abhiyan enrich various kind of important database in the form of DISE, Household Data, other component related database. Now, at present there are important database like U-DISE, Child Tracking System (CTS) and GIS that are being used extensively at all levels for implementation of RTE Act.

One of the major achievements is the setting-up of a mini data centre at State Mission Office. Due to the increase volume of data and due to the initiation of works like GIS school mapping, CTS, Teacher Eligibility Test (TET) etc., a centralized system is being developed and constructed at State Mission Office to connect atleast all the district offices. A 16 mbps lease line connection is connected for the Data Centre.

At present, there is one LAN operating system software like Windows Server 2012, Windows XP, Office automation software, DTPs, Oracle 10g, SQL server 2014 at the state level. The state and district offices has been provided with sufficient nos. of computers (next generation computers), laptops, Printers, UPS with necessary software. Moreover, to cope-up with the frequent power cuts in district and blocks offices, a 15 KVA diesel generator was provided. The State Mission Office is connected through LAN and each computer is connected through high speed internet facility. The State MIS is also having a VPN (Virtual Private Network) set-up to connect with the server of State National Informatics Centre. All the server related works relating to web site is done through this VPN connection. Internet Lease Line connection (mll) 8 mbps is connected from BSNL through State NIC.

Setting-up of Data Centre at State Mission Office:

For last few years, since enactment of RTE, 2009, it has been difficult to maintain database like DISE, CTS, GIS and other related database, the volume of which are being increasing every year. It was very important to store the entire database in a proper and structured way, so that it can be shared easily at all levels. The establishment of a mini data centre may solve all the purposes and in the year 2014-15, the infrastructure for setting up a mini data centre at state Mission Office was completed. However, at district offices also server was installed. The CTS

database was successfully uploaded in the SSA server and all the validation related works are going on.

Setting-up of Video Conferencing Facility at State Mission Office:

SSA, Assam being a flagship programme has undertaken various activities at district/ block and at school levels and day-to-day monitoring of these activities is very important. But, it is difficult to review progress by inviting district officials to State Head Quarter which takes lots of time.

Therefore, for frequent review of activities, interaction through video conferencing is more suitable & time saving. Since, State Mission Office (SMO) of SSA at Kahilipara was already connected with NIC through leased line with LAN, an end point of NIC video conferencing facility was set-up at SMO for frequent review and follow-up of activities with the districts. Accordingly, a good number of Video Conferencing were conducted with the districts related to Academic issues (monthly teachers' meet), Swachch Vidyalaya and Students Data Digitization including review meeting with Government of India.

Dvelopment Of School Academic Monitoring System:

Cluster Resource Center Coordinator (CRCC) monitoring concept was introduced by Axom Sarba Siksha Abhijan (SSA) by incorporating a data collection and evaluation process in order to ensure proper academic progress in schools across the state of Assam. The process of CRCC monitoring takes place using several printed forms defined by NCERT. CRCCs visit schools on a regular basis to conduct monitoring. Data submitted by CRCCs has been used for performance evaluation of schools, teachers, students and for overall education system. SSA has been taken prioritize actions based on the CRCC submitted monitoring data to improve the educational ecosystem around the state. In addition, monitoring data is used at the cluster, block and district levels for evaluation and planning.

As the current practice of CRCC monitoring involves use of hard copy forms, data collected is not real time in nature. This leads to delay in decision making and some of the key actions may not be taken on a timely basis. Also going through a pile of hard copy forms is laborious, cumbersome and suffers though



the disadvantage of needing too many reviewers in order to extract meaningful information. At times, when the CRCC monitoring is not done in a timely and regular manner, it gets difficult to identify a lapse in the monitoring process.

In order to streamline this CRCC monitoring process, SSA has implemented an automated system, which includes data collection using electronic devices. Because these devices are internet connected, the collected data are real time in nature. Because the data is in electronic format, intelligent data mining algorithms is implemented to extract the most important information in a prompt manner. This information utilized for prioritizing actions.

CRCC Academic Monitoring (CAM) software system developed as a centralized web based system. The CRCC Academic Monitoring (CAM) software system provided real-time monitoring capabilities. Specifically, the CAM system is:

- Provide an interface to record various Academic Monitoring Reports.
- Provide various roles and authorization levels for different users such as CRCC, SSA, Block Coordinator, District Coordinator etc.
- Provide administrative capabilities to manage user account authorization levels.
- Ability to track CRCC Academic Monitoring Report change history.
- Maintain a data repository of Monitoring Reports and provide ways for online search and retrieval.
- Provide various custom reports generation abilities.
- Provide system generated notifications capabilities.
- Simplify SSA operations and planning by providing a decision support framework.
- Integrate a tracking mechanism to prevent any misuse/dishonest use of the system.
- Import existing datasets (such as teacher, school etc.).
- Develop functionality to update imported datasets so that the systems always have the most up to date information.
- Provide ability to seamlessly integrate additional modules to develop new functionality into the already existing system.

The system is now hoisted at www.ssaassamportal.in A CRCC should visit 12 schools per month. So, whenever, a CRCC visited a school he/she will report the academic activities through the system on-line mode. In case of non-availability of connectivity, the report should be uploaded from nearby place where available. The system has four modules-

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

Training of CRCC on use for CRCC Academic Monitoring System:

A 1-day training of CRCC was held on State Mission Office during 21st April to 15th May, 2015 on School Academic Monitoring System. All the CRCC were present during the programme.

Students' Data Digitization:

As per the issue raised in the PAB for AWP&B 2015-16, the Net Enrolment Ratio (NER) was calculated and found to be more than 100% which clearly indicates reporting of dubious/ fake and inflated enrolment.

The excess enrolment results abnormal indicators and due to which the actual progress was not reflected. The indicators like Pupil Teacher Ratio (PTR), Students Classroom Ratio (SCR) and Dropout Rate has been always affected. Therefore, Government of Assam decided to verify the enrolment of each and every school rigorously and compared with the children population of nearby habitations/ areas. For this, a process of Data Digitization of all students was taken up. The whole process was done by CRCCs at cluster level and on the process, a 1-day training of CRCC was conducted at State Mission Office during 21st April to 15th May, 2015. The complete process was reviewed and continuously monitored through on-line from Block/ District and State levels through the on-line system only. The whole exercise was done in two parts viz. data collection of students enrolment in every school and verification & cleaning of enrolment.

1. Data Collection:

The data collection drive was done at the Cluster level. The CRCC concerned was given pre-fed





information of all schools (both Government and Non-Government) on his/ her tablet. They collected student information like name, parents name, gender, age, address etc. with photo (live on-line at school itself) and verified with birth certificate (where available and not mandatory) for all schools.

2. Verification & Data Cleaning:

The Cleaning exercise was as follows:

- Identification of duplicate name of students in nearby schools.
- Name of the students which are not attending for more than one month.
- Name of the students whose names are entered in the attendance register since 1/2 years but never attended which are shown either promoted or shown as repeater.
- Identify the students which are underage i.e. below 6 years (5 or less).
- After identifying the students as above, the names of such students was re-verified by the Cluster Level Committee and thereafter, deleted with approval of Block Level Committee. The exercise included all the elementary schools including Private Schools.
- The concerned CRCC collected the photograph of each student as per the data entered in the on-line monitoring system where data entered already and with data collection where data entry not done. Total 3234 tablets were used (one tablet per CRCC) during the process.
- The collection of photograph was completely on-line and based on the presence of students in the particular class. The CRCC visited the school with prior intimation, so that all the students

attend the school to capture the photograph.

- The list of students with photograph was downloaded and checked at block level by Block Level Committee for duplication (if any) and duplicate names has provided to the concerned CRCCs for deletion after due validation.
- After collection of photograph, concerned CRCC visited the schools and cross checked the printed list with attendance register and mark against each student in the 'Remarks' column of the printed list as mentioned below.

Type of Students to be identified	Category
Students with photograph	A
Students without photograph (unavailable)	B
Identification of duplicate name of students in nearby schools	C
Name of the students which are not attending for more than one month	D
Name of the students whose names are entered in the attendance register since 1/2 years but never attended which are shown either promoted or shown as repeater	E
Identify the students which are underage i.e. below 6 years (5 or less)	F

- The Block Level Committee will scrutinize the students list categorized by CRCC. Then, students with category having 'B', 'C', 'D', 'E' will be deleted from the system directly and from attendance register of schools.
- In case of 'F' category students, birth certificate/ relevant documents should be checked to confirm the class.
- In case of any student name found in multiple schools, parents of concerned student decided the school where he/she will study. A total of 45616 student's name was found to be appeared in nearby schools (upto maximum 7 different schools).
- The list of actual students against each school was certified by school Head Master, concern SIs of school and BEEO cum BMC.
- The verification and cleaning process was completed before 30th September, 2015, so that actual enrolment can be reflected in UDISE 2015-16.





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- The collection of photograph could not be completed due to non-availability of connectivity in about 13% of schools in the state. An off-line photo collection was used to collect photograph of all students studying in the schools. So, cleaning could not be completed in all the schools and proposed to be carried out in every year.

The district wise affect of Data Digitization in Net Enrolment Ration (NER) Compared to last year was –

Sl. No.	Districts	DISE 14-15 (Before Digitization)			DISE 15-16 (After Digitization)			Reduced By		
		LP			LP			LP		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Baksa	104.50%	110.50%	107.50%	89.05%	95.22%	92.08%	15.45%	15.28%	15.42%
2	Barpeta	104.70%	106.50%	105.60%	92.82%	94.38%	93.59%	11.88%	12.12%	12.01%
3	Bongaigaon	105.00%	106.60%	105.80%	99.74%	101.21%	100.46%	5.26%	5.39%	5.34%
4	Cachar	106.30%	106.80%	106.60%	97.84%	97.49%	97.67%	8.46%	9.31%	8.93%
5	Chirang	120.20%	122.20%	121.20%	113.75%	116.49%	115.10%	6.45%	5.71%	6.10%
6	Darrang	106.40%	110.90%	108.60%	97.75%	102.88%	100.28%	8.65%	8.02%	8.32%
7	Dhemaji	107.20%	113.20%	110.10%	103.85%	108.72%	106.24%	3.35%	4.48%	3.86%
8	Dhubri	117.10%	119.20%	118.10%	102.91%	104.96%	103.92%	14.19%	14.24%	14.18%
9	Dibrugarh	98.50%	99.10%	98.80%	98.66%	99.24%	98.94%	-0.16%	-0.14%	-0.14%
10	Dima Hasao	100.20%	102.10%	101.10%	80.87%	82.76%	81.80%	19.33%	19.34%	19.30%
11	Goalpara	111.70%	113.60%	112.70%	100.90%	100.20%	100.55%	10.80%	13.40%	12.15%
12	Golaghat	101.30%	103.40%	102.30%	98.06%	99.91%	98.97%	3.24%	3.49%	3.33%
13	Hailakandi	153.80%	151.00%	152.40%	116.90%	116.77%	116.84%	36.90%	34.23%	35.56%
14	Jorhat	98.80%	101.50%	100.10%	100.10%	101.78%	100.93%	-1.30%	-0.28%	-0.83%
15	Kamrup-(M)	87.50%	93.40%	90.40%	94.44%	98.87%	96.59%	-6.94%	-5.47%	-6.19%
16	Kamrup-(R)	102.80%	107.10%	104.90%	97.37%	100.17%	98.75%	5.43%	6.93%	6.15%
17	K- Anglong	107.20%	111.10%	109.10%	92.42%	95.75%	94.05%	14.78%	15.35%	15.05%
18	Karimganj	130.20%	125.10%	127.70%	113.83%	114.91%	114.36%	16.37%	10.19%	13.34%
19	Kokrajhar	119.80%	122.30%	121.00%	106.59%	107.60%	107.09%	13.21%	14.70%	13.91%
20	Lakhimpur	107.40%	110.20%	108.80%	102.57%	104.93%	103.73%	4.83%	5.27%	5.07%
21	Morigaon	105.70%	109.20%	107.40%	95.59%	98.78%	97.15%	10.11%	10.42%	10.25%
22	Nagaon	97.60%	101.90%	99.70%	92.89%	97.36%	95.08%	4.71%	4.54%	4.62%
23	Nalbari	106.00%	106.40%	106.20%	105.61%	105.49%	105.55%	0.39%	0.91%	0.65%
24	Sibsagar	107.40%	106.50%	106.90%	102.57%	102.67%	102.62%	4.83%	3.83%	4.28%
25	Sonitpur	94.30%	95.90%	95.10%	91.86%	94.88%	93.34%	2.44%	1.02%	1.76%
26	Tinsukia	89.70%	90.40%	90.00%	91.08%	90.78%	90.93%	-1.38%	-0.38%	-0.93%
27	Udalguri	105.20%	110.00%	107.60%	93.69%	97.91%	95.77%	11.51%	12.09%	11.83%
Total		106.50%	108.70%	107.50%	98.51%	100.74%	99.60%	7.99%	7.96%	7.90%

- The NER was more than 100% in 22 districts in 2014-15 which is reduced to 13 districts in 2015-16.
- The age of students enrolled in Class I are being verified due to which some of the districts are showing NER more than 100%. Due to non-availability of birth certificate or documentary evidence regarding date of birth especially in char and tea garden areas, it is very difficult to ascertain the date of birth.



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- The exercise of enrolment verification will continue every year.

At present, CRCCs are promoting the students as per the term-end evaluation 2015 and data entry with photo collection of entry class (Pre-primary) and Class VI (in case of Upper Primary).

The district wise status of students and collection of photographs of all students (from Pre-primary to Class VIII) as on 23.12.2015 i.e. on the last day of academic year 2015 shown below:

District	23/12/2015 (Last Day of Academic Year 2015)		
	Students	Photo	% of photograph collected
Kokrajhar	208907	189527	91%
Dhubri	517169	354123	68%
Goalpara	233249	212437	91%
Bongaigaon	139063	118409	85%
Barpeta	377125	293149	78%
Kamrup (R)	267495	235175	88%
Nalbari	120992	106318	88%
Darrang	195013	165298	85%
Morigaon	195140	171881	88%
Nagaon	551398	416658	76%
Sonitpur	317829	246002	77%
Lakhimpur	214175	176034	82%
Dhemaji	148688	130102	88%
Tinsukia	218302	195421	90%
Dibrugarh	194353	168506	87%
Sibsagar	191292	176077	92%
Jorhat	159242	140016	88%
Golaghat	169480	155356	92%
Karbi Anglong	219990	166356	76%
Dima Hasao	42304	24691	58%
Cachar	321928	256565	80%
Karimganj	227493	159657	70%
Hailakandi	180675	132762	73%
Baksa	149874	131670	88%
Chirang	101232	89044	88%
Udalguri	137471	122119	89%
Kamrup (M)	156612	117406	75%
Total	5956491	4850759	81%

U-DISE 2015-16 Data Collection:

MHRD, Govt. of India was introduced the concept of combining the DISE of Elementary and SEMIS of Secondary as a unified database. In the same context, Govt. of Assam has decided to combine both the database which will be beneficial in terms of analysis, monitoring and coverage and consistent data for both the departments. For this purpose, the State MIS Co-ordinators of SSA and RMSA was attended the national level workshop held on 25th & 26th August, 2015 at NUEPA, New Delhi.

Preparatory Works at State level:

The process of U-DISE, 2015-16 was initiated in the 3rd week of August, 2015. The state level sharing meeting was held on 20th August, 2015 among the Component in-charges to discuss each and every field on the modified DCF and accordingly, the supplementary variables were finalized.

This year also, the data entry of U-DISE was done at Block MIS and all the verification and correction were done at block level only by communicating with the Head Teacher.

The state level KRP training for U-DISE, 2015-16 was conducted by sharing of findings of DISE, 2014-15 and reports of 5% Sample Check and strategy for UDISE 2015-16 on 31st August, 2015 and 1st September, 2015 at State Mission Office. During the training, instruction manual, strategy for collection of the data and each & every field of DCF was discussed.

Works performed at District Level:

- Like previous years, the DCF printing was also done from the software (with pre-printed existing information of previous year).
- The district level KRP training was conducted within 2nd week of September, 2015. In the 1-day orientation programme, Asstt. Inspector of Schools, Dis, DIET/BTC SIs, BMCs, ABRCCs/BRP, JE/TRP/WTP, RTs, CRCCs, RTs/RPs (IED), DQMs/DRP, CRPs/Block Accountant/Block EDP were invited to discuss about the data collection process and strategy. The finding of previous year DISE data was also shared.

Works Performed at Block Level:

- Cluster wise Head Teachers along with filled-up UDISE 2015-16 Data Capture Format was called



to Block Mission Office. All the Head Teachers of all schools irrespective of management of one cluster was invited. The enrolment was filled-up at Block Office as per record of Data Digitization.

- The filled-up formats were scrutinized on the same day by representative of all the component in-charges (CP&SFG, ST, TT &P, Civil, IE).
- The enrolment was as per record of data digitization after deleting the duplicate/ inflated/ fake enrolment i.e. actual enrolment.
- After scrutiny of the filled-up format by all the component in-charges, the data entry was done on the same day.
- After data entry, the draft School Report card was printed and handed over to the concern Head Master on the same day.
- The complete exercise was carried out from 1st to 31st October, 2015.

Cluster Level:

At Cluster level, 100% verification and submission [physical verification] was done on the filled-up format before submission of DCF to Block MIS. The Block Accountant and IED worker was deputed to ensure the filled-up data comparing with the information available of their school visit report for comparing the enrollment with actual attendance of the school.

DISE Month:

- The DISE Month was observed from 1st October, 2015 to 31st October, 2015. All the Head Teachers were provide data in the U-DISE DCF as per the record available as on 30th September, 2015.
- For this, radio jingles, paper advertisement were published in the local daily news papers.

To ensure authenticity of supplied data, following steps were taken-

1. 10% physical verification of U-DISE format at district level.
2. 25% physical verification at block level.

3. 100% Physical verification at cluster level.

4. Moreover, to ensure authenticity of data, during any confusion or significant variation the school, Head Masters of the concerned schools were also contacted over telephone and clarifications were asked immediately during the time of data entry.

5. Submission of certificate of authenticity by the School Head Master in prescribed format printed in the DCF.

Basic information of school particulars, enrolment, infrastructure and teacher were uploaded in public domain on 28.12.2015 to 11.01.2016 in the website for necessary feedback after draft compilation of U-DISE database 2015-16.

The national level action plan for U-DISE data collection was strictly followed and U-DISE database was finalized.

Observation of DISE day on 30th September, 2015:

All the district were requested to observe 30th September, 2015 as DISE day to create awareness amongst all stakeholders responsible for U-DISE at school (Head Master/ Principal, Head teachers/ Teachers), Cluster/ Block and District levels. The following activities were undertaken –

School Level: Art competition, sharing of DISE to create awareness, poster on importance of DISE, sharing of School Report Cards etc.

District/ Block Level: Wide publicity through print and electronic media, SMS, FM Radio etc, recognition & award to district/ block level officers for effective use of DISE, presentation on data analysis/ sharing/ dissemination etc.

5% Sample Checking of DISE data:

The process for 5% sample checking of UDISE 2015-16 has been initiated.

Publication of DISE Statistics:

One of the major achievements of the State MIS was publication of DISE statistics for the year 2014-15. The collection of DISE data will not be effective unless it is shared at various levels. The publication



of such report will help all the functionaries to know about the status of schools and specially help the Govt. departments as there is no such school statistics published so far.

Use of U-DISE data:

- Preparation of Annual Work Plan.
- EDI analysis for each block.
- Access analysis.
- Teacher's database.
- On-line school monitoring by CRCC.
- Infrastructure gaps.

Status of Web portal:

The web-portal has been updated regularly and timely for SMO and all the districts.

Capacity Building:

1. All the quarterly review meetings were attended by State and District MIS personnel with presentation on data dissemination and data sharing and analysis on last two occasions.
2. Attended Workshop on Plan preparation from SSA, Assam and presented draft outline of 2015-16.
3. The State and all District Programmers were oriented on data analysis in collaboration with NUEPA and UNICEF on 20th to 22nd may, 2015
4. Regional workshop for State & District MIS Co-ordinators, organized by TSG- EdCIL, MHRD, Govt. Of India for North Eastern States on 18th & 19th September, 2015
5. In addition to above, sharing meeting and workshops were conducted at district and sub-district level.

Data Validation of Child Tracking System Database:

One of the major initiatives was digitization of students enrolled in schools based on physical verification. The complete process of data collection was done along with on-line photo collection by the CRCC through tablet PC having internet connection.

The existing CTS database is integrated with database of students data digitization collected for enrolled students in the current academic year 2015. A business intelligence dashboard for advanced data visualization was developed to detect the duplicate data (such as student records).

Integration with Child tracking System

- Linkage through school code.
- Linkage through habitation code.

Validation and Updation:

The CTS database have been uploaded at <http://210.212.13.21> which is own server of SSA, Assam. The habitation wise data was printed out from the portal by the blocks and sent to the concerned Head Master through CRCC. The head Master was verified and corrected the information pertaining to school going children.

Survey of Un-covered Households/ Habitations:

The survey of un-served habitation was conducted in 2014-15 and completed by 31st March, 2015. A total of 13,85,554 children data was collected and digitized during the year 2015-16.

Official Web Site:

The official web-site of SSA, Assam www.ssaassam.gov.in has been maintained and hosted in the NIC server and regular updation are being done through VPN connected with NIC. All the necessary updated documents, information, advertisements and tenders has been regularly updated and uploaded.

All the related information, tenders, advertisement has been uploaded on the web site. The web site is hoisted at NIC server as per the guideline of Ministry of Information Technology, Govt. of India and updated regularly.

Web-site for Teacher Eligibility Test:

Another web site was designed and developed to keep the records of Teacher Eligibility Test like publication of results, various announcement, detailed procedure and guidelines for application and selection of teachers in the elementary





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schools. The **web-site www.tetassam.com** has been maintained in other server, so that qualified candidates can access any guidelines/ notices regarding engagement matter.

On-Line Employee Information System:

All records of employees were maintained manually since the inception of SSA, Assam. There was no such system to keep track of the employees working under SSA except the workers of Special Training under DISE. It was felt that without such system developed, it is very much difficult to keep track of record for monitoring personal record of each of the employees. For each of the employees, one separate file has to be maintained which is a very tedious job and one section of employee has to be engaged to maintain those files. Keeping these inconveniences in mind, during 2008-09, an on-line employee database information system was developed and implemented to keep track of the detailed status of each of the employee. The system has three user level facilities - one administrative, one report viewer, one state user and 26 district users. The system contains employee information up-to the Panchayat level with their personal details along with working status. Regular updation has been done from the district and state levels every month.

Stock Management System:

There are various items developed for the learners like Evaluation Practice Books (EPB), Readiness package and other items to different schools/ KGBV/ RSTCs by SSA. To keep track of records of dispatch of the materials properly, a Stock Management System was implemented in SSA, Assam to help in smooth operation of goods receipt and dispatch to the destinations. The whole system is computerized and records were monitored on daily basis.

On-Line Free Text Book distribution system:

One of the major activities of the SSA is to provide Free Text Book to the eligible students like all girls, SC and ST boys and it is most important to distribute to the students on the 1st day of the academic year

i.e 1st January, 2016 which is the opening day of the school. In Assam, all the preparations were made on timely distribution of the Free Text Book. To keep record and ensure the delivery of Free Text Book on the 1st day of the school, an on-line system was developed and implemented for on-line monitoring of issue and dispatch of books. More than 3 crore books were distributed during the month of December, 2015.

Computer Aided Learning in Elementary Schools (CAL):

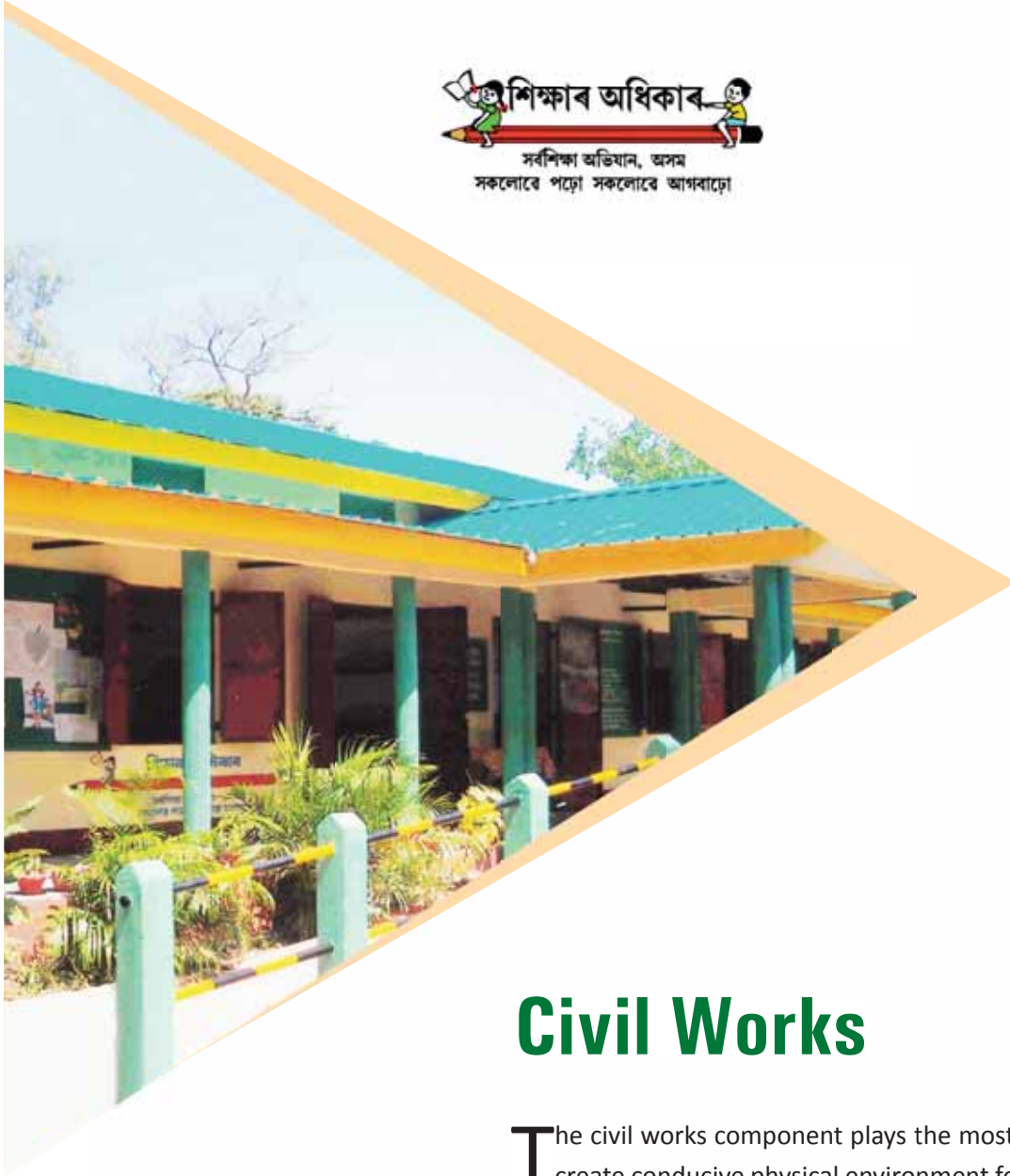
The detailed coverage of CAL programme under SSA, Assam as mentioned below.

Infrastructure: ICT equipments provided till date:

Sl. No.	Phase	Nos. of School	Year
1	1st Phase	500	2003-04
2	2nd Phase	575	2008-09
3	2nd Phase	26 (KGBV)	2008-09
4	2nd Phase	43 (RBCC)	2008-09
5	1st Phase	100 (K-yan)	2008-09
6	3rd Phase	22 (RBCC)	2009-10
7	2nd Phase	129 K-yan schools	2009-10
8	3rd Phase	874 Schools	2010-11
9	3rd Phase	11 (KGBV)	2010-11
10	3rd Phase	5 (RBCC)	2010-11
11	4th Phase	320 Schools	2011-12
12	5th Phase	200 Schools	2012-13
13	1st Phase	15 Schools (Solar Power Computer Lab)	2012-13
14	6th Phase	150 Schools	2015-16
TOTAL		2970	

Teacher Training:

The Teacher training of 300 Teachers (2 teachers per school) was completed within 15th March, 2016. ■



Civil Works

The civil works component plays the most vital role to create conducive physical environment for learning in a school. The task of this component is mainly to provide infrastructure facility as per provision specified in the RTE Act-2009.

The building environment of school should be attractive and comfortable to the child so that the child is motivated to enroll and attend School regularly. Provisions are also made for barrier free environment to access disabled to the School easily and negotiate their way around the school. Under Swachh Vidyalaya Programme, necessary steps have been taken to provide Toilet for Girls' & Boys' separately in each school (Govt. /Prov.) as gap was shown in DISE-2013-14 & 14-15. Under this programme, some Public Sector Units have given their support in terms of construction of toilet in schools. A massive programme for providing toilet in toilet less schools were taken up and



successfully completed all as per targeted. Though full effort was given for provision of toilet in each school, but due to some ground problem, erosion of land and washed away by flood, some gap again reflected as no toilet in DISE-2015-16.

The classroom is designed with natural light, ventilation, seating, display, storage to ensure equity & quality in educational transactions.

All the districts have taken in to account convergence of different activities like toilet block and water facility with MSDP, PHED, GOA, PSUs, Corporate etc., classroom and other facilities with other scheme.

Project Approval Board (PAB) had approved Rs.5373.720 lakh for fresh work under AWP&B-2015-16. The expenditure was Rs.5329.56 lakhs (99.18 %) up-to 31st March, 2016. Percentage of physical completion for fresh work only toilet construction as on 31st March, 2016 is 100 % as targeted under Swachh Vidyalaya Programme.

Physical and financial progress during 2015-16 (for the works approved under AWP&B, 2015-16 for fresh works up to 31st March, 2016)

[Rs. in Lakh]

Sl. No.	Activity	Sanction during 2015-16	Completed	Approved Outlay for 2015-16	Expenditure incurred
1	Boys Toilet	2530	0	5373.72	5329.56
TOTAL		2530	0	5373.72	5329.56

The list of approved schools for Boys' Toilet under AWP&B-2015-16 has been taken up for construction of toilet under Swachh Vidyalaya Programme and the expenditure has been booked in the approved activity of Boys' toilet. ■



Boy's Toilet



Girl's Toilet



Water, Sanitation and Hygiene

Water, Sanitation and Hygiene education in schools – a strategic approach known as WASH in School – provides safe drinking water, improved sanitation facilities and hygiene education encouraging the development of healthy behavior of life. WASH in school helps fulfill children’s right to health and education. Hence, WASH program is an integral part of education system that improves health foster learning and enables children to participate as agents of change for their siblings, their parents and the community at large.

Nirmal Vidyalaya Puraskar:

Right to Education (RTE) Act, 2009 envisaged creating a sanitary and hygiene learning environment by providing each student with basic drinking water and toilet facilities.

Assam state has geared up the hardware component for WASH in schools and coverage of drinking water has already reached to total 36,446 (91.1%) for lower primary schools and 7,260 (92.9%) for upper primary schools. Regarding toilet, total 39,655 (99.1%) lower primary schools and 7,735 (99.0%) upper primary schools have separate toilets for girls whereas 39,136



(97.8 %) lower primary schools and 7,617 (97.5 %) upper primary schools have toilets for boys.

While the facilities do act as enabling factor, it itself cannot bring about behavior change. Motivation of teachers, students and SMC members and regular monitoring helps in bringing about positive change towards WASH. In schools, where facilities have been created and teachers and SMC members are motivated to bring a positive change, children get a healthy learning environment and their health condition improves and scholastic achievements also improves. Motivated children reach out to the community and act as agents of change.

Assam state has introduced Nirmal Vidyalaya Puraskar (Clean School Award) on the lines of the Nirmal Gram Puraskar, which will incentivize the schools that are performing well in maintaining the WASH facilities and leading in promoting good hygiene behavior.

Nirmal Vidyalaya Puraskar will motivate schools to maintain their facilities and promotes good behavior. It will ensure regular maintenance and usages of existing facilities. It will also create demand in other schools for WASH facilities and schools can learn and adapt from the best practices. Improvement in health condition of children and their attendance, especially girl child, is envisioned.

The criterion laid down for the awards are safe & protected drinking water, separate functional toilets for boys & girls, clean surrounding, no open defecation & urination, hand washing with soap, campus protected by fencing/boundary wall, operation and maintenance, behaviour change.

The award will be given annually. Ten best scoring school will be selected as Nirmal Vidyalaya. Each Nirmal Vidyalaya School will be awarded with a Cash Prize of Rs.20,000/-, Nirmal Vidyalaya Trophy.

Activities and Outcome:

State Level Orientation on Nirmal Vidyalaya Puraskar:

To implement Nirmal Vidyalaya Puraskar in all districts of the state, a day long orientation program was organized in collaboration with UNICEF. Participants of this orientation programme were all District Mission Co-ordinators, Districts Programme Officers, District Project Engineers, Block Mission Co-ordinators. A total of 334 districts as well as block officials were orientated on Nirmal Vidyalaya Puraskar.

Group Hand Washing:

Hand Washing with Soap is the most effective and inexpensive way to prevent disease such as diarrhea, intestinal worms and acute respiratory infections lead to school absenteeism, increased drop-out rates and impact on children's physical and cognitive development as well as education attainment. The Global Hand Washing Day on 15th October observed in all schools every year which is already mainstreamed in annual activity school calendar.



Child Friendly School System (CFSS):

Providing support in strengthening WASH in the 100 CFSS pilot in an intensive manner and its scale up in 500 schools in an extensive manner in collaboration with field implementation agency. ■



Project Management

The role of project management in SSA in all aspect is very much essential. In preparing Annual Work Plan and Budget, project management is always inevitable. The component of project management encompasses all the activities related to salary of block, district and State officials under General Head of the budget. Apart from salary, the TA/DA of the officials, office contingency and other management cost including the expenses incurred against official supervision & monitoring, hire of vehicles, seminar, review meeting, documentation, media & publicity and other office related activities. The electronic transfer of salary to direct individual bank accounts of Asstt. Teachers under SSA made centrally from State Mission Office of SSA, Assam. The direct fund transfer to SMC's bank account for Annual grants, Annual Maintenance Grant, School Infrastructure Grant, Uniform Grant, Teachers salary, fund for civil works, have been a major task under project management





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during the financial year 2015-16. These processes have reduced the time in release of fund to the actual implementing agencies /committees and ensure smooth flow of fund to the SMC level and receipt of salary by the Asstt. Teachers in time. Further, this process has also reduced the file works in district and sub-district level offices and surplus time thus generated is being effectively utilized in the supervision and monitoring of scheduled programme activities under SSA.

During the financial year 2015-16, Axom Sarba Siksha Abhijan Mission was prepared Plan of Action for approved activities based on AWP&B, 2015-16 to accelerate the growth of development. Procurement Plan for 2015-16 was also prepared & duly up loaded in the official web-site of SSA Assam on time. These processes help in completing the scheduled activities in time and proper manner. Another achievement was made regarding confirmation of SMC's bank account by developing a site named Monitoring for SMC's bank account. In addition, the following activities were conducted during, 2015-16.

In-house meeting at State Mission Office:

An in-house review meeting was held to discuss the plan document of Govt. of India containing specific target area and direction, chaired by the Mission Director on 8th January, 2016 with all component in-charges and views shared in conceptualizing a comprehensive integrated quality plan. Besides, in-

house review, planning meeting were conducted in regular basis, throughout the State.

State level Meeting on U-DISE for Planning:

A 2-day State level workshop and presentation on DISE was conducted on 11th & 12th January, 2016 with active participation from district officials of all components and the same has been followed by district level sharing on 18th January, 2016 and Block level sharing by 20th January, 2016 and cluster level discussions on 21st & 22nd January, 2016, emphasizing on school specific need plan and insertion of it in block, district and subsequently in State plan.

Supervision & Monitoring/District visits:

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

Meeting with other Departments:

Convergence with other departments is a regular activity of SSA, Assam to increase the support and co-ordination among different organization/ departments towards SSA. To strengthen the support and co-ordination among different organizations, various meetings, workshops etc. were organized. The organizations were UNICEF, Krishna Kanta Handique State Open University, SCERT, Social Welfare Department, Don Bosco University etc. ■

Media & Publicity

Activities	Details
Press Advertisement & Press releases	Press matter on various events, initiatives were prepared and disseminated in press. Advertisements on various initiatives, tenders and others were highlighted and published.
Radio Campaign	Initiated radio campaigns jingles in 7-8 local languages (Sadri, Bengali, Bodo, Karbi, Assamese, Mishing) on various events, announcements in AIR and RED FM.
Sponsorships	Sponsored various events and promoted various interventions of Sarba Siksha Abhiyan, Assam



Accounts

RTE - SSA framework provides detailed guidelines/norms for implementation of SSA programme. The financial management under the Sarva Siksha Abhiyan, Assam is governed by the Manual on Financial Management and Procurement (FMP), MHRD. It lays down detailed procedure relating to various issues of financial management and procurement is concerned. Further, SSA, Assam also follows different provisions & rules as laid in the Service Rules and Financial Regulation [SR & FR] of SSA Assam, 2003. The FMP Manual, MHRD and SR & FR, 2003 of SSA Assam spells out various modalities for accounting planning and the role of Finance and Accounts staff in planning.

Presently, the financial assistance under SSA programme has been made on 90:10 sharing arrangement between Central Government and State Government in case of North Eastern States. Complete accounts in respect of financial



transactions of SSA Assam in Head Qtr. Office (i.e. State Mission Office) as well as subordinate offices (i.e. District Mission Officers and Block Mission Offices) are maintained in double entry methods of accounting.

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

Internal Control and Supervision & Monitoring:

Axom Sarba Siksha Abhijan Mission had prepared district wise Plan of Expenditure (POE) and Procurement Plan for goods, works & services for the financial year 2015-16 based on AWP&B, 2015-16. The preparation of Plan of expenditure helps in planning and allocating financial resources in realistic manner and further distribution of limited resources for various activities to achieve the objectives. SSA, Assam had duly up-loaded the procurement plan 2015-16 in the official web-site of SSA Assam. These, process helps in maintaining transparency in procurement and completing the scheduled activities in time and proper manner.

For strengthening the supervision and monitoring of finance and accounts activities under SSA at

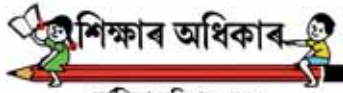
different levels, there was provision for conducting monthly review meeting with Block Accountants at district level where Finance and Accounts Officer have reviewed the monthly progress of financial activities of the block offices, SMCs, RSTCs, KGBVs etc. and also reviewed the progress of collection of utilization certificates in respect of different grants released to the concern management committees etc.

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

Further, periodic review meetings with Finance and Accounts Officers were also been conducted at SMO during the financial year 2015-16, where progress of expenditure were reviewed on regular basis in concurrence with approved POE and AWP&B, 2015-16. Further, status of mandatory field visit of FAOs, JAOs and Block Accountants for collection of Utilization Certificates from School Managing Committees in connection with different types of annual grants, civil works grants, status of compliance of audit observations etc. were taken care off.

Further, financial reporting under SSA i.e. Monthly/Quarterly/Annual Monitoring Reports (MMR, QPR), Receipts and payments Accounts etc. helps in regular monitoring of expenditure and also help in fast and effective flow of fund to the district and sub-district level. The State Implementing Societies also undertaken intensive monitoring through





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community based approaches that allows social audit. During the financial year 2015-16, a good numbers of School Managing Committees across the state were covered under the social audit.

Training of President & Member Secretary of SMCs on Accounts:

As a part of Capacity Building Programme, SSA, Assam was conducted a 2-day cluster level training of community members i.e. Presidents, Member Secretaries and three other members of every SMC (including TG managed schools) during the financial year 2015-16. Out of the two day community training, one day was exclusively kept for accounts training for community members (maximum six members from each SMCs). Total men-days covered in the training were approximately 302918.

SSA, Assam has been releasing fund directly for School Infrastructure Grants, School Maintenance Grants, various Civil Works grants to the School

Managing Committees since its inception and therefore, proper training on procurement procedures, maintenance of accounts and maintaining transparency of accounts is the utmost necessity. These training programmees have direct bearing impacts on the capacity building at the grass root level in respect of accounts keeping by the teachers who are not from accounts background.

National Level Review Meeting of Finance Controller of SSA :

For strengthening of financial monitoring as well as effective utilization of fund, Ministry of Human Resource Development (MHRD), Govt. of India has been conducting quarterly review meeting of Finance Controllers of State Implementing Societies (SIS) of SSA at National Level. Finance Controller of SSA, Assam was also participated in all of quarterly review meetings during the financial year 2015-16.■





Audit

Statutory Audit:

Audit of State Implementation Society and District Implementation Society of SSA are carried out annually. During 2015-16, total 27 C&AG empanelled CA firms were engaged district wise to conduct Statutory Audit of accounts of State Mission Office, 27 District Mission Offices, 145 Block Mission Offices, KGBVs etc. for the financial year 2014-15 and selected SMCs for the period 2008-09 to 2014-15. Audit work was completed within the stipulated time at all levels. The Annual Audit Report-2014-15 was also forwarded to MHRD, Govt. of India.

During the period of audit, total 93 outstanding paras of previous years have been dropped by the Chartered Accountants on presentation of audit compliance report against 141 outstanding Audit Paras leaving 48 paras pending. Compliance Report of remaining paras (prior years) including the audit paras of F.Y. 2014-15 were kept ready to furnish to the next audit (i.e. F.Y. 2015-16) for necessary settlements.

School Managing Committee (SMC) Audit:

Audit of accounts of School Managing Committee (SMC) is a part of Statutory Audit. Same Statutory

Auditors conducted the audit of 3979 SMCs (100% at School level) out of 4450 targeted SMCs in 27 Districts receiving grants of 1.00 lakh and more (preferably Civil works Grants) covering the financial years 2008-09 to 2014-15 (i.e. for 7 financial years) in May-June, 2015.

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

Internal Audit (on concurrent basis):

Total 28 C&AG empanelled Chartered Accountants were engaged for conducting Internal Audit (on concurrent basis) for the F.Y. 2015-16 covering the unit of State Mission Office, 27 District Mission Offices, 145 Block Mission Offices, KGBVs and selected SMCs. During the year, audit of 4th qtr of F.Y. 2014-15 and 1st, 2nd & 3rd qtr. of F.Y. 2015-16 were conducted.

During audit, the auditors monitored whether all funds used in accordance with the condition of the relevant financial norms and financial regulations with due attention to economy and efficiency, and only for the purpose for which the fund was provided. Necessary remedial measures were taken for rectifications of errors, if any, pointed out by the Internal Auditors, which helps in minimizing the audit observations during the Statutory Audit.

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



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