



शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

Goa Sarva Shiksha Abhiyan Annual Report

2014-15



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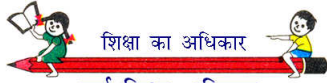
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1. STATE PROFILE

1.1 (Geographical and Socio-economic Profile)

Goa is India's smallest state by area and the 4th smallest by population yet it is richly endowed with great natural beauty, verdant and scenic to the eye, at the same time abounding in natural resources too, helping her attain great heights of economic prosperity. It is one of India's richest states with a GDP per capita two and half times that of the country as a whole. Its GDP for 2007 is estimated at \$3 billion in current prices, and is supposed to have one of the fastest growth rates in the country: 8.23% (yearly average 1990-2000).

Goa, is idyllically nestled along the Konkan coast of India, with a coastline stretching 131 kms. It has a partly hilly terrain with the Western Ghats rising to nearly 1200 mtrs. in some parts of the state. In the North, the Tiracol river separates Goa from Maharashtra. Karnataka lies to the south. The Arabian Sea to the west and the Western Ghats in the east constitute her natural borders respectively.

The Tiswadi island lies between the Mandovi and Zuari rivers, which are connected on the landward side by a creek. The island is triangular in shape that divides the harbour of Goa into two parts- Aguada at the mouth of the Mandovi on the north and Mormugao at the mouth of the Zuari on the south. The landform stretches out to a length of 105 km from north to south and is about 60 km. in width from east to west. Its total area is 3702 sq.km. It is comparatively a small state in physical terms with its capital at Panjim.

The port of Mormugao situated on the southern side of Zuari River is one of the best natural harbours on the west coast of India.

The climate of Goa is generally pleasant and normal throughout the year. The summer temperature varies from 24 Degree Centigrade to 36 Degree centigrade. Monsoon begins normally in the first week of June and the State receives good rainfall at an average of 2500 m.m. annually, mostly during June to September. There are six important rivers namely Mandovi, Zuari, Sal, Terekhol, Chapora and Talpona.

Goa encompasses an area of 3702 sq. m and lies between the latitudes 14.53' N and 15.40' S and longitudes 73.40' E and 74.20' E. Most of Goa is a coastal plain which is part of the overall Konkan region which is an escarpment rising up to the Western Ghats which separate it from the Deccan Plateau. The

highest point is the Sonsogor with an altitude of 1167 meters (3829 ft). Tourism is Goa's primary industry: it handles 12% of all foreign tourist arrivals in the country.



1.2. DEMOGRAPHIC PROFILE:

The decadal growth rate of population has been 14.9%. According to Census 2011, Goa's population stood at 14,58,545 persons. Of this, 66% were Hindus, 26.5% Christians, and 8.3% were Muslim. Other small minorities like Sikhs, Jains and Buddhists constituted 0.1%.

The following table gives the demographic indicators at a glance:

Demographic indicators (as per Census 2011)	
Total Population	14.58 lakhs
% urban population	62.2
%SC population	1.7
% ST population	10.2
% Muslim Population (source census 2001)	6.84



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Literacy Rate	88.7
Female Literacy rate	84.7
Male Literacy rate	92.6
Sex ratio (0-6 yrs)	920
Sex ratio (6-14 yrs)	973
Sex ratio (overall)	960
Density of population	363 per sq.km
Decadal growth rate in population	14.9%
Birth rate (as in 2007)	15.70 per 1000 people

As regards languages spoken, a variety of languages are spoken with schools in the state having 7 different media of instruction right from Konkani, Marathi and English to Kannada, Hindi, Urdu and Telegu. The Goa, Daman & Diu Official Language Act, 1987 makes Konkani in the Devanagri Script the sole official language of the state of Goa, but provides usage of Marathi for all or any of the official purposes. Though Portuguese was the sole official language of Goa whence an erstwhile Portuguese colony imparting the cultural milieu a distinctive flavour, it has now fallen in disuse with few remnant speakers of the language.

1.3. STATE EDUCATIONAL PROFILE:

Population (Census 2011)	14.58 lakhs
6-14 years age group	1,30,425
SC Population (% to total enrl)	1.7
ST Population (% to total enrl)	10.2
Sex Ratio	973
District Project Offices	2
No. of Block Resource Centres	12
No. of Clusters	108
SFDs (Special Focus Districts) (PMO's 121 Minority Districts)	1 (South District)

1.3. EDUCATIONAL INDICATORS:

I- Educational Indicators (based on UDISE 2014-15):

The below printed Educational Indicators are generated by MIS Unit of TSG (EDCIL) on the basis of UDISE data submitted by the state at the time of appraisal of the State Plan. The detailed analysis and subsequent comments offered are those of the Appraising Team of TSG.

The state has submitted the DISE data for 2014-15.

	2014-15
Primary schools (Govt.+Aided)	876
Upper Primary schools (Govt.+Aided)	442
Total Primary Enrolment (In lakh)	1.24
Total Upper Primary Enrolment (In lakh)	0.73
Total Elementary Enrolment (In lakh)	1.97
GER Primary	117.52
NER Primary	109.61
GER Upper Primary	111.88
NER Upper Primary	104.90
Teachers in Govt. Schools	2093
Out of School Children	1149

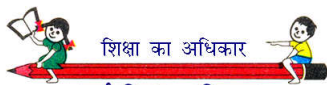
The above table shows that there are less schools in primary and upper primary from last year.

The reason is that some schools are closed at primary and upper primary level. The enrolment is increased in primary level and is decreased in upper primary level this year.

This is because now reporting of primary is from class I to V and upper primary is from class VI to VIII. Previously primary was from class I to IV and upper primary was from class V to VIII.

The GER & NER at primary and upper primary has been increased may be due to coverage of private schools under DISE. The state has also reported that they have mainstreamed some out of school children through special training.

There is also a decrease in number of teachers from last year. This is due to the fact that this does not include composite school teacher and some teachers are retired or expired. The state claims that there are 1,149 children in the age group 6 to 14 years who are out of school in the state.



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The state has clarified that there are some schools which have been closed down due to low enrolment and the children from those schools have been shifted to the nearby schools.

There is increase in GER and NER at primary and upper primary level from last year.

Last year no census data was available but this year there is projected census data available by NUEPA.

Percentage of underage and overage children to total enrolment

Year	Primary level			Upper primary level		
	Under-age	Over-age	Total grossness	Under-age	Over-age	Total grossness
2014-15	2.37	4.35	6.72	3.18	3.05	6.23
2013-14	2.07	5.19	7.26	2.40	13.18	15.58
2012-13	1.94	5.99	7.93	2.43	15.03	17.46
2011-12	2.44	7.10	9.54	3.87	12.38	16.25
2010-11	1.88	9.86	11.74	2.93	14.64	17.57
2009-10	1.71	9.77	11.48	3.24	15.46	18.70
2008-09	2.11	10.11	12.22	2.71	15.97	18.68

The above table shows that there are 7% under-age and over-age children at primary and 7% at upper primary level. It also shows that at upper primary level the over-age children are decreased.

Enrolment (in lakh)

Year	All Management				Govt.+Aided Schools			
	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease
2014-15	123855	0.84	72673	-3.44	93492	-1.47	68034	-6.35
2013-14	122820	0.31	75264	0.65	94883	-2.29	72650	0.23
2012-13	122443	7.18	74778	4.19	94334	-1.55	70659	0.33
2011-12	114236	2.61	71769	1.67	95816	-2.21	70429	1.74
2010-11	111330	-1.47	70593	7.49	97984	-2.69	69223	7.90
2009-10	112994	2.55	65673	3.02	100696	-5.87	64154	0.76

The above table shows the percentage of decline in enrolment in government schools. It is pertinent to mention here that enrolments in Govt. and Aided schools have consistently been declining at Primary level for the past five years. It is observed that between 2009-10 and 2014-15 there is a stiff decline in enrolment in government schools at primary level.

Total Enrolment (I-VIII)

Year	General	SC	ST	OBC	Muslim
2014-15	157520	3029	17084	18895	21547
2013-14	157443	3196	18239	19206	22120

The above table shows enrolment has increased in general category and is decreasing in other categories. This is because other category students are moving to general category.

Class-wise number of Enrolment: Govt. + Aided Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	17837	17515	17673	17759	22708	22341	22675	23018
2013-14	17758	17910	18054	18297	22864	23401	23568	25681
2012-13	17736	17966	18151	17918	22563	22959	25083	22617
2011-12	18324	18116	18082	18213	23081	25573	23071	21785
2010-11	18416	17667	17782	18338	25781	23401	21994	23828
2009-10	19277	18705	18318	19791	24605	22670	21378	20106
2008-09	21273	20174	20939	20365	24229	22370	17664	23638

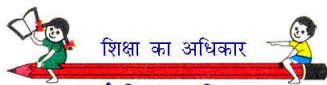
The above table also shows the percentage of decline in enrolment in government and aided schools. It is observed that between 2008-09 and 2014-15, there is a stiff decline in enrolment in Government schools at primary level. It requires continued attention and study on declining enrolment. Special efforts are also required to improve the transition from primary to upper primary level.

Class-wise number of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	25297	24635	24764	24673	24486	24016	24267	24390
2013-14	24722	24768	24694	24659	23977	24378	24389	26497
2012-13	24750	24831	24773	23875	24214	24351	26544	23883
2011-12	23165	22820	22275	22288	23688	26164	23493	22112
2010-11	21865	20882	20907	21309	26367	23934	22415	24244
2009-10	22253	21646	21116	22688	25291	23263	21865	20545
2008-09	22145	20971	21713	21043	24317	22410	17677	23662

Class-wise percentage of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	12.87	12.53	12.60	12.55	12.45	12.22	12.34	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38



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Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	12.87	12.53	12.60	12.55	12.45	12.22	12.34	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38
2012-13	12.55	12.59	12.56	12.11	12.28	12.35	13.46	12.11
2011-12	12.45	12.27	11.98	11.98	12.74	14.07	12.63	11.89
2010-11	12.02	11.48	11.49	11.71	14.49	13.16	12.32	13.33
2009-10	12.46	12.12	11.82	12.70	14.16	13.02	12.24	11.50
2008-09	12.73	12.06	12.48	12.10	13.98	12.88	10.16	13.60

Percentage girls to total enrolment and GPI in enrolment

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% Girls to total enrolment	Primary	47.99	48.27	48.2	47.92	47.98	48.04
	UP	46.54	47.18	46.92	47.05	47.21	47.62
Gender Parity Index(GPI)	Primary	0.92	0.93	0.93	0.92	0.93	0.94
	UP	0.87	0.89	0.88	0.89	0.89	0.90

The percentage share of girls in enrolment at primary level is matching to their share in population. The participation of girls is higher at primary level, which is a good indication of the system. But if we analyze the situation, the boys may be dropping out of the system to earn and support their families. So there is a need to keep a watch on those children and need to retain them in the system. The GPI at primary level is increasing from the previous year.

GPI Class-wise 2013-14

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	0.92	0.94	0.91	0.92	0.91	0.90	0.90	0.91
2013-14	0.94	0.92	0.92	0.92	0.90	0.90	0.92	0.87

Percentage enrolment and population by social category

Category	% population share (Census 2011)	% Enrolment share				
		2010-11	2011-12	2012-13	2013-14	2014-15
SC	1.7	1.97	1.74	1.85	1.61	1.54
ST	10.2	9.12	9.06	7.64	9.20	8.69
Muslim*	6.84	9.81	9.48	9.60	9.50	10.96

*Muslim Census-2001



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Table above presents the share of SC, ST and Muslim children in enrolment compared to their share in population as per Census 2011. It suggests that the enrolment of these categories is lower to their proportion in population which is a cause for concern.

Transition Rate (Primary to Upper Primary Level)

Year	Boys	Girls	Total
2014-15	100.10	100.21	100.15

The transition rate represents percentage of children moving from terminal grade of primary stage to first grade of upper primary stage. The overall transition rate in the state is more than 100%, which means 100% children of previous year grade V enrolment are admitted in grade VI this year. This is a healthy percentage.

Annual Average Dropout Rate

Category	2014-15		
	Boys	Girls	Total
All	0.00	0.00	0.00
SC	0.45	6.80	3.61
ST	4.86	4.15	4.51
Muslim	0.89	0.00	0.00

Dropout rates in special focus districts (SFDs) if any

Sl. No.	District	2014-15		
		Boys	Girls	All
1	South Goa	0.48	0.13	0.31

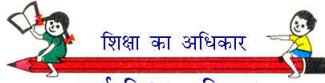
No. of Teachers

Year	Total			Govt.			Aided		
	Primary	UP	Composite	Primary	UP	Composite	Primary	UP	Composite
2014-15	1880	504	6843	1443	355	1051	437	149	5792

* Primary= (schcat.=1), UP= (schcat.=2+4), composite= (schcat.=3+5+6+7 the teachers who teach elementary classes)

Schools with adverse PTR (Govt. Schools)

District Name	Total School	Primary				Upper Primary				
		Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers	Schools With Surplus Teachers	Total School	Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers	Schools With Surplus Teachers



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2014-15	774	8	1.03	-	343	122	0	0	-	122
2013-14	812	391	48.15	133	86	47	5	10.64	124	38

There were 8 schools at primary level and no schools at upper primary level with adverse PTR. In order to balance the PTR in every school, the state should do the rationalization and remove the excess teachers from the over-served schools and put them in the deprived ones.

The state has a comfortable pupil-teacher-ratio for government schools (13). The state needs to re-deploy the surplus teachers to maintain a comfortable PTR in every school.

No. of School without infrastructure facilities (Govt. Schools)								
Year	Total School	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library
2014-15	906	8	117	0	338	198	612	4
2013-14	944	0	0	1	385	214	658	0
2012-13	959	331	59	7	460	233	658	185
2011-12	1040	308	175	6	491	293	644	142
2010-11	1057	408	175	15	541	300	631	142

The state has schools with 100% basic facility like drinking water. However, the RTE Act clearly spells out certain facilities to be available in all the schools. The state has schools without girls' toilets, boys' toilets, ramps, boundary walls and playgrounds. This year there is no library in 4 school as it is due to no reporting by the schools.

2. ANNUAL REPORT OF SSA INTERVENTIONS CARRIED OUT IN THE YEAR 2014-15 (as per SSA framework)

THE YEAR THAT WAS.....

2.1. GENERAL INFORMATION

2.1.1 INTRODUCTORY NOTE:

The academic year 2014-15 for GSSA was a special year for GSSA as it sailed into its 10th year of institutional voyage. From the national level too, SSA was climbing new heights with many of the interventions being recast over new trajectories, especially in the sphere of Quality, where new thrust areas with renewed perspectives were propelling the mission towards fine-tuning the intervention. Over the last two years, teacher training based on Focused programs in Early Literacy & Numeracy, and teaching of Maths and Science has charted out a definite course for the Juggernaut of elementary education across the country to edge closer to the goal of Quality Education as never before.

With new wings added to the overall programme, GSSA was ready to take off full-steam, as the year began on a welcome note with most of the proposals referred by the state to the MHRD through its AWP&B 2014-15, having been sanctioned by the PAB (Project Approval Board) of SE&L wing of MHRD. PAB Minutes conveying the sanctions, though received a little late by the state, nevertheless helped GSSA to embark on its charted course for the year through the planned activities. A total budget of 25.77 lakhs was sanctioned for the state setting the targets to be achieved within the set timeframe. Thus another year of vibrant activity was added to the life-span of GSSA as well as to its annals in history. Before we take you along the journey of our achievements

for the year under reporting, it is fitting to introduce you to GSSA as it has evolved down the years since its inception in 2005.

2.1.2 BRIEF BACKGROUND:

The Goa Sarva Shiksha Abhiyan is a registered Society formed for the sole purpose of implementing the national level SSA programme which is GOI's flagship programme for achievement of UEE (Universalization of Elementary Education) in a time bound manner, as mandated in the 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group a Fundamental Right.

The embarking of Sarva Shiksha Abhiyan (SSA) as a national mission has thus been, over the last decade, a historic journey towards this long cherished goal of Universalization of Elementary Education. In conformity with the national mission, GSSA aims to provide useful and Quality Elementary Education to all children in the 6-14 age group in the state of Goa. The efforts of SSA are also aimed at building the capacities of the school system through community-participation and improved classroom transaction by the teacher through teacher training and other vital Quality inputs.

2.1.3. CHALLENGES:

A) Schooling of out of school children:

The Goa Sarva Shiksha Abhiyan was launched in the state of Goa on 2nd October 2005 for the purpose of UEE in the state with a specific timeframe for achievement of the UEE goal. As far as enrolment, attendance and retention of children at the elementary stage of education in Goa is concerned, there are not many challenges. The biggest challenge however, is the need to refine the mainstreaming techniques for out of school children who are basically children of migrant labourers who constitute the floating population. A major chunk of this segment hails from the neighbouring states of Karnataka, and Maharashtra from where they

descend upon the state for seasonal jobs in the fishing or tourism industry. A substantial number of these also come from other states like Orissa, Andhra Pradesh, Tamil Nadu and even from Bihar, and are found concentrated in considerable numbers along the coastal belts during the fishing season, and in the urban pockets of the four main cities of Mormugao, Margao, Panaji and Mapusa.

Though Goa SSA's mainstreaming activities appear to bear fruit, the problem persists as the children move from place to place within and out of the state. Many of these vulnerable children are admitted to the NRSTCs (non-residential Special Training Centres) in the State in an effort to provide them access to formal elementary education. However the realization is rife that unless residential training centres with schooling facilities are operationalised, the most vulnerable amongst them, ie: the homeless and street children will be unable to make the crossover to mainstream education in the truest sense.

B) INCLUSION:

Goa SSA has also made spirited efforts towards Inclusion, by providing various facilities including assistive aids, books in Braille, hearing aids, ramps and other materials and facilities to CWSN to configure school environments to their needs. Several cases of Home-based Education were processed with the RTE-mandate in mind. Creating awareness for the need of *inclusion in regular schools* in the child-rights perspective was given prime focus during the Parental Awareness programmes as well as during the SMC training programmes.

C) EFFECTIVE TEACHER TRAINING:

Provisioning in-service Teacher training programmes continues to be one area of challenge as well as fulfilment. During the year of reporting,

teacher training for elementary teachers was imparted in specific areas as guided by the national level. All the training modules were designed for implementation of the Early Literacy and Numeracy programme for early grades I & II, as well as focused program for teach of Maths and Science for UPS teachers. Modules were designed to enable teachers to acquire the necessary skills and abilities for making classroom learning interesting and child-friendly. The training programmes comprised of various activities including discussions, group interactions, and workshops, and most importantly teachers were involved in designing worksheets for students based on the Learning Indicators and themes of Early Literacy. Though GSSA had a exhilarating exercise and an overall rewarding experience in this area, universal coverage of teacher participation continued to be a formidable challenge.

Elaborate details of each intervention are cited in the subsequent pages of this report giving the details of budget allocation and their corresponding expenditures/achievement.

D) COMMUNITY MOBILISATION:

100% community participation in the overall school performance continues to be a dream area. However, we can assert with pride that SMCs in most government schools have become proactive with constant education of their role in school management in light of the RTE Act. This has translated into significant gains for rural government schools at large, with the SMC actively promoting school development with great vigour, and the effect of the same is strikingly palpable/perceptible in quite a number of schools. However, we still have miles to go before we can claim complete achievement in this area. The SMC trainings during the year were geared towards this end.

2.1.4. ORGANISATIONAL STRUCTURE OF GOA SARVA SHIKSHA ABHIYAN

GOVERNING COUNCIL

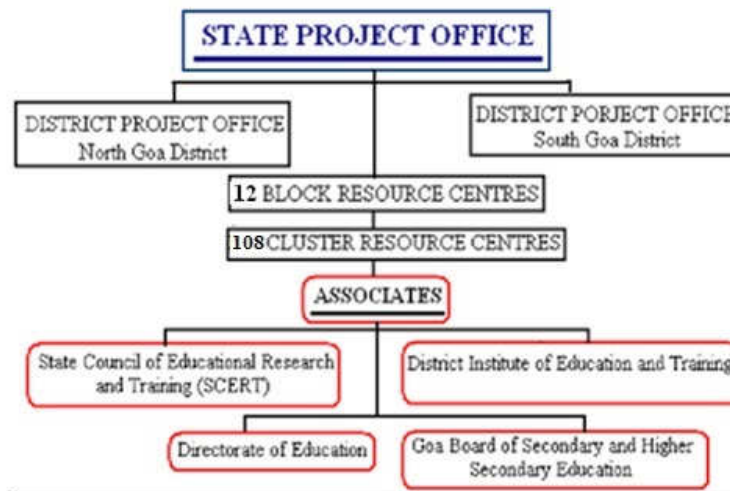
Chief Secretary	Chairman, Goa SSA Society
Secretary Education	Chairman, Executive Committee
Secretary Finance	Member
Secretary PWD	Member
Secretary Planning	Member
Secretary Rural Development Agency	Member
Secretary Social Welfare	Member
Secretary, Women and Child Development	Member
Secretary Panchayat	Member
Director of Education	Member
State Project Director	Member Secretary
Miss Rajani Konanantnangi, Asstt. Prof. (TISF, TISS)	Member

EXECUTIVE COMMITTEE OF GOA SARVA SHIKSHA ABHIYAN
SOCIETY

State Project Director	Member Secretary
Director SCERT	Member
Director, Women and Child Development	Member
Director, SCERT	Member
Director Women & Child Development	Member
Ms. Rajani Kontantanmbig, Asstt. Professor, Tata Institute of Social Sciences, Maharashtra	
The Superintending Engineer, PWD (South)	Member
The Superintending Engineer, PWD (North) Monitoring & Evaluation Unit, Altinho-Panaji	Member
The Dy. Director of Education (Adult)	Member
The Dy. Director of Education (North Education Zone)	Member
The Dy. Director of Education (Central Education Zone)	Member
Principal, DIET	Member
Shri Ashok Dessai, Ex Director of Education	Member
Dr. Geeta Kale, Ex Dy. Director of Education	Member
Shri. P. R. Nadkarni, Ex Chairman, Goa Board of Sec & Hr. Sec. School.	Member
Smt Surekha Dixit, Chairperson, Gomantak Bal Shikshan Parishad	Member
Dr. Celsa Pinto, Ex Director of Education	Member
Mr. Quintiliano Faleiro, Headmaster	Member
Shri. Gajanan Mandrekar, Headmaster,	Member
Dr. Maria Adams, Director, Spandan	Member
Dr. Nandita D'Souza, Director, Sethu	Member

GOA SARVA SHIKSHA ABHIYAN

ORGANOGRAM

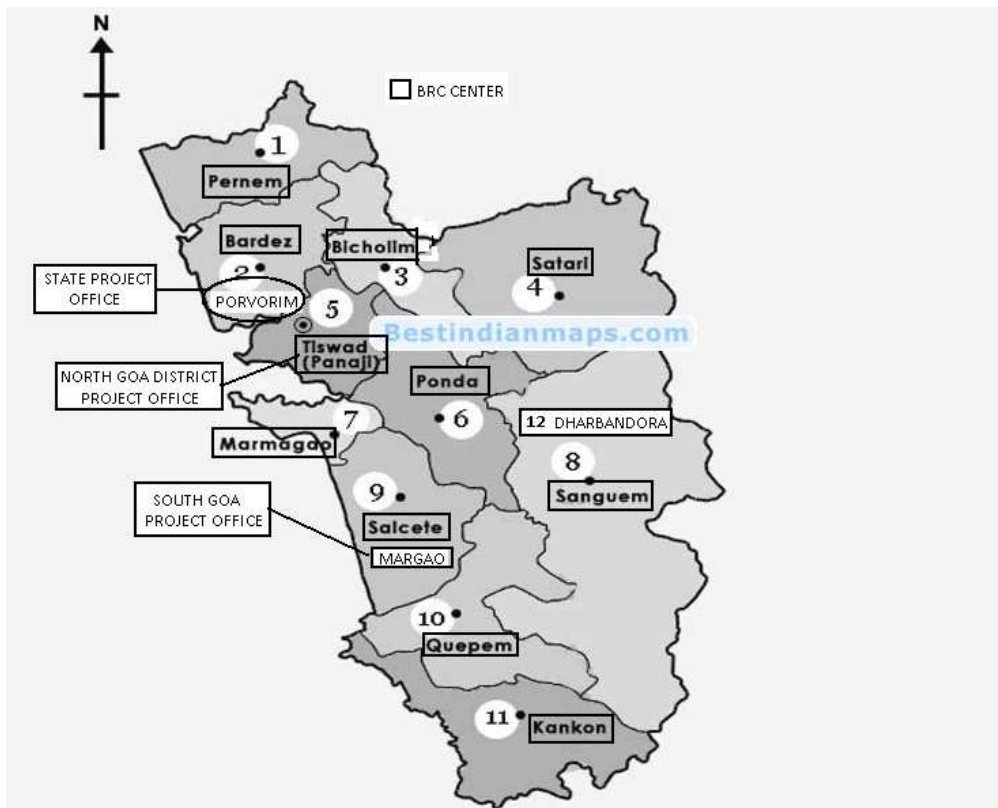


The SSA programs and activities are focused on overall quality improvement of school education at elementary stage in terms of student enrolment, student and teacher attendance, retention of children till the end of the elementary education, and fine-tuning the classroom teaching learning process. It is therefore, imperative and enjoined upon Goa SSA to join hands with different education offices at all levels through the Directorate of Education.

2.1.5. ADMINISTRATIVE STRUCTURE

The administrative set-up of Goa SSA comprises of the SPO office at the headquarters linked by its subsidiary district offices, in the north district and south district. Each of the district offices are further linked by subordinate Block Resource Centers, 6 in each district, comprising a total of 12 BRCs

which in turn are linked to 108 clusters across the states. The below map locates the various administrative offices of the Goa Sarva Shiksha Abhiyan.



2.1.6. ORGANISATIONAL HIERARCHY:

- At state level:** Goa Sarva Shiksha Abhiyan Society is governed by the Governing Council at the apex and is headed by the Chief Secretary of the State who is its Chairman. The Executive Council of the Society steers and monitors the schemes, interventions and activities of the Goa Sarva Shiksha Abhiyan. The administrative structure of the Goa SSA is given in the above figure. The State Project Office of Goa SSA is situated at Porvorim while the District Head Quarters of North Goa functions from Panaji and the District Head Quarters of South Goa functions from Margao. The State Project Office is headed by the State Project Director who is assisted by the Dy. Director of Education, Chief Accounts Officer

and State Programme Coordinators dealing with different Interventions of SSA.

- ***At District level:*** The District Project Offices are headed by the District Project Officers who are drawn from amongst the regular cadre of Assistant Directors from the Education Department who head the Central and South Zones of Education under the Directorate of Education.

The district offices are also involved in compiling the information furnished by the BRCs and CRCs from time to time. Collection of DISE data and monitoring various activities at the district level is one of the chief functions of the District level.

- ***At Block level:*** At the block level, the block office is headed by the BRC who is assisted normally by 5 to 6 more BRPs and other technical staff like the DEO (Data entry Operator, 2 Accountants, and an MIS Coordinator who is the custodian of the block's educational database.
- ***At Cluster level:*** At the grassroots/field-level there are 108 Cluster Resource Persons to hold fort and suitably linked to BRCs under whose direct control they function and duly report.

OVERALL ASSESSEMENT: The overall stability of the staff position over the plan-year played an important role in the overall good achievement rate of 79.6%. Delay in funds release due to altered pattern of fund flow from the central level to state level contributed significantly for the underperformance

2.2. GOA SSA ACHIEVEMENTS VIZ-A-VIZ GOALS OF NATIONAL MISSION

2.2.1. ACCESS AND ENROLMENT

- ✓ Enrolment of children in the primary schools in the State is above 99%
- ✓ Girls' share of enrolment is 49% of the total enrolment
- ✓ Transition rate from primary to upper primary stage is almost 100%
- ✓ No-detention policy up to Std. VIII as per RTE Mandate
- ✓ Primary schools in the State available within a radius of every 1 km
- ✓ Upper Primary Schools in the State available within a radius of every 3 km
- ✓ 100% Trained Teachers
- ✓ Adequate Teacher availability
- ✓ PTR at the primary level is 1:26 and at the upper primary stage it is 1:32

2.2.2. A FORWARD LOOKING STATE POLICY

- Provision of Uniforms, raincoats, free textbooks to the children learning in the Government Primary and Upper Primary schools
- Provision of school based transport facility to children belonging to the SC/ST and OBC sections of the society studying in aided schools (Bal Rath Scheme) and all students of Government schools.
- Incentives, scholarships to the children belonging to the SC/ST and OBC categories
- Incentives for the SC/ST girls and their parents

2.2.3. IMPLEMENTATION OF RTE ACT

- State RTE Rules were notified on 2nd August, 2012.
- Universal coverage of CCE at elementary level.
- Procedures in place for age appropriate admission to the children as per RTE Mandate
- Arrangement of special training for children admitted in the age appropriate class through the NGOs and regular teachers in the State
- Initiatives for Curriculum Reforms and Textbook Development in place
- However, state has yet to notify 25% admissions for the EWS category to Private unaided schools as per section 12(c) of the RTE Act, 2009.

- State needs to first notify the 'Per child Expenditure' for elementary education which is currently under process.
- Similarly Grievance Redressal Mechanism for RTE Act violations is yet to be notified. Cabinet approval to that effect has already been obtained, and the process of notifying the same is currently underway.

STATUS OF RTE NOTIFICATIONS AT A GLANCE:

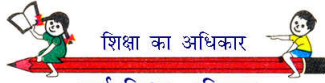
S.No	Provisions of RTE Act	Status
1	Notification of State Rules	Notified
2	Constitution of SCPCR/REPA	Notified
3	Notification of Academic Authority	SCERT (notified)
4	Policy on Eight year elementary education	In place
5	No detention	Notification issued
6	No Corporal punishment	Notification issued
7	No Board examination till elementary level	Notification issued
8	Banning private tuition	Notification issued
9	Banning screening procedure and capitation fees	Notification issued
10	Decentralized grievance redressal mechanism	Not Notified
11	Local Authority notified	MC, NP, ZP, P
12	25% Admission in Private unaided schools at entry level	Not Notified

2.2.4. SCHOOLING FACILITIES IN THE STATE:

There were 1664 primary and upper primary schools in the State during the year 2014-15. Of these, 820 Primary schools and 122 Upper Primary schools were state-run schools under the department of Education. In the Aided sector, there were 56 Primary and Upper primary schools in the State. As for schools in the Unaided sphere the number of Primary schools and Upper primary schools in the State stood at 132 and 22 respectively, leading to a total of 154 unaided schools. The below table reflects the tabulated figures at a glance:

SCHOOLING FACILITIES: (BLOCK-WISE DISTRIBUTION OF SCHOOLS)

No.	block	Number of schools in the block			Total
		Government schools	Govt. Aided Schools	Unaided	



शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

		PS	UPs with HS	PS	UPs with HS	PS	UPs	PS	UPS	TOTAL
1	Pedne	76	16	20	28	5	1	101	45	146
2	Bardez	70	9	47	53	32	4	149	66	215
3	Bicholim	82	14	13	19	5	0	100	33	133
4	Sattari	107	21	7	8	1	0	115	29	144
5	Tiswadi	42	5	31	39	25	0	98	44	142
6	Ponda	127	7	29	39	11	2	167	48	215
	TOTAL	504	72	147	186	79	7	730	265	995
7	Sanguem	56	7	3	5	0	0	59	12	71
8	Quepem	61	10	13	11	2	0	76	21	97
9	Salcete	50	11	55	58	36	8	141	77	218
10	Canacona	70	9	15	13	1	1	86	23	109
11	Mormugao	25	11	22	27	14	6	61	44	105
12	Dharbandora	54	2	4	9	0	0	58	11	69
	TOTAL	316	50	112	123	53	15	481	188	669
	TOTAL	820	122	259	309	132	22	1211	453	1664

**2.3. ACTIVITY WISE AUDITED EXPENDITURE STATEMENT OF SSA
FOR THE PERIOD ENDING 31.03.2015**

(Rs. In lakhs)

Sr. No.	Expenditure by Activity	PAB Approval		Achievement	% of Achievement
		Physical	Financial	Financial	
1	Intervention for out of school children	1664	52.600	15.55	30%
2	Teachers Salary	254	1025.400	697.75	68%
3	Teacher Grant	474	2.370	0.00	0%
4	Block Resource Centre	141	327.600	277.95	85%
5	Cluster Resource Centre	324	347.760	234.69	67%
6	Teachers Training	8584	33.310	14.76	43%
7	Free text book	136062	274.925	366.24	133%
8	Provision of 2 sets of Uniforms	22259	73.930	74.73	101%
9	Intervention for CWSN(IED)	1683	28.610	15.07	53%
10	Civil Works	100	97.950	66.41	68%
11	Civil Works (PWD)				
12	Maintenance Grant	885	51.200	48.58	95%
13	School Grant	1515	84.310	84.31	100%
14	Research and Evaluation	1515	24.250	9.15	38%
15	Project Management and MIS (district level)		60.840	45.14	74%
16	Project Managements & MIS (State level)		67.170	77.39	115%
16	Innovative Activity	123	5.120	3.38	66%
17	Community Mobilisation (including media activities)		10.870	8.57	78.8%
18	SMC Training	4436	8.870	2.80	31.56%
19	Prior Period Expenses		0.000	8.61	
TOTAL		180019	2577.085	2050.58	80%

3. BRIEF HIGHLIGHTS OF ALL KEY INTERVENTIONS AND INITIATIVES OF GSSA FOR 2014-15

3.1. QUALITY COMPONENT

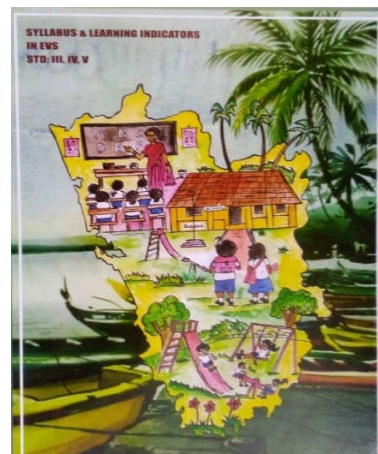
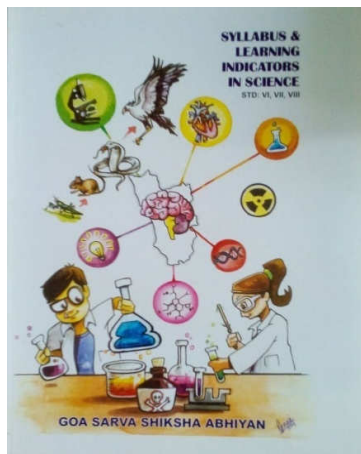
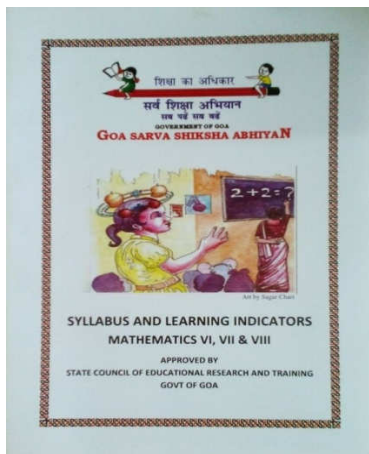
3.1.1. TEACHER TRAINING

Teacher training continued to be the crucial spine of the Quality component. Aimed at improving classroom transaction with the ultimate aim of making teaching-learning a joyful process, a tenet enshrined in the RTE Act 2009, the focus of the training was on strengthening and enhancing teachers' capacities to deliver better. Most of the teacher training modules were designed around the nationally leveraged Early Literacy and Numeracy Programme for classes I & II, and focused programs to improve learning in EVS, English and Mathematics for classes II-V and subjects Maths and Science for classes VI to VIII. The performance under each of these sub-components under quality is elaborated as follows:

3.1.1.1. OPERATIONALISATION OF LINDICS

a. Teacher's Handbook on syllabus and learning indicator :

Besides adopting LINDICS (Learning Indicators) as devised by NCERT which were contextualized to the state's needs and thereafter fine-tuning teaching based on them, was another feather in the cap of GSSA. It can be asserted with much pride that the Quality Cell of GSSA did a commendable job in adapting NCERT's LINDICS to state context and getting the copies printed. These printed copies were made available to each subject teacher at the time of training, an initiative much hailed by the Teaching community for providing a well-defined roadmap, a vibrant pathway to channelize classroom transaction.



b. Preparation of Worksheets based on LINDICS:

Training programme based on LINDICS besides focusing on an understanding of the learning indicators, included among other things, **preparation of Worksheets for students by the trainee teachers** and assessment and evaluation techniques based on learning indicators.

3.1.1.2 EARLY LITERACY AND NUMERACY PROGRAMME:

Developing foundation skills in reading writing and numeracy among children of early grades I and II were the thrust areas of this nationally driven programme which envisaged strengthening teacher capacities to attain this goal. Accordingly the reporting year comprised the first year of a 3-year comprehensive plan for teacher training for all the teachers involved in teaching early grades I and II.

3.1.1.3. FOCUSED PROGRAMME FOR IMPROVING LEARNING IN EVS, ENGLISH AND MATHEMATICS FOR CLASSES III-V:

To accomplish this goal, teacher training was conducted as follows:

- a. State Level Training of Resource Persons** in EVS (26), English (21) and Mathematics (28) totally 75 Resource Persons were trained for 3 days.
- b. Block Level training for Teachers** in EVS-2 + English-1+ Maths-3 = 6 days was conducted. A total of 560 Teachers teaching the above mentioned subjects were drawn, one each from every Govt. School and 2 teachers from every Aided School, and provided intense training

3.1.1.4. FOCUSED PROGRAMME FOR CLASSES VI-VIII TO IMPROVE LEARNING IN SCIENCE AND MATHEMATICS

- a. **State Level Training of Resource Persons** in Science and Mathematics for (Science 13 + Maths 16 RPs) was conducted. Totally 29 Resource Persons were trained for 3 days.
- b. **Block Level training of teachers for (3+3) = 6 days** for 442 teachers focused on teaching of Science and Mathematics was completed.
- c. Training included an understanding of learning indicators, **preparation of Worksheets for students** and assessment and evaluation practices based on learning indicators.
- d. **Teacher's Handbook on syllabus and Learning Indicators was published** by GSSA and supplied to each participating teacher trainee. **(Copy was also provided to EC members)**

Sr . No.	NAME OF THE TRAINING PROGRAMME	EVS, ENGLISH & MATHS										
		(STD: III, IV & V)										
		No. of Schools	EVS			ENGLISH			MATHS			TOTAL BUDGET
TRS	DAYS		BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET			
1	BICHOLIM	86	86	2	17200	86	1	8600	86	3	25800	51600
2	PEDNE	96	96	2	19200	96	1	9600	96	3	28800	57600
3	PONDA	115	115	2	23000	115	1	11500	11	5	34500	69000
4	SATTARI	67	67	2	13400	67	1	6700	67	3	20100	40200
5	TISWADI	71	71	2	14200	71	1	7100	71	3	21300	42600
6	BARDEZ	125	125	2	25000	125	1	12500	12	5	37500	75000
NORTH GOA TOTAL		560	560	2	112000	560	1	56000	560	3	168000	336000

Sr. No.	NAME OF THE TRAINING PROGRAMME →	EVS, ENGLISH & MATHS (STD: III, IV & V)										
	BLOCKS ↓	No. of Schools	EVS			ENGLISH			MATHS			TOTAL BUDGET
			TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	
1	DHARBANDORA	27	24	2	4800	24	1	2400	24	3	7200	14400
2	MARMUGOA	59	56	2	11200	56	1	5600	56	3	16800	33600
3	QUEPEM	54	51	2	10200	51	1	5100	51	3	15300	30600
4	SANGUEM	37	34	2	6800	34	1	3400	34	3	10200	20400
5	CANACONA	65	62	2	12400	62	1	6200	62	3	18600	37200
6	SALCETE	95	83	2	16600	83	1	8300	83	3	24900	49800
SOUTH GOA TOTAL		337	310	2	62000	310	1	31000	310	3	93000	186000

Teachers Training	Targets		Achievement	
	Phy.	Fin.	Phy.	Fin.
Refresher In-service Teachers' Training at BRC level	8584	33.310		14.26
Total				

3.1.1.5. CONDUCT OF SLAS:

SLAS (State level Achievement Survey) for the year 2014-15 was granted for the state for classes V and VIII. The entire work of SLAS right from designing evaluation tools right up to the Report preparation was executed under the able guidance of Dr. G. Pradhan from SCERT. The State Level Steering Committee for conduct of the SLAS continued to be the same committee constituted for SLAS 2013-14, as the committee had been

granted a 3-year tenure at the time of its formation. This committee was formed and approved in the 23rd executive committee meeting of GSSA held on 2nd December 2013. The EC then, had also approved State Council Of Educational Research And Training(SCERT) as the State Institute for the purpose of SLAS. The Steering Committee and The State Institute were notified in official Gazette of the Government of Goa on 16th January 2014. The details of members are as follows:

Sr. No.	Name of the Member	Details of the Member	Designated Role
1	Shri. Minanath T. Upadhye	Then State Project Director, GSSA	Chairperson
2	Shri. Narendra J. Kamat	State Pedagogy Co-ordinator, GSSA	Member Secretary
3	Smt. Sylvia D.Souza	Asstt. Director of Education, GSSA	Member
4	Smt. Wilma Henriques	Teacher of Mathematics/Headmistress of Mae dos Pobres, High School, Nuvem, Salcete	Member
5	Smt. Genesis D'Silva	Teacher of English /Headmistress of Adarsha V.V. High School, Margao Salcete	Member
6	Smt. Antonette Noronha	Teacher of Science /Headmistress of St. Thomas High School, Cansaulim.	Member
7	Shri. Sanjiv Dharwadkar	Teacher of Social Science(History)/Headmaster of Saraswat Vidyalay High School Mapusa.	Member
8	Shri Naresh Borkar	Teacher of Social Science (Geography)/Headmaster of Sharada English High School, Marcel Ponda.	Member
9	Shri Nagaraj Honnekeri	Director, SCERT (Academic Authority Representative)	Member
10	Dr. G. C. Pradhan	SCERT (Expert on Research & Evaluation)	Member
11	Nominee of RIE	(Representative of RIE, Bhopal)	Member

12	Dr. Louis Vernal	Ex-Principal of GVM College of Education, Ponda. (Head of University Dept. Of Education)	Member
13	Shri. J.R. Rebello	Chairman, Goa Board of Secondary and Higher Secondary Education (Representative of State Board of Education)	Member
14	Directorate Of Education	Director of Education, Government Goa, Porvorim.	Member

SLAS report for 2014-15 for std V is currently under preparation and will be finalized by mid-February 2016, whereas the report for std VIII is almost complete. For the field investigation, the Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ) were designed in the Quality Section of GSSA as per guidelines provided by MHRD; and they were printed and provided to the field investigators for administer.

Testing Tools (Question Papers) in 4 subjects (Mathematics, Science, English and Social Science) were set for std. VIII and std V (3 papers, English, Maths, EVS) under the guidance of Dr. G.C.Pradhan. 1481 students of std VIII and 1483 students of Std. V T were administered the testing Tools across 61 schools in the state (31 North and 30 from South).

Data entry of the student responses in all the above mentioned subjects commenced with effect from 13/04/2015 in Quality Cell of GSSA with the help of 6 MIS Coordinators and lasted for about 3 months. Dr. G.C.Pradhan of SCERT has undertaken analysis of the data in August 2015.

3.1.1.6. CAPACITY BUILDING PROGRAMME FOR BLOCK RESOURCE PERSONS AND CLUSTER RESOURCE PERSONS:

Apart from routine monthly meetings, the Cluster Resource Persons and Block Resource Persons were imparted training in methods and techniques of teacher training, capacity building for providing strong and consistent academic support to teachers and pupils in the field.

A two day-Capacity building workshop was conducted for 52 BRPs and 108 CRPs during the year.

3.1.1.7 DEVELOPMENT OF READING MATERIAL UNDER LEP (LEARNING ENHANCEMENT PROGRAMME)

Under the LEP programme, **Barkha Series books of the NCERT (a set of 40 books)** were translated, printed and supplied to all Government and Government aided schools for development of Early Reading skills and Reading comprehension.

Besides, the Barkha series, the State's Quality Cell also developed additional reading material in the form of the **KATHA TUSHAR SERIES** and supplied them to all the Government Primary and Aided Marathi medium schools.

The budget sanction for the same was Rs. 4.28 lakhs under the LEP head, for coverage of GPSs only. To extend the benefit of this efficacious programme to schools in the aided sector as well, GSSA entered into a partnership with Vedanta Foundation and as part of its CSR initiative, pooled in an additional Rs. 8.00 lakhs for coverage of Aided schools. The translated Barkha books along with the KATHA TUSHAR series were supplied to all schools to be placed in their Reading Corners. The overall eye-catching design of these books with colourful illustrations has been a collaborative effort executed by the Quality Cell of GSSA with the help of the Art Educators of GSSA.

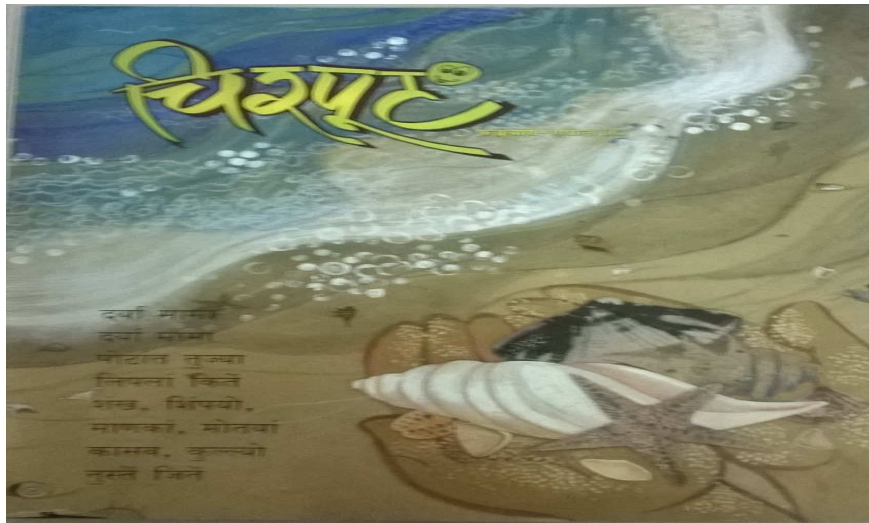


(Picture of one of the Katha Tushar books)

DEVELOPMENT OF CHILDREN'S MAGAZINE TITLED CHIRPUT IN KONKANI:

Children's quarterly magazine in Konkani titled 'CHIRPUT' was published by the Quality Cell and distributed to all 75 Konkani Medium Primary Schools (both Govt and Aided Schools) as part of Early Literacy

Programme in Primary Schools. This magazine has been a creative venture of the QUALITY CELL of GSSA and developed in collaboration with KONKANI BHASHA MANDAL under the expert guidance of Dr. Usha Sharma of NCERT, technical consultant for the Early Literacy Programme at the national level. A Marathi version of the same magazine proposed to be titled **TARANG** is in the pipeline for the year 2015-16.



(Image of Konkanni Children's Quarterly Magazine CHIRPUT)

3.2. ACADEMIC SUPPORT THROUGH BRCs AND CRCs :

	Block Resource Centre/ CRC	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
4	Block Resource Centre	141	327.600	141	277.95
5	Cluster Resource Centre	108	347.760	108	234.69
	Sub Total				

3.3. DISTRIBUTION OF FREE TEXTBOOKS

Goa SSA supplied textbooks to all students of Government and Aided Upper Primary Schools in the State, and all students of Aided Primary schools.

During the year 2014-15, totally 1,36,054 students were supplied sets of **textbooks** in all subjects with 100% achievement.

The target and achievement under this intervention was as follows:

7	Free Text Book	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
7.01	Free Text Book (P)				
7.02	Free Text Book (UP)				
	Sub Total	1,36,062	274.92	1,36,062	366.24

3.4. PROVISION OF UNIFORMS:

Uniforms are one of the child entitlements guaranteed in the RTE Act to ensure retention and completion of elementary education. GSSA made all efforts to provide these entitlements to the focus group children within the stipulated time limit. The target and achievement under this intervention was as follows:

14,708 students (All girls, SC Boys & ST Boys) from classes I to VIII were provided *one/two sets of uniforms (22,259 physical units)* with 100% achievement. The total budget allocation was Rs. 73.93 lakhs, and utilization was Rs. 71.65 lakhs.

TARGET AND ACHIEVEMENT UNDER TEXTBOOKS:

8	Free Uniforms	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Uniforms	22,259 units	73.930	14,708 students	74.73

3.5 ANNUAL GRANTS

All schools in the State were provided School Grants and Government Elementary schools were provided Maintenance Grants. School Grants were provided to all Government and Aided schools @ Rs. 7000/- per school. Similarly, Maintenance Grants were provided @ Rs. 5000/- per school with

less than 3 classrooms, and @ Rs. 10,000/- per school for those with more than 3 classrooms. The below mentioned summary reflects the physical and financial progress of this intervention:

- ▶ 1515 Elementary schools were given **School grants** at a total cost of Rs. 84.31 lakhs with 100% achievement.
- ▶ 885 Elementary schools were given **Maintenance Grants** at a total cost of Rs. 51.20 lakhs with 100% achievement.
- ▶ Total 474 Elementary schools were given **Teacher Grant** for providing **Scribbling Material** for development of Early Literacy Programme at a cost of Rs. 2.37 lakhs with 100% achievement.

TARGET, PROGRESS AND ACHIEVEMENT

	ANNUAL GRANTS	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
12	School Grants	1515	84.31	1515	84.31
13	Maintenance Grants	885	51.20	880	48.58
	Total	2400	135.51	2395	132.89

3.6 ACCESS

3.6.1. INITIATIVES FOR OUT OF SCHOOL CHILDREN

State had a target of covering 1664 out of school children for the year 2014-15. However the coverage under special training was 440 children who were provided special training in 24 Special Training Centres across the state out of which 8 were School-based Special Training centres operationalised for the first time in the state. The district-wise coverage of these students was as follows:

PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN FOR 2014-15

Intervention	TARGET		ACHIEVEMENT	
	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
NRSTC	1664	52.60	440	15.55
TOTAL	1664	52.60	440	15.55

▪ **SPECIAL TRAINING CENTERS APPROVED FOR 2014-15:**

- 24 centres had been approved for North & South Goa District.
- 12 centres were non-School based STCs (run by NGOs) & 12 centres are school based STCs.
- A total of 440 children were provided Special training at these centres

LIST OF APPROVED NRSTCS FOR NORTH GOA FOR 2014-15:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
NORTH GOA				
1.	Moving School, Pernem	16	1	Non School Based (run by NGO)
2.	Elshaddai Charitable Trust	125	2	Non School Based (run by NGO)
3.	Asha Kiran Society	46	2	Non School Based (run by NGO)
4.	Lions Club of ANP	15	1	Non School Based (run by NGO)
5.	Society of St. Vincent De Paul	15	1	Non School Based (run by NGO)
Total:		217	7	

LIST OF APPROVED NRSTCS FOR SOUTH GOA FOR THE YEAR 2014-15:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
SOUTH GOA				
1.	Kiranniketan Social Centre	52	4	Non School Based (run by NGO)
2.	Municipal High School	18	1	School Based
3.	GPMS, Satrant, Cortalim	10	1	School Based
4.	Desterro Eves Mahila Mandal	23	1	Non School Based (run by NGO)

5.	GPS, Casavlim	8	1	School Based
6.	GPS, Vadenagar	10	1	School Based
7.	GPS, Baina	20	1	School Based
8.	El Shaddai Charitable Trust	27	2	Non School Based (run by NGO)
9.	St. Antony's Pry. School	8	1	School Based
10.	GPS, Vakkikulam	2	1	School Based
11.	GPS, Gauthan	6	1	School Based
12.	Nitya Sevaniketan , Rivona	20	1	Non School Based (run by NGO)
	Total:	204	16	

DISTRICT-WISE ENROLMENT OF OoSC IN NRSTCS FOR THE YEAR 2014-15

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	117	100	0	0	117	100	217
SOUTH:	85	119	0	0	85	119	204
GOA	202	219	0	0	202	219	421

OoSC ENROLLED IN MADARASAS AND PROVIDED SPECIAL TRAINING:

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
SOUTH Activities	9	10	0	0	9	10	19
Total	9	10	0	0	9	10	19

3.7. INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS – IED (INCLUSIVE EDUCATION)

Implementing planned strategies for inclusion of CWSN continued to be one of the focal areas of GSSA activities. To ensure learning and retention of CWSN in regular schools, all the planned activities sanctioned within the relevant budget head were carried out. Achievement however remained diminished due to excess sanction under Aids and Appliances head. The following activities were carried out in our outreach to CWSN:

- Conduct of medical camps to identify and gauge extent of disability in the CWSN
- Provision of recommended Assistive Aids and Devices thereafter
- Facilitating Home-based Education for those CWSN who could not physically access school
- Provisioning Physiotherapy and speech therapy for identified CWSN
- Celebrating important events like World Disability Day to promote the ideal of Inclusive Education
- Conduct of Parental awareness programmes for parents of CWSN Conduct of workshops for teachers on curricular adaptations, in Inclusive schools

Activities	Target		Achievement	
	Phy.	Fin.	Phy.	Fin.
Medical assessment camps for identification of CWSN	12 blocks	1.80	700 CWSN	1.80
Provision of aids and appliances	361	10.83	348	6.14
Assistance for corrective surgery	2 districts	2.00	6 CWSN	0.90
Escort and Transport for CWSN to attend school	250	6.25	61	2.03
2 days workshop on care & support to CWSN HBE parents	41	0.082	7	0.014
1 day parental awareness program at block level	12	0.60	691	0.60
Hiring of physiotherapy/speech therapy services	12	2.00	9	0.63
Celebration of World Disability Day	2 Districts	2.149	325	2.149
5 days training on curricular adaptation of primary level teachers	167	1.67	177	1.67

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



HIGHLIGHTS OF THE INTERVENTION:

- Total budget allocation for CWSN for the year 2014-15 was Rs.28.611 lakhs for 1683 CWSN after reducing the number of children with Learning Disabilities (LD). Total utilisation of the budget stood at Rs. 15.07 lakhs.

CONDUCT OF MEDICAL CAMPS FOR GAUGING EXTENT OF DISABILITY:

- Medical Camps for identification of CWSN was carried out at Block level. Grant of Rs.1,80,000/- was released in November 2014 to all blocks @ Rs.15,000/- per block to conduct Medical Camps for identifying CWSN in the block and to take the identified CWSN to the referral hospitals for diagnosis of category of disability, percentage of disability, certification and prescription of aids and appliances.

5 DAYS TRAINING ON CURRICULAR ADAPTATION FOR PRIMARY LEVEL TEACHERS

- 5 days teachers training on curricular adaptation for primary level teachers has been conducted in the month of February 2015. Total 177 Primary teachers, 102 from North Goa and 75 from South Goa District attended the training.

2 DAYS WORKSHOP ON CARE & SUPPORT TO CWSN HBE PARENTS HOME BASED EDUCATION:

- 2 days workshop on care and support to CWSN HBE parents has been conducted in the month of March 2015. Total 7 parents 2 from North Goa and 5 from South Goa District attended the workshop.

CELEBRATION OF WORLD DISABILITY DAY “TALENT SHOW”

- As a part of celebration of World Disability Day, State has organized a **“Talent Show”** programme at North and South Goa District for CWSN.
- Total 325 CWSN are participated from different Special Schools.

HOME BASED EDUCATION:

- An amount of Rs.95,700/- was released to 7 CWSN from North & South Goa District for Home Based Education. The student beneficiaries were as follows:
 - Sarth Saidas Asolkar - MR - Pernem
 - Sanjana Punaji Lohar - MD- Pernem
 - Akhil Naik - CP - Canacona
 - Ajit Gaonkar - OI - Canacona
 - Manjunath R.Tawadkar - MD - Canacona
 - Sako Jano Shelke - MD - Dharbandora
 - Sahil Anil Bhagat - MD -Dharbandora,

AIDS AND APPLIANCES

Sr. No.	Block	No. of CWSN provided Aids & Appliances	
		ALIMCO	Spectacles
1.	Tiswadi	6	6
2.	Bardez	7	15
3.	Pernem	10	7
4.	Ponda	16	46
5.	Bicholim	11	13
6.	Sattari	5	5
7.	Mormugao	8	5
8.	Canacona	6	8
9.	Dharbandora	6	26
10.	Quepem	5	31
11.	Salcete	15	83
12.	Sanguem	3	3
	Total:	98	248

Total 346 CWSN were provided Aids and Appliances. Rs.6,13,841.20 was released towards the purchase of aids and appliances

Sr. No.	Block	Name of the CWSN	Name of the School	Std.	Amount released
1	Tiswadi	Preeti S. Talwar	Anjuman Neural High School	VI	5000
2	Pernem	Rohit R. Korgaonkar	GPS, Khajane	IV	13892
3	Pernem	Arati A. Mayekar	GPS, Dhareshwar	IV	23000
4	Ponda	Ajeem A. Bichanawar	GPS, Dattagad, Betod	III	7652
5	Sanguem	Riya R. Velip	GPS, Vakini	III	3237.39
6	Dharbandora	Rudra R. Sangodkar	GPS, Dhat, Mollem	I	37300
			Total:		90081.39

PHYSIOTHERAPY & SPEECH THERAPY CASES:

Sr. No.	Block	Name of the CWSN	Type of Disability	Amount released
1.	Tiswadi	Praveena Fatarpekar	CP	15000.00
2.	Tiswadi	Framsisco Araujo	OI	15600.00
3.	Pernem	Rama V. Pednekar	MD	5700.00
4.	Pernem	Kunal Thakur	OI	5700.00
5.	Ponda	Janvi D. Naik	HI/SI	4500.00
6.	Ponda	Dhruv D. Khedekar	HI/SI	4500.00
7.	Ponda	Saarthak A. Naik	HI/SI	4500.00
8.	Ponda	Tanvisha S. Gaude	HI/SI	4500.00
9.	Canacona	Sahish H. Lamani	SI	3600.00
			Total:	63,600.00

ESCORT & TRANSPORT PROVIDED TO CWSN:

Sr.No.	Block	No. of CWSN	Amount released
1.	Tiswadi	1	2000.00
2.	Bardez	5	10000.00
3.	Pernem	1	2000.00
4.	Ponda	17	34000.00
5.	Bicholim	9	18000.00
6.	Mormugao	3	6000.00
7.	Canacona	5	10000.00
8.	Dharbandora	6	12000.00
9.	Quepem	1	2000.00
10.	Salcete	2	4000.00
11.	Sanguem	4	8000.00
	Total:	54	108000.00

Total 54 CWSN were provided Escort and Transport facility to attend school. Rs. 1,08,000/- was released to provide Escort and Transport facility to CWSN.

1-DAY PARENTAL AWARENESS PROGRAMME:

Sr.No.	Block	No. of Parent
1.	Tiswadi	80
2.	Bardez	25
3.	Pernem	62

4.	Ponda	60
5.	Bicholim	88
6.	Mormugao	62
7.	Canacona	63
8.	Dharbandora	67
9.	Quepem	70
10.	Salcete	29
11.	Sanguem	35
	Total:	691
Total 691 parents attended the 1 Day Parental Awareness Programme across the blocks. Rs.60000/- was released for the programme.		

3.8 COMMUNITY MOBILIZATION:

3.8.1 SMC TRAININGS

All SMC trainings are geared towards strengthening community participation in school development, hence detailed guidelines for organizing two days Non-residential Community Training Programmes were given to the BRCs and CRCs. Importance of community in the process of planning, monitoring and School Development was highlighted during the training programme. The following are the accomplishments:

- ▶ In all 2144 male SMC members & 2368 female SMC members were trained on RTE Act 2009
- ▶ TOTAL NO. of members trained was – 4512

3.8.2 MEDIA ACTIVITIES

- ▶ FLOAT – In collaboration with Balram High School a float was prepared and was displayed at the State Shgimotsav Canacona. The theme was - TRIBAL TRADITIONS INTERWOVEN WITH RTE 2009. Rs. 1,59,214/-were utilized.

- ▶ RTE ANTHEM CD – An audiovisual CD that highlights the provisions under RTE Act 2009 was distributed to 1515 schools in the state.
- ▶ ADVERTISEMENTS - Bottom line scroll advertisements on local TV channels about the PM’s interaction with the children on Teachers Day, and Advertisements to news papers on Goa Liberation Day promoting awareness about RTE Act 2009 together cost Rs.56,173.00
- ▶ An amount of Rs. 10,000 per block was released to each of the 12 blocks for conducting STREET PLAYS ON RTE ACT 2009. Total amount utilised was Rs. 1,11,898.00
- ▶ *MY PLACE IS IN SCHOOL* (CALENDAR) 2015-16 was designed with the help of the Part-time Art Educators with RTE-flavour communicating a child’s-Rights perspective through visual art. An amount of Rs.39000.00 was utilized for the purpose. These calendars were distributed to all schools & most of the Village Panchayat Offices too as an effort towards promoting RTE awareness.

TARGET AND ACHIEVEMENT UNDER COMMUNITY MOBILISATION:

	SMC/ PRI Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Non Residential 2 days	4436	8.87	4512	2.80
	MEDIA ACTIVITIES	-	10.87	-	8.57
	Sub Total	4436	19.74	4512	11.37

3.9. REMS

Under the REMS component, state was sanctioned the proposal submitted by SETHU for carrying out a study titled ‘Reading of English in Middle Schools’. The Proposal submitted by SETHU was with an estimated cost of Rs. 7 lakhs, but sanction was accorded for an estimated cost of Rs. 4 lakhs only. The details of the initial Proposal by SETHU were as follows:

Reading of English in Middle Schools (Study by SETHU)

This proposal was received from renowned Child Psychologist of Goa, Dr. Nandita D’souza of Sethu Foundation, an organization that champions the cause of children’s learning, especially the CWSN children. It provides services in the form of psychological testing and diagnosis of learning as

well as behavioral problems in children. Sethu has been working in the field of Child Development and family guidance for over 8 years and has been running an English teaching program in a Government Primary School for the last 5 years.

The proposed study sought to measure the impact of switchover from vernacular to the English medium at std V, amongst both, the Government school students as well as their counterparts in the aided schools. The study also sought to facilitate across school-type comparisons between the Government and Aided-school set-up.

The details as forwarded by SETHU were as follows:

Title of the project : ‘Reading in English in Middle Schools’

Collaborators: Bookworm, an organization deeply involved in promoting the love of books and reading in schools across Goa through their various programs such as the Libraries in schools, Bookworm Publishing and Mobile Outreach Projects

Aims:

- 1) To determine whether students studying in std 5 of English Medium Government or Government Aided Schools in Goa are able to read in English at a grade level competency when they reach std. 5
- 2) To assess reading as an active meaning making process and not just as a skill. While attention will be paid to decoding aspects of fluency and comprehension will be given significant attention,
- 3) To assess oral aspects of language learning such as telling and listening comprehension in English in children
- 4) To assess free writing in English
- 5) To evaluate various factors that affect English literacy such as school environment, teacher’s attitudes, teaching methods, parental education, home environment, tuition classes and so on.

Methods:

- 1) Collection and analysis of data at the level of individual children in Grade 5, by observing the teaching and learning processes used in the classroom,
- 2) by studying teacher-level variables (such as teacher knowledge and beliefs),
- 3) by studying school level variables such as presence of a library, print in the school, location of the school etc.,

- 4) capture of background data on children including their linguistic backgrounds and home environments recognizing that these are significant factors that affect literacy.

Sample Size:

To cover 12 schools in the state. Schools were to be chosen from urban, rural and coastal belts based on location and the assumption of exposure to English and environmental print. 6 schools would be Government schools and the other 6 were to be Aided schools. 12 students from each school would be assessed ie: a total of 144 students would be the sample size. The batch of 12 students per school would be drawn from each of the following groups:

- Those with above average performance
- Average
- Below average performance
- Children who have been identified with any disability and/or not done their primary education in the same school would be excluded

Tools and Data Analysis:

A significant component of the study was the development and pilot of Reading Assessment Tools. Curriculum based reading tool would be developed. Running records would be undertaken based on curricular material. Both oral and written comprehension would be measured and analysed. Semi structured and unstructured interviews would be done with teachers in the school.

Reading would be assessed using curriculum based assessments, running records and oral questions and answers. Writing would be evaluated by using a picture cue. Information would be gathered from teachers through structured questionnaires. Classroom observations would also be conducted. Curriculum analysis would also be done to understand and inform the study.

Time frame:

The project would last over 6 months.

Phase I : 0-2 months for identifying schools, training the project team, preparing the assessment materials and questionnaires.

Phase 2 : 3-4 months: Gathering of data

Phase 3 : 5-6 months: Analysis of data, preparation of a report, sharing the report

Outcomes:

This study would help us gain an insight into the situation in Goa for English Literacy at the start of middle school, a crucial year in the student's life. Further it would provide an understanding of the various

factors that impinge on this process. This knowledge would enable practical recommendations for improved literacy instruction.

Budget estimates as submitted by SETHU: Rs. 7.5 lakhs.

The above Project was approved by PAB but at a reduced cost of Rs. 4 lakhs. Hence the research was carried out on a sample size of 15 schools only. SETHU was entrusted the task of carrying out their survey on completion of all codal formalities which involved signing of an MOU with GSSA spelling out all detailed nuances of the Project completion. A series of meetings were held at all level, including a familiarization session with the heads of the prospective sample schools, with the aim of getting a feedback of the expectations the Heads of schools would have of such an initiative. On the basis of the responses received, SETHU thereafter fine-tuned the objectives and methodology to be adopted and the study took off in right earnest. The entire study was meticulously steamrolled on a tightly structured framework enabling completion within the set time-frame. A Detailed Report of the Study was submitted to GSSA with a request to disseminate the findings to all concerned. A copy of the Report was also filed with MHRD

3.10 INNOVATION FUND FOR CAL:

Under Innovation state was granted Rs. 4.92 lakhs for carrying out maintenance and hardware of CAL equipment provided to 123 Government Middle Schools. The details of the proposal was as follows:

Provision of grant in aid @ Rs. 4000/ per school (maximum) for carrying out maintenance of the hardware provided to the 125 upper primary schools over the last 3 years, as the warranty period of 3 years has already expired. The amount requested is to be the upper limit, and due caution will be exercised in assessing the need per school before any funding is released for the same. To this end, a list of the schools where such maintenance and repair is required will be drawn up and placed before the EC for approval, if PAB sanctions the proposal.

TARGET AND ACHIEVEMENT:

STATE	No. of UPS (Phy)	Financial (@ Rs. 4000 per schl)	Financial Achievement
TOTAL	123	4.92 lakhs	3.38 lakhs

3.11. CIVIL WORKS :

Under the civil works component, State was sanctioned the following works with a budget allocation of Rs. 25.00 lakhs only.

Type of civil work	Physical Target	Budget allocation
Ramps	50 units	15.00 lakhs
Drinking Water facility	50 units	10.00 lakhs
*Toilets	151 units	72.48 lakhs

*151 Toilets were sanctioned for the state during the special PAB held on 4th December, 2014 for special sanctions under the SWACCH VIDYALAYA PROGRAMME which was a special nation-wide initiative of the PMO to attain the goal of complete sanitation in schools across the country. Sanctions however were conveyed only in the month of February with a deadline to achieve the target by 31st of July, 2015. The works were carried over as spill-over works for the next financial year.

PROGRESS AND ACHIEVEMENT:

Civil work	Target		Achievement	
	Units	Value	Units	Value
Ramps	50 units	15.00	50	15.00
DWF	50 units	15.00	50	15.00
Toilets	151	72.48	0	0
TOTAL	251	102.48	100	30.00

4. MANAGEMENT AND MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs. 128.01 lakhs was sanctioned under this head and it was utilized to the extent of 122.53 lakhs.

Targets and achievement under this budget head are as under:

PROJECT MANAGEMENT & MIS	Target		Achievement	
	Phy.	Fin.	Phy.	Fin.
STATE COMPONENT		67.170		77.39
DISTRICT COMPONENT		60.840		45.14
Sub Total		128.01		122.53

CAPACITY BUILDING TRAINING FOR BRPs & CRPS



EARLY LITERACY TRAINING FOR STD I & II



EARLY NUMERACY TRAINING



LEARNING INDICATOR IN EVS



LEARNING INDICATOR TRAINING FOR STD III, IV & V



TRAINING IN LEARNING INDICATOR IN MATHS



TRAINING IN LEARNING INDICATOR IN SCIENCE



ACKNOWLEDGEMENTS

Goa Sarva Shiksha Abhiyan has strived hard during the reporting year to maximize its impact on the state's educational system. With a 200+ staff strength at all the various hierarchical levels, GSSA tried its level best to achieve the set targets within the stipulated time-frame. With the support of the state and district coordinators, much was achieved in terms of teachers training, SMC training, and all required aspects of Quality interventions. The work of the Quality Cell of GSSA deserves special mention for the innovation and hard work pumped in. Their creative efforts have translated into substantial gains for GSSA in the form of Handbook for Teachers on LINDICS, translations of BARKHA series and design and development of our own early literacy reading material in the form of KATHA TUSHAR SERIES. Their painstaking work has been recognized and lauded across the state especially by the Teaching faculty.

Through Community Mobilization programs we strived to sensitize the PTAs and SMCs to initiate steps to strengthen the infrastructural facilities in their respective areas so as to make the school environments child friendly. We sincerely acknowledge the vital role played by SMCs in revitalizing school environments and making the school communities proactive.

Through the various interventions, perceptible and qualitative changes have occurred in schools but we must admit we have a gigantic task at hand of increasing the strength of our students at Government Primary Schools by providing them quality education.

Goa SSA has made tremendous strides by providing good toilet & drinking water facilities to all schools in the State wherever possible. We can modestly state that Goa SSA has marched ahead and created an impact on the State due to active collaboration with all the stakeholders namely, the Directorate of Education, SMC Members, members of local bodies etc.

The staff and all functionaries at the SPO and the DPO levels, along with the BRCs, BRPs and CRPs have played a major role in taking the schemes to the remotest areas where constant monitoring and grass root level implementation is essential.

The members of the SRGs have contributed in strengthening the SSA Goa by contributing their expertise and thus adding on to the knowledge-base of the state.

Goa SSA expresses its sincere gratitude to the Director of Education, Director of SCERT, and Principal DIET, who have been our associates and co-promoters in the field of elementary education.

SSA Goa expresses its sincere thanks to the Chairman of the Governing Council, the Chief Secretary, Goa, Shri B. Vijayan for his support and guidance.

In the same breath, SSA Goa acknowledges with profound gratitude, the valuable guidance and direction provided by the Chairman of the Executive Committee and Secretary (Education) Mr. D. P. Dwivedi, IAS, who has been the guiding light for GSSA, instrumental in tightly monitoring the achievement of targets, and instilling into us a spirit of dedication and zeal to work harder. He has been a proactive coordinator facilitating a harmonious coordination between all the line departments that affected the functioning of GSSA.

Lastly, SSA Goa owes its deep gratitude to the officials of the MHRD who have provided valuable assistance and guidance at the time of the PAB preceded by the Appraisal meetings. In particular we thank Dr. Minakshi Jolly for all her valuable support and suggestions for improvements. Our gratitude also goes out to the members of the TSG (EDCIL India Ltd.) who were ever willing to help troubleshoot through difficult areas of the program, and were available to provide counsel whenever necessary.

Let us strengthen our resolve once again to work selflessly to provide quality and child-friendly education to every child in our state, because a *well-educated and well-rounded child is the future strength of our nation* on whose tender shoulders stand the pillars of future health and well-being of our motherland. Let us then, continue investing in the lives of our children!

With grateful thanks

Sd/-

Shri Anil Vishwanathan Powar,
STATE PROJECT DIRECTOR
GOA SARVA SHIKSHA ABHIYAN



शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

Goa Sarva Shiksha Abhiyan Annual Report

2014-15



शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

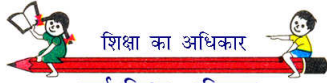
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शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

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1. STATE PROFILE

1.1 (Geographical and Socio-economic Profile)

Goa is India's smallest state by area and the 4th smallest by population yet it is richly endowed with great natural beauty, verdant and scenic to the eye, at the same time abounding in natural resources too, helping her attain great heights of economic prosperity. It is one of India's richest states with a GDP per capita two and half times that of the country as a whole. Its GDP for 2007 is estimated at \$3 billion in current prices, and is supposed to have one of the fastest growth rates in the country: 8.23% (yearly average 1990-2000).

Goa, is idyllically nestled along the Konkan coast of India, with a coastline stretching 131 kms. It has a partly hilly terrain with the Western Ghats rising to nearly 1200 mtrs. in some parts of the state. In the North, the Tiracol river separates Goa from Maharashtra. Karnataka lies to the south. The Arabian Sea to the west and the Western Ghats in the east constitute her natural borders respectively.

The Tiswadi island lies between the Mandovi and Zuari rivers, which are connected on the landward side by a creek. The island is triangular in shape that divides the harbour of Goa into two parts- Aguada at the mouth of the Mandovi on the north and Mormugao at the mouth of the Zuari on the south. The landform stretches out to a length of 105 km from north to south and is about 60 km. in width from east to west. Its total area is 3702 sq.km. It is comparatively a small state in physical terms with its capital at Panjim.

The port of Mormugao situated on the southern side of Zuari River is one of the best natural harbours on the west coast of India.

The climate of Goa is generally pleasant and normal throughout the year. The summer temperature varies from 24 Degree Centigrade to 36 Degree centigrade. Monsoon begins normally in the first week of June and the State receives good rainfall at an average of 2500 m.m. annually, mostly during June to September. There are six important rivers namely Mandovi, Zuari, Sal, Terekhol, Chapora and Talpona.

Goa encompasses an area of 3702 sq. m and lies between the latitudes 14.53' N and 15.40' S and longitudes 73.40' E and 74.20' E. Most of Goa is a coastal plain which is part of the overall Konkan region which is an escarpment rising up to the Western Ghats which separate it from the Deccan Plateau. The

highest point is the Sonsogor with an altitude of 1167 meters (3829 ft). Tourism is Goa's primary industry: it handles 12% of all foreign tourist arrivals in the country.



1.2. DEMOGRAPHIC PROFILE:

The decadal growth rate of population has been 14.9%. According to Census 2011, Goa's population stood at 14,58,545 persons. Of this, 66% were Hindus, 26.5% Christians, and 8.3% were Muslim. Other small minorities like Sikhs, Jains and Buddhists constituted 0.1%.

The following table gives the demographic indicators at a glance:

Demographic indicators (as per Census 2011)	
Total Population	14.58 lakhs
% urban population	62.2
%SC population	1.7
% ST population	10.2
% Muslim Population (source census 2001)	6.84



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Literacy Rate	88.7
Female Literacy rate	84.7
Male Literacy rate	92.6
Sex ratio (0-6 yrs)	920
Sex ratio (6-14 yrs)	973
Sex ratio (overall)	960
Density of population	363 per sq.km
Decadal growth rate in population	14.9%
Birth rate (as in 2007)	15.70 per 1000 people

As regards languages spoken, a variety of languages are spoken with schools in the state having 7 different media of instruction right from Konkani, Marathi and English to Kannada, Hindi, Urdu and Telegu. The Goa, Daman & Diu Official Language Act, 1987 makes Konkani in the Devanagri Script the sole official language of the state of Goa, but provides usage of Marathi for all or any of the official purposes. Though Portuguese was the sole official language of Goa whence an erstwhile Portuguese colony imparting the cultural milieu a distinctive flavour, it has now fallen in disuse with few remnant speakers of the language.

1.3. STATE EDUCATIONAL PROFILE:

Population (Census 2011)	14.58 lakhs
6-14 years age group	1,30,425
SC Population (% to total enrl)	1.7
ST Population (% to total enrl)	10.2
Sex Ratio	973
District Project Offices	2
No. of Block Resource Centres	12
No. of Clusters	108
SFDs (Special Focus Districts) (PMO's 121 Minority Districts)	1 (South District)

1.3. EDUCATIONAL INDICATORS:

I- Educational Indicators (based on UDISE 2014-15):

The below printed Educational Indicators are generated by MIS Unit of TSG (EDCIL) on the basis of UDISE data submitted by the state at the time of appraisal of the State Plan. The detailed analysis and subsequent comments offered are those of the Appraising Team of TSG.

The state has submitted the DISE data for 2014-15.

	2014-15
Primary schools (Govt.+Aided)	876
Upper Primary schools (Govt.+Aided)	442
Total Primary Enrolment (In lakh)	1.24
Total Upper Primary Enrolment (In lakh)	0.73
Total Elementary Enrolment (In lakh)	1.97
GER Primary	117.52
NER Primary	109.61
GER Upper Primary	111.88
NER Upper Primary	104.90
Teachers in Govt. Schools	2093
Out of School Children	1149

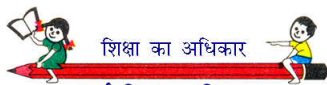
The above table shows that there are less schools in primary and upper primary from last year.

The reason is that some schools are closed at primary and upper primary level. The enrolment is increased in primary level and is decreased in upper primary level this year.

This is because now reporting of primary is from class I to V and upper primary is from class VI to VIII. Previously primary was from class I to IV and upper primary was from class V to VIII.

The GER & NER at primary and upper primary has been increased may be due to coverage of private schools under DISE. The state has also reported that they have mainstreamed some out of school children through special training.

There is also a decrease in number of teachers from last year. This is due to the fact that this does not include composite school teacher and some teachers are retired or expired. The state claims that there are 1,149 children in the age group 6 to 14 years who are out of school in the state.



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The state has clarified that there are some schools which have been closed down due to low enrolment and the children from those schools have been shifted to the nearby schools.

There is increase in GER and NER at primary and upper primary level from last year.

Last year no census data was available but this year there is projected census data available by NUEPA.

Percentage of underage and overage children to total enrolment

Year	Primary level			Upper primary level		
	Under-age	Over-age	Total grossness	Under-age	Over-age	Total grossness
2014-15	2.37	4.35	6.72	3.18	3.05	6.23
2013-14	2.07	5.19	7.26	2.40	13.18	15.58
2012-13	1.94	5.99	7.93	2.43	15.03	17.46
2011-12	2.44	7.10	9.54	3.87	12.38	16.25
2010-11	1.88	9.86	11.74	2.93	14.64	17.57
2009-10	1.71	9.77	11.48	3.24	15.46	18.70
2008-09	2.11	10.11	12.22	2.71	15.97	18.68

The above table shows that there are 7% under-age and over-age children at primary and 7% at upper primary level. It also shows that at upper primary level the over-age children are decreased.

Enrolment (in lakh)

Year	All Management				Govt.+Aided Schools			
	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease
2014-15	123855	0.84	72673	-3.44	93492	-1.47	68034	-6.35
2013-14	122820	0.31	75264	0.65	94883	-2.29	72650	0.23
2012-13	122443	7.18	74778	4.19	94334	-1.55	70659	0.33
2011-12	114236	2.61	71769	1.67	95816	-2.21	70429	1.74
2010-11	111330	-1.47	70593	7.49	97984	-2.69	69223	7.90
2009-10	112994	2.55	65673	3.02	100696	-5.87	64154	0.76

The above table shows the percentage of decline in enrolment in government schools. It is pertinent to mention here that enrolments in Govt. and Aided schools have consistently been declining at Primary level for the past five years. It is observed that between 2009-10 and 2014-15 there is a stiff decline in enrolment in government schools at primary level.

Total Enrolment (I-VIII)

Year	General	SC	ST	OBC	Muslim
2014-15	157520	3029	17084	18895	21547
2013-14	157443	3196	18239	19206	22120

The above table shows enrolment has increased in general category and is decreasing in other categories. This is because other category students are moving to general category.

Class-wise number of Enrolment: Govt. + Aided Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	17837	17515	17673	17759	22708	22341	22675	23018
2013-14	17758	17910	18054	18297	22864	23401	23568	25681
2012-13	17736	17966	18151	17918	22563	22959	25083	22617
2011-12	18324	18116	18082	18213	23081	25573	23071	21785
2010-11	18416	17667	17782	18338	25781	23401	21994	23828
2009-10	19277	18705	18318	19791	24605	22670	21378	20106
2008-09	21273	20174	20939	20365	24229	22370	17664	23638

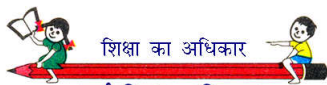
The above table also shows the percentage of decline in enrolment in government and aided schools. It is observed that between 2008-09 and 2014-15, there is a stiff decline in enrolment in Government schools at primary level. It requires continued attention and study on declining enrolment. Special efforts are also required to improve the transition from primary to upper primary level.

Class-wise number of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	25297	24635	24764	24673	24486	24016	24267	24390
2013-14	24722	24768	24694	24659	23977	24378	24389	26497
2012-13	24750	24831	24773	23875	24214	24351	26544	23883
2011-12	23165	22820	22275	22288	23688	26164	23493	22112
2010-11	21865	20882	20907	21309	26367	23934	22415	24244
2009-10	22253	21646	21116	22688	25291	23263	21865	20545
2008-09	22145	20971	21713	21043	24317	22410	17677	23662

Class-wise percentage of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	12.87	12.53	12.60	12.55	12.45	12.22	12.34	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38



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Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	12.87	12.53	12.60	12.55	12.45	12.22	12.34	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38
2012-13	12.55	12.59	12.56	12.11	12.28	12.35	13.46	12.11
2011-12	12.45	12.27	11.98	11.98	12.74	14.07	12.63	11.89
2010-11	12.02	11.48	11.49	11.71	14.49	13.16	12.32	13.33
2009-10	12.46	12.12	11.82	12.70	14.16	13.02	12.24	11.50
2008-09	12.73	12.06	12.48	12.10	13.98	12.88	10.16	13.60

Percentage girls to total enrolment and GPI in enrolment

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% Girls to total enrolment	Primary	47.99	48.27	48.2	47.92	47.98	48.04
	UP	46.54	47.18	46.92	47.05	47.21	47.62
Gender Parity Index(GPI)	Primary	0.92	0.93	0.93	0.92	0.93	0.94
	UP	0.87	0.89	0.88	0.89	0.89	0.90

The percentage share of girls in enrolment at primary level is matching to their share in population. The participation of girls is higher at primary level, which is a good indication of the system. But if we analyze the situation, the boys may be dropping out of the system to earn and support their families. So there is a need to keep a watch on those children and need to retain them in the system. The GPI at primary level is increasing from the previous year.

GPI Class-wise 2013-14

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2014-15	0.92	0.94	0.91	0.92	0.91	0.90	0.90	0.91
2013-14	0.94	0.92	0.92	0.92	0.90	0.90	0.92	0.87

Percentage enrolment and population by social category

Category	% population share (Census 2011)	% Enrolment share				
		2010-11	2011-12	2012-13	2013-14	2014-15
SC	1.7	1.97	1.74	1.85	1.61	1.54
ST	10.2	9.12	9.06	7.64	9.20	8.69
Muslim*	6.84	9.81	9.48	9.60	9.50	10.96

*Muslim Census-2001



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Table above presents the share of SC, ST and Muslim children in enrolment compared to their share in population as per Census 2011. It suggests that the enrolment of these categories is lower to their proportion in population which is a cause for concern.

Transition Rate (Primary to Upper Primary Level)

Year	Boys	Girls	Total
2014-15	100.10	100.21	100.15

The transition rate represents percentage of children moving from terminal grade of primary stage to first grade of upper primary stage. The overall transition rate in the state is more than 100%, which means 100% children of previous year grade V enrolment are admitted in grade VI this year. This is a healthy percentage.

Annual Average Dropout Rate

Category	2014-15		
	Boys	Girls	Total
All	0.00	0.00	0.00
SC	0.45	6.80	3.61
ST	4.86	4.15	4.51
Muslim	0.89	0.00	0.00

Dropout rates in special focus districts (SFDs) if any

Sl. No.	District	2014-15		
		Boys	Girls	All
1	South Goa	0.48	0.13	0.31

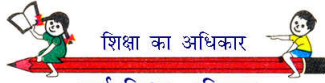
No. of Teachers

Year	Total			Govt.			Aided		
	Primary	UP	Composite	Primary	UP	Composite	Primary	UP	Composite
2014-15	1880	504	6843	1443	355	1051	437	149	5792

* Primary= (schcat.=1), UP= (schcat.=2+4), composite= (schcat.=3+5+6+7 the teachers who teach elementary classes)

Schools with adverse PTR (Govt. Schools)

District Name	Total School	Primary			Upper Primary				
		Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers	Schools With Surplus Teachers	Total School	Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers



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2014-15	774	8	1.03	-	343	122	0	0	-	122
2013-14	812	391	48.15	133	86	47	5	10.64	124	38

There were 8 schools at primary level and no schools at upper primary level with adverse PTR. In order to balance the PTR in every school, the state should do the rationalization and remove the excess teachers from the over-served schools and put them in the deprived ones.

The state has a comfortable pupil-teacher-ratio for government schools (13). The state needs to re-deploy the surplus teachers to maintain a comfortable PTR in every school.

No. of School without infrastructure facilities (Govt. Schools)								
Year	Total School	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library
2014-15	906	8	117	0	338	198	612	4
2013-14	944	0	0	1	385	214	658	0
2012-13	959	331	59	7	460	233	658	185
2011-12	1040	308	175	6	491	293	644	142
2010-11	1057	408	175	15	541	300	631	142

The state has schools with 100% basic facility like drinking water. However, the RTE Act clearly spells out certain facilities to be available in all the schools. The state has schools without girls' toilets, boys' toilets, ramps, boundary walls and playgrounds. This year there is no library in 4 school as it is due to no reporting by the schools.

2. ANNUAL REPORT OF SSA INTERVENTIONS CARRIED OUT IN THE YEAR 2014-15 (as per SSA framework)

THE YEAR THAT WAS.....

2.1. GENERAL INFORMATION

2.1.1 INTRODUCTORY NOTE:

The academic year 2014-15 for GSSA was a special year for GSSA as it sailed into its 10th year of institutional voyage. From the national level too, SSA was climbing new heights with many of the interventions being recast over new trajectories, especially in the sphere of Quality, where new thrust areas with renewed perspectives were propelling the mission towards fine-tuning the intervention. Over the last two years, teacher training based on Focused programs in Early Literacy & Numeracy, and teaching of Maths and Science has charted out a definite course for the Juggernaut of elementary education across the country to edge closer to the goal of Quality Education as never before.

With new wings added to the overall programme, GSSA was ready to take off full-steam, as the year began on a welcome note with most of the proposals referred by the state to the MHRD through its AWP&B 2014-15, having been sanctioned by the PAB (Project Approval Board) of SE&L wing of MHRD. PAB Minutes conveying the sanctions, though received a little late by the state, nevertheless helped GSSA to embark on its charted course for the year through the planned activities. A total budget of 25.77 lakhs was sanctioned for the state setting the targets to be achieved within the set timeframe. Thus another year of vibrant activity was added to the life-span of GSSA as well as to its annals in history. Before we take you along the journey of our achievements

for the year under reporting, it is fitting to introduce you to GSSA as it has evolved down the years since its inception in 2005.

2.1.2 BRIEF BACKGROUND:

The Goa Sarva Shiksha Abhiyan is a registered Society formed for the sole purpose of implementing the national level SSA programme which is GOI's flagship programme for achievement of UEE (Universalization of Elementary Education) in a time bound manner, as mandated in the 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group a Fundamental Right.

The embarking of Sarva Shiksha Abhiyan (SSA) as a national mission has thus been, over the last decade, a historic journey towards this long cherished goal of Universalization of Elementary Education. In conformity with the national mission, GSSA aims to provide useful and Quality Elementary Education to all children in the 6-14 age group in the state of Goa. The efforts of SSA are also aimed at building the capacities of the school system through community-participation and improved classroom transaction by the teacher through teacher training and other vital Quality inputs.

2.1.3. CHALLENGES:

A) Schooling of out of school children:

The Goa Sarva Shiksha Abhiyan was launched in the state of Goa on 2nd October 2005 for the purpose of UEE in the state with a specific timeframe for achievement of the UEE goal. As far as enrolment, attendance and retention of children at the elementary stage of education in Goa is concerned, there are not many challenges. The biggest challenge however, is the need to refine the mainstreaming techniques for out of school children who are basically children of migrant labourers who constitute the floating population. A major chunk of this segment hails from the neighbouring states of Karnataka, and Maharashtra from where they

descend upon the state for seasonal jobs in the fishing or tourism industry. A substantial number of these also come from other states like Orissa, Andhra Pradesh, Tamil Nadu and even from Bihar, and are found concentrated in considerable numbers along the coastal belts during the fishing season, and in the urban pockets of the four main cities of Mormugao, Margao, Panaji and Mapusa.

Though Goa SSA's mainstreaming activities appear to bear fruit, the problem persists as the children move from place to place within and out of the state. Many of these vulnerable children are admitted to the NRSTCs (non-residential Special Training Centres) in the State in an effort to provide them access to formal elementary education. However the realization is rife that unless residential training centres with schooling facilities are operationalised, the most vulnerable amongst them, ie: the homeless and street children will be unable to make the crossover to mainstream education in the truest sense.

B) INCLUSION:

Goa SSA has also made spirited efforts towards Inclusion, by providing various facilities including assistive aids, books in Braille, hearing aids, ramps and other materials and facilities to CWSN to configure school environments to their needs. Several cases of Home-based Education were processed with the RTE-mandate in mind. Creating awareness for the need of *inclusion in regular schools* in the child-rights perspective was given prime focus during the Parental Awareness programmes as well as during the SMC training programmes.

C) EFFECTIVE TEACHER TRAINING:

Provisioning in-service Teacher training programmes continues to be one area of challenge as well as fulfilment. During the year of reporting,

teacher training for elementary teachers was imparted in specific areas as guided by the national level. All the training modules were designed for implementation of the Early Literacy and Numeracy programme for early grades I & II, as well as focused program for teach of Maths and Science for UPS teachers. Modules were designed to enable teachers to acquire the necessary skills and abilities for making classroom learning interesting and child-friendly. The training programmes comprised of various activities including discussions, group interactions, and workshops, and most importantly teachers were involved in designing worksheets for students based on the Learning Indicators and themes of Early Literacy. Though GSSA had a exhilarating exercise and an overall rewarding experience in this area, universal coverage of teacher participation continued to be a formidable challenge.

Elaborate details of each intervention are cited in the subsequent pages of this report giving the details of budget allocation and their corresponding expenditures/achievement.

D) COMMUNITY MOBILISATION:

100% community participation in the overall school performance continues to be a dream area. However, we can assert with pride that SMCs in most government schools have become proactive with constant education of their role in school management in light of the RTE Act. This has translated into significant gains for rural government schools at large, with the SMC actively promoting school development with great vigour, and the effect of the same is strikingly palpable/perceptible in quite a number of schools. However, we still have miles to go before we can claim complete achievement in this area. The SMC trainings during the year were geared towards this end.

2.1.4. ORGANISATIONAL STRUCTURE OF GOA SARVA SHIKSHA ABHIYAN

GOVERNING COUNCIL

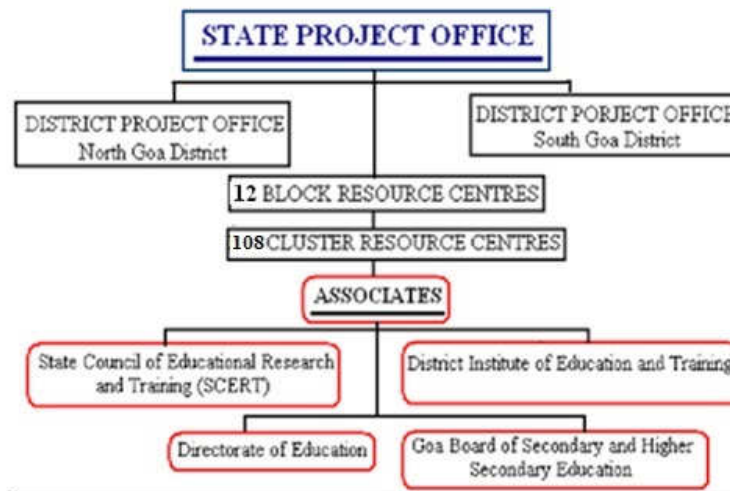
Chief Secretary	Chairman, Goa SSA Society
Secretary Education	Chairman, Executive Committee
Secretary Finance	Member
Secretary PWD	Member
Secretary Planning	Member
Secretary Rural Development Agency	Member
Secretary Social Welfare	Member
Secretary, Women and Child Development	Member
Secretary Panchayat	Member
Director of Education	Member
State Project Director	Member Secretary
Miss Rajani Konanantnangi, Asstt. Prof. (TISF, TISS)	Member

EXECUTIVE COMMITTEE OF GOA SARVA SHIKSHA ABHIYAN
SOCIETY

State Project Director	Member Secretary
Director SCERT	Member
Director, Women and Child Development	Member
Director, SCERT	Member
Director Women & Child Development	Member
Ms. Rajani Kontantanmbig, Asstt. Professor, Tata Institute of Social Sciences, Maharashtra	
The Superintending Engineer, PWD (South)	Member
The Superintending Engineer, PWD (North) Monitoring & Evaluation Unit, Altinho-Panaji	Member
The Dy. Director of Education (Adult)	Member
The Dy. Director of Education (North Education Zone)	Member
The Dy. Director of Education (Central Education Zone)	Member
Principal, DIET	Member
Shri Ashok Dessai, Ex Director of Education	Member
Dr. Geeta Kale, Ex Dy. Director of Education	Member
Shri. P. R. Nadkarni, Ex Chairman, Goa Board of Sec & Hr. Sec. School.	Member
Smt Surekha Dixit, Chairperson, Gomantak Bal Shikshan Parishad	Member
Dr. Celsa Pinto, Ex Director of Education	Member
Mr. Quintiliano Faleiro, Headmaster	Member
Shri. Gajanan Mandrekar, Headmaster,	Member
Dr. Maria Adams, Director, Spandan	Member
Dr. Nandita D'Souza, Director, Sethu	Member

GOA SARVA SHIKSHA ABHIYAN

ORGANOGRAM

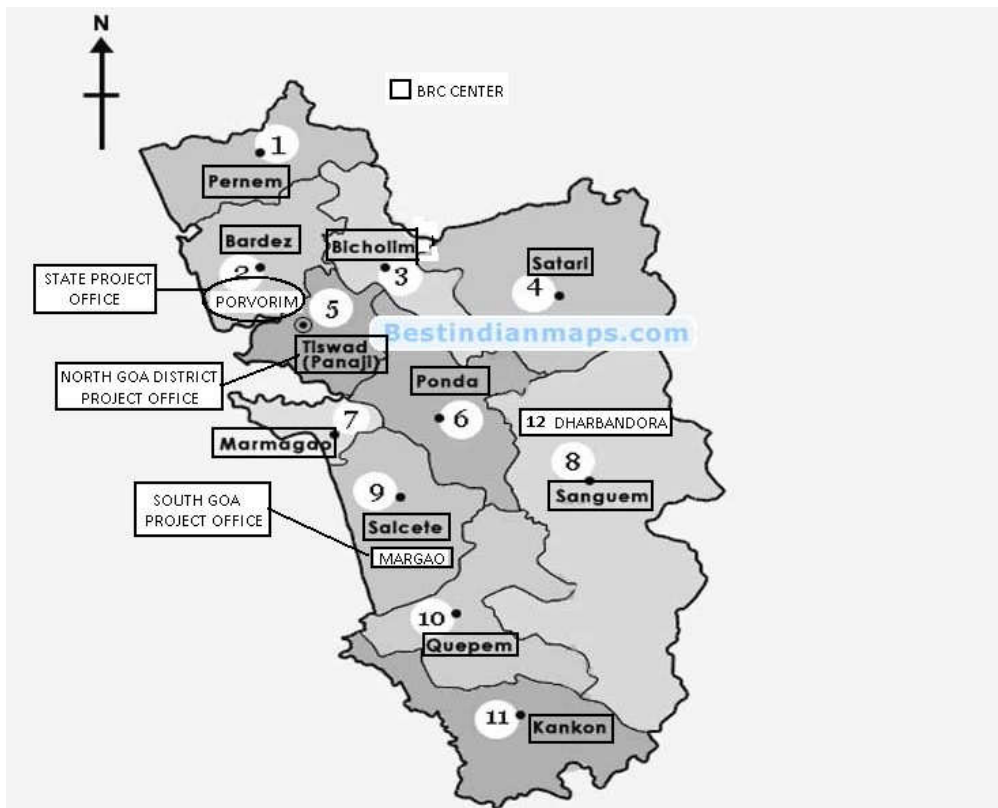


The SSA programs and activities are focused on overall quality improvement of school education at elementary stage in terms of student enrolment, student and teacher attendance, retention of children till the end of the elementary education, and fine-tuning the classroom teaching learning process. It is therefore, imperative and enjoined upon Goa SSA to join hands with different education offices at all levels through the Directorate of Education.

2.1.5. ADMINISTRATIVE STRUCTURE

The administrative set-up of Goa SSA comprises of the SPO office at the headquarters linked by its subsidiary district offices, in the north district and south district. Each of the district offices are further linked by subordinate Block Resource Centers, 6 in each district, comprising a total of 12 BRCs

which in turn are linked to 108 clusters across the states. The below map locates the various administrative offices of the Goa Sarva Shiksha Abhiyan.



2.1.6. ORGANISATIONAL HIERARCHY:

- At state level:** Goa Sarva Shiksha Abhiyan Society is governed by the Governing Council at the apex and is headed by the Chief Secretary of the State who is its Chairman. The Executive Council of the Society steers and monitors the schemes, interventions and activities of the Goa Sarva Shiksha Abhiyan. The administrative structure of the Goa SSA is given in the above figure. The State Project Office of Goa SSA is situated at Porvorim while the District Head Quarters of North Goa functions from Panaji and the District Head Quarters of South Goa functions from Margao. The State Project Office is headed by the State Project Director who is assisted by the Dy. Director of Education, Chief Accounts Officer

and State Programme Coordinators dealing with different Interventions of SSA.

- ***At District level:*** The District Project Offices are headed by the District Project Officers who are drawn from amongst the regular cadre of Assistant Directors from the Education Department who head the Central and South Zones of Education under the Directorate of Education.

The district offices are also involved in compiling the information furnished by the BRCs and CRCs from time to time. Collection of DISE data and monitoring various activities at the district level is one of the chief functions of the District level.

- ***At Block level:*** At the block level, the block office is headed by the BRC who is assisted normally by 5 to 6 more BRPs and other technical staff like the DEO (Data entry Operator, 2 Accountants, and an MIS Coordinator who is the custodian of the block's educational database.
- ***At Cluster level:*** At the grassroots/field-level there are 108 Cluster Resource Persons to hold fort and suitably linked to BRCs under whose direct control they function and duly report.

OVERALL ASSESSEMENT: The overall stability of the staff position over the plan-year played an important role in the overall good achievement rate of 79.6%. Delay in funds release due to altered pattern of fund flow from the central level to state level contributed significantly for the underperformance

2.2. GOA SSA ACHIEVEMENTS VIZ-A-VIZ GOALS OF NATIONAL MISSION

2.2.1. ACCESS AND ENROLMENT

- ✓ Enrolment of children in the primary schools in the State is above 99%
- ✓ Girls' share of enrolment is 49% of the total enrolment
- ✓ Transition rate from primary to upper primary stage is almost 100%
- ✓ No-detention policy up to Std. VIII as per RTE Mandate
- ✓ Primary schools in the State available within a radius of every 1 km
- ✓ Upper Primary Schools in the State available within a radius of every 3 km
- ✓ 100% Trained Teachers
- ✓ Adequate Teacher availability
- ✓ PTR at the primary level is 1:26 and at the upper primary stage it is 1:32

2.2.2. A FORWARD LOOKING STATE POLICY

- Provision of Uniforms, raincoats, free textbooks to the children learning in the Government Primary and Upper Primary schools
- Provision of school based transport facility to children belonging to the SC/ST and OBC sections of the society studying in aided schools (Bal Rath Scheme) and all students of Government schools.
- Incentives, scholarships to the children belonging to the SC/ST and OBC categories
- Incentives for the SC/ST girls and their parents

2.2.3. IMPLEMENTATION OF RTE ACT

- State RTE Rules were notified on 2nd August, 2012.
- Universal coverage of CCE at elementary level.
- Procedures in place for age appropriate admission to the children as per RTE Mandate
- Arrangement of special training for children admitted in the age appropriate class through the NGOs and regular teachers in the State
- Initiatives for Curriculum Reforms and Textbook Development in place
- However, state has yet to notify 25% admissions for the EWS category to Private unaided schools as per section 12(c) of the RTE Act, 2009.

- State needs to first notify the 'Per child Expenditure' for elementary education which is currently under process.
- Similarly Grievance Redressal Mechanism for RTE Act violations is yet to be notified. Cabinet approval to that effect has already been obtained, and the process of notifying the same is currently underway.

STATUS OF RTE NOTIFICATIONS AT A GLANCE:

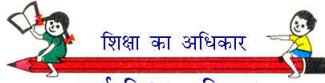
S.No	Provisions of RTE Act	Status
1	Notification of State Rules	Notified
2	Constitution of SCPCR/REPA	Notified
3	Notification of Academic Authority	SCERT (notified)
4	Policy on Eight year elementary education	In place
5	No detention	Notification issued
6	No Corporal punishment	Notification issued
7	No Board examination till elementary level	Notification issued
8	Banning private tuition	Notification issued
9	Banning screening procedure and capitation fees	Notification issued
10	Decentralized grievance redressal mechanism	Not Notified
11	Local Authority notified	MC, NP, ZP, P
12	25% Admission in Private unaided schools at entry level	Not Notified

2.2.4. SCHOOLING FACILITIES IN THE STATE:

There were 1664 primary and upper primary schools in the State during the year 2014-15. Of these, 820 Primary schools and 122 Upper Primary schools were state-run schools under the department of Education. In the Aided sector, there were 56 Primary and Upper primary schools in the State. As for schools in the Unaided sphere the number of Primary schools and Upper primary schools in the State stood at 132 and 22 respectively, leading to a total of 154 unaided schools. The below table reflects the tabulated figures at a glance:

SCHOOLING FACILITIES: (BLOCK-WISE DISTRIBUTION OF SCHOOLS)

No.	block	Number of schools in the block			Total
		Government schools	Govt. Aided Schools	Unaided	



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		PS	UPs with HS	PS	UPs with HS	PS	UPs	PS	UPS	TOTAL
1	Pedne	76	16	20	28	5	1	101	45	146
2	Bardez	70	9	47	53	32	4	149	66	215
3	Bicholim	82	14	13	19	5	0	100	33	133
4	Sattari	107	21	7	8	1	0	115	29	144
5	Tiswadi	42	5	31	39	25	0	98	44	142
6	Ponda	127	7	29	39	11	2	167	48	215
	TOTAL	504	72	147	186	79	7	730	265	995
7	Sanguem	56	7	3	5	0	0	59	12	71
8	Quepem	61	10	13	11	2	0	76	21	97
9	Salcete	50	11	55	58	36	8	141	77	218
10	Canacona	70	9	15	13	1	1	86	23	109
11	Mormugao	25	11	22	27	14	6	61	44	105
12	Dharbandora	54	2	4	9	0	0	58	11	69
	TOTAL	316	50	112	123	53	15	481	188	669
	TOTAL	820	122	259	309	132	22	1211	453	1664

**2.3. ACTIVITY WISE AUDITED EXPENDITURE STATEMENT OF SSA
FOR THE PERIOD ENDING 31.03.2015**

(Rs. In lakhs)

Sr. No.	Expenditure by Activity	PAB Approval		Achievement	% of Achievement
		Physical	Financial	Financial	
1	Intervention for out of school children	1664	52.600	15.55	30%
2	Teachers Salary	254	1025.400	697.75	68%
3	Teacher Grant	474	2.370	0.00	0%
4	Block Resource Centre	141	327.600	277.95	85%
5	Cluster Resource Centre	324	347.760	234.69	67%
6	Teachers Training	8584	33.310	14.76	43%
7	Free text book	136062	274.925	366.24	133%
8	Provision of 2 sets of Uniforms	22259	73.930	74.73	101%
9	Intervention for CWSN(IED)	1683	28.610	15.07	53%
10	Civil Works	100	97.950	66.41	68%
11	Civil Works (PWD)				
12	Maintenance Grant	885	51.200	48.58	95%
13	School Grant	1515	84.310	84.31	100%
14	Research and Evaluation	1515	24.250	9.15	38%
15	Project Management and MIS (district level)		60.840	45.14	74%
16	Project Managements & MIS (State level)		67.170	77.39	115%
16	Innovative Activity	123	5.120	3.38	66%
17	Community Mobilisation (including media activities)		10.870	8.57	78.8%
18	SMC Training	4436	8.870	2.80	31.56%
19	Prior Period Expenses		0.000	8.61	
TOTAL		180019	2577.085	2050.58	80%

3. BRIEF HIGHLIGHTS OF ALL KEY INTERVENTIONS AND INITIATIVES OF GSSA FOR 2014-15

3.1. QUALITY COMPONENT

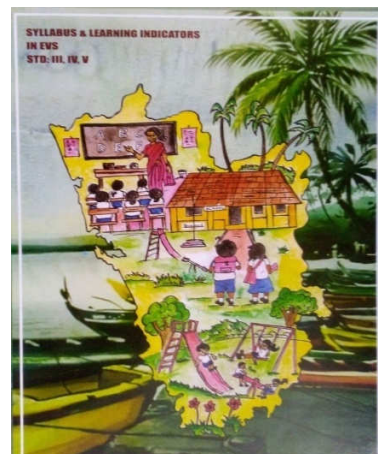
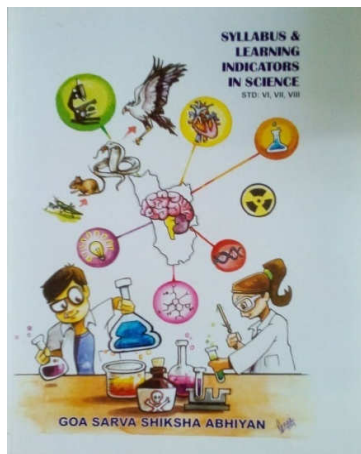
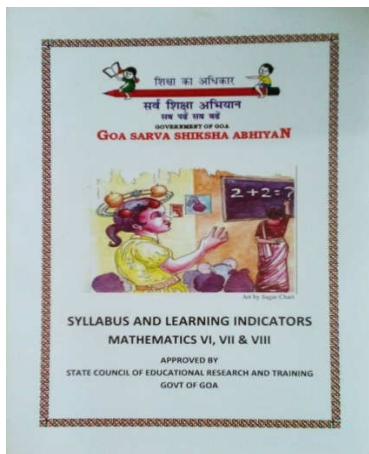
3.1.1. TEACHER TRAINING

Teacher training continued to be the crucial spine of the Quality component. Aimed at improving classroom transaction with the ultimate aim of making teaching-learning a joyful process, a tenet enshrined in the RTE Act 2009, the focus of the training was on strengthening and enhancing teachers' capacities to deliver better. Most of the teacher training modules were designed around the nationally leveraged Early Literacy and Numeracy Programme for classes I & II, and focused programs to improve learning in EVS, English and Mathematics for classes II-V and subjects Maths and Science for classes VI to VIII. The performance under each of these sub-components under quality is elaborated as follows:

3.1.1.1. OPERATIONALISATION OF LINDICS

a. Teacher's Handbook on syllabus and learning indicator :

Besides adopting LINDICS (Learning Indicators) as devised by NCERT which were contextualized to the state's needs and thereafter fine-tuning teaching based on them, was another feather in the cap of GSSA. It can be asserted with much pride that the Quality Cell of GSSA did a commendable job in adapting NCERT's LINDICS to state context and getting the copies printed. These printed copies were made available to each subject teacher at the time of training, an initiative much hailed by the Teaching community for providing a well-defined roadmap, a vibrant pathway to channelize classroom transaction.



b. Preparation of Worksheets based on LINDICS:

Training programme based on LINDICS besides focusing on an understanding of the learning indicators, included among other things, **preparation of Worksheets for students by the trainee teachers** and assessment and evaluation techniques based on learning indicators.

3.1.1.2 EARLY LITERACY AND NUMERACY PROGRAMME:

Developing foundation skills in reading writing and numeracy among children of early grades I and II were the thrust areas of this nationally driven programme which envisaged strengthening teacher capacities to attain this goal. Accordingly the reporting year comprised the first year of a 3-year comprehensive plan for teacher training for all the teachers involved in teaching early grades I and II.

3.1.1.3. FOCUSED PROGRAMME FOR IMPROVING LEARNING IN EVS, ENGLISH AND MATHEMATICS FOR CLASSES III-V:

To accomplish this goal, teacher training was conducted as follows:

- a. State Level Training of Resource Persons** in EVS (26), English (21) and Mathematics (28) totally 75 Resource Persons were trained for 3 days.
- b. Block Level training for Teachers** in EVS-2 + English-1+ Maths-3 = 6 days was conducted. A total of 560 Teachers teaching the above mentioned subjects were drawn, one each from every Govt. School and 2 teachers from every Aided School, and provided intense training

3.1.1.4. FOCUSED PROGRAMME FOR CLASSES VI-VIII TO IMPROVE LEARNING IN SCIENCE AND MATHEMATICS

- a. **State Level Training of Resource Persons** in Science and Mathematics for (Science 13 + Maths 16 RPs) was conducted. Totally 29 Resource Persons were trained for 3 days.
- b. **Block Level training of teachers for (3+3) = 6 days** for 442 teachers focused on teaching of Science and Mathematics was completed.
- c. Training included an understanding of learning indicators, **preparation of Worksheets for students** and assessment and evaluation practices based on learning indicators.
- d. **Teacher's Handbook on syllabus and Learning Indicators was published** by GSSA and supplied to each participating teacher trainee. **(Copy was also provided to EC members)**

Sr · No.	NAME OF THE TRAINING PROGRAMME	EVS, ENGLISH & MATHS										
		(STD: III, IV & V)										
		No. of Schools	EVS			ENGLISH			MATHS			TOTAL BUDGET
TRS	DAYS		BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET			
1	BICHOLIM	86	86	2	17200	86	1	8600	86	3	25800	51600
2	PEDNE	96	96	2	19200	96	1	9600	96	3	28800	57600
3	PONDA	115	115	2	23000	115	1	11500	11	5	34500	69000
4	SATTARI	67	67	2	13400	67	1	6700	67	3	20100	40200
5	TISWADI	71	71	2	14200	71	1	7100	71	3	21300	42600
6	BARDEZ	125	125	2	25000	125	1	12500	12	5	37500	75000
NORTH GOA TOTAL		560	560	2	112000	560	1	56000	560	3	168000	336000

Sr. No.	NAME OF THE TRAINING PROGRAMME →	EVS, ENGLISH & MATHS (STD: III, IV & V)										
	BLOCKS ↓	No. of Schools	EVS			ENGLISH			MATHS			TOTAL BUDGET
			TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	
1	DHARBANDORA	27	24	2	4800	24	1	2400	24	3	7200	14400
2	MARMUGOA	59	56	2	11200	56	1	5600	56	3	16800	33600
3	QUEPEM	54	51	2	10200	51	1	5100	51	3	15300	30600
4	SANGUEM	37	34	2	6800	34	1	3400	34	3	10200	20400
5	CANACONA	65	62	2	12400	62	1	6200	62	3	18600	37200
6	SALCETE	95	83	2	16600	83	1	8300	83	3	24900	49800
SOUTH GOA TOTAL		337	310	2	62000	310	1	31000	310	3	93000	186000

Teachers Training	Targets		Achievement	
	Phy.	Fin.	Phy.	Fin.
Refresher In-service Teachers' Training at BRC level	8584	33.310		14.26
Total				

3.1.1.5. CONDUCT OF SLAS:

SLAS (State level Achievement Survey) for the year 2014-15 was granted for the state for classes V and VIII. The entire work of SLAS right from designing evaluation tools right up to the Report preparation was executed under the able guidance of Dr. G. Pradhan from SCERT. The State Level Steering Committee for conduct of the SLAS continued to be the same committee constituted for SLAS 2013-14, as the committee had been

granted a 3-year tenure at the time of its formation. This committee was formed and approved in the 23rd executive committee meeting of GSSA held on 2nd December 2013. The EC then, had also approved State Council Of Educational Research And Training(SCERT) as the State Institute for the purpose of SLAS. The Steering Committee and The State Institute were notified in official Gazette of the Government of Goa on 16th January 2014. The details of members are as follows:

Sr. No.	Name of the Member	Details of the Member	Designated Role
1	Shri. Minanath T. Upadhye	Then State Project Director, GSSA	Chairperson
2	Shri. Narendra J. Kamat	State Pedagogy Co-ordinator, GSSA	Member Secretary
3	Smt. Sylvia D.Souza	Asstt. Director of Education, GSSA	Member
4	Smt. Wilma Henriques	Teacher of Mathematics/Headmistress of Mae dos Pobres, High School, Nuvem, Salcete	Member
5	Smt. Genesis D'Silva	Teacher of English /Headmistress of Adarsha V.V. High School, Margao Salcete	Member
6	Smt. Antonette Noronha	Teacher of Science /Headmistress of St. Thomas High School, Cansaulim.	Member
7	Shri. Sanjiv Dharwadkar	Teacher of Social Science(History)/Headmaster of Saraswat Vidyalay High School Mapusa.	Member
8	Shri Naresh Borkar	Teacher of Social Science (Geography)/Headmaster of Sharada English High School, Marcel Ponda.	Member
9	Shri Nagaraj Honnekeri	Director, SCERT (Academic Authority Representative)	Member
10	Dr. G. C. Pradhan	SCERT (Expert on Research & Evaluation)	Member
11	Nominee of RIE	(Representative of RIE, Bhopal)	Member

12	Dr. Louis Vernal	Ex-Principal of GVM College of Education, Ponda. (Head of University Dept. Of Education)	Member
13	Shri. J.R. Rebello	Chairman, Goa Board of Secondary and Higher Secondary Education (Representative of State Board of Education)	Member
14	Directorate Of Education	Director of Education, Government Goa, Porvorim.	Member

SLAS report for 2014-15 for std V is currently under preparation and will be finalized by mid-February 2016, whereas the report for std VIII is almost complete. For the field investigation, the Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ) were designed in the Quality Section of GSSA as per guidelines provided by MHRD; and they were printed and provided to the field investigators for administer.

Testing Tools (Question Papers) in 4 subjects (Mathematics, Science, English and Social Science) were set for std. VIII and std V (3 papers, English, Maths, EVS) under the guidance of Dr. G.C.Pradhan. 1481 students of std VIII and 1483 students of Std. V T were administered the testing Tools across 61 schools in the state (31 North and 30 from South).

Data entry of the student responses in all the above mentioned subjects commenced with effect from 13/04/2015 in Quality Cell of GSSA with the help of 6 MIS Coordinators and lasted for about 3 months. Dr. G.C.Pradhan of SCERT has undertaken analysis of the data in August 2015.

3.1.1.6. CAPACITY BUILDING PROGRAMME FOR BLOCK RESOURCE PERSONS AND CLUSTER RESOURCE PERSONS:

Apart from routine monthly meetings, the Cluster Resource Persons and Block Resource Persons were imparted training in methods and techniques of teacher training, capacity building for providing strong and consistent academic support to teachers and pupils in the field.

A two day-Capacity building workshop was conducted for 52 BRPs and 108 CRPs during the year.

3.1.1.7 DEVELOPMENT OF READING MATERIAL UNDER LEP (LEARNING ENHANCEMENT PROGRAMME)

Under the LEP programme, **Barkha Series books of the NCERT (a set of 40 books)** were translated, printed and supplied to all Government and Government aided schools for development of Early Reading skills and Reading comprehension.

Besides, the Barkha series, the State's Quality Cell also developed additional reading material in the form of the **KATHA TUSHAR SERIES** and supplied them to all the Government Primary and Aided Marathi medium schools.

The budget sanction for the same was Rs. 4.28 lakhs under the LEP head, for coverage of GPSs only. To extend the benefit of this efficacious programme to schools in the aided sector as well, GSSA entered into a partnership with Vedanta Foundation and as part of its CSR initiative, pooled in an additional Rs. 8.00 lakhs for coverage of Aided schools. The translated Barkha books along with the KATHA TUSHAR series were supplied to all schools to be placed in their Reading Corners. The overall eye-catching design of these books with colourful illustrations has been a collaborative effort executed by the Quality Cell of GSSA with the help of the Art Educators of GSSA.

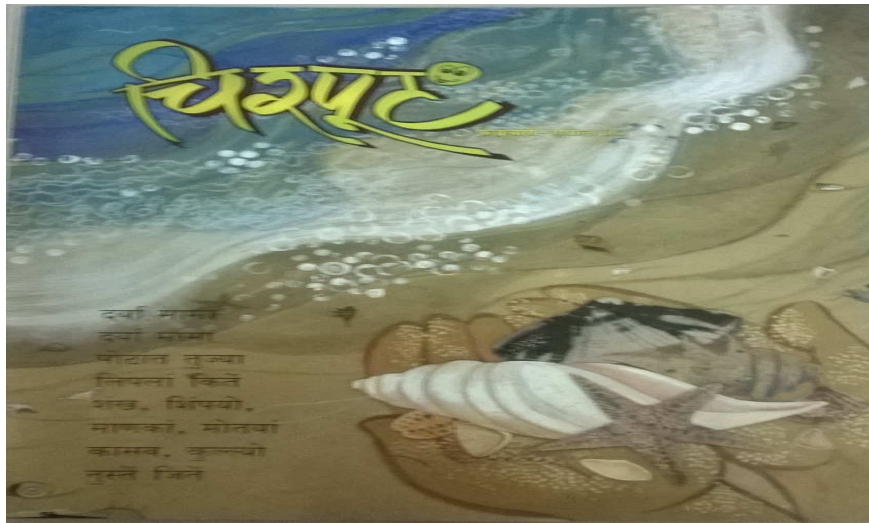


(Picture of one of the Katha Tushar books)

DEVELOPMENT OF CHILDREN'S MAGAZINE TITLED CHIRPUT IN KONKANI:

Children's quarterly magazine in Konkani titled 'CHIRPUT' was published by the Quality Cell and distributed to all 75 Konkani Medium Primary Schools (both Govt and Aided Schools) as part of Early Literacy

Programme in Primary Schools. This magazine has been a creative venture of the QUALITY CELL of GSSA and developed in collaboration with KONKANI BHASHA MANDAL under the expert guidance of Dr. Usha Sharma of NCERT, technical consultant for the Early Literacy Programme at the national level. A Marathi version of the same magazine proposed to be titled **TARANG** is in the pipeline for the year 2015-16.



(Image of Konkanni Children's Quarterly Magazine CHIRPUT)

3.2. ACADEMIC SUPPORT THROUGH BRCs AND CRCs :

	Block Resource Centre/ CRC	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
4	Block Resource Centre	141	327.600	141	277.95
5	Cluster Resource Centre	108	347.760	108	234.69
	Sub Total				

3.3. DISTRIBUTION OF FREE TEXTBOOKS

Goa SSA supplied textbooks to all students of Government and Aided Upper Primary Schools in the State, and all students of Aided Primary schools.

During the year 2014-15, totally 1,36,054 students were supplied sets of **textbooks** in all subjects with 100% achievement.

The target and achievement under this intervention was as follows:

7	Free Text Book	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
7.01	Free Text Book (P)				
7.02	Free Text Book (UP)				
	Sub Total	1,36,062	274.92	1,36,062	366.24

3.4. PROVISION OF UNIFORMS:

Uniforms are one of the child entitlements guaranteed in the RTE Act to ensure retention and completion of elementary education. GSSA made all efforts to provide these entitlements to the focus group children within the stipulated time limit. The target and achievement under this intervention was as follows:

14,708 students (All girls, SC Boys & ST Boys) from classes I to VIII were provided *one/two sets of uniforms (22,259 physical units)* with 100% achievement. The total budget allocation was Rs. 73.93 lakhs, and utilization was Rs. 71.65 lakhs.

TARGET AND ACHIEVEMENT UNDER TEXTBOOKS:

8	Free Uniforms	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Uniforms	22,259 units	73.930	14,708 students	74.73

3.5 ANNUAL GRANTS

All schools in the State were provided School Grants and Government Elementary schools were provided Maintenance Grants. School Grants were provided to all Government and Aided schools @ Rs. 7000/- per school. Similarly, Maintenance Grants were provided @ Rs. 5000/- per school with

less than 3 classrooms, and @ Rs. 10,000/- per school for those with more than 3 classrooms. The below mentioned summary reflects the physical and financial progress of this intervention:

- ▶ 1515 Elementary schools were given **School grants** at a total cost of Rs. 84.31 lakhs with 100% achievement.
- ▶ 885 Elementary schools were given **Maintenance Grants** at a total cost of Rs. 51.20 lakhs with 100% achievement.
- ▶ Total 474 Elementary schools were given **Teacher Grant** for providing **Scribbling Material** for development of Early Literacy Programme at a cost of Rs. 2.37 lakhs with 100% achievement.

TARGET, PROGRESS AND ACHIEVEMENT

	ANNUAL GRANTS	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
12	School Grants	1515	84.31	1515	84.31
13	Maintenance Grants	885	51.20	880	48.58
	Total	2400	135.51	2395	132.89

3.6 ACCESS

3.6.1. INITIATIVES FOR OUT OF SCHOOL CHILDREN

State had a target of covering 1664 out of school children for the year 2014-15. However the coverage under special training was 440 children who were provided special training in 24 Special Training Centres across the state out of which 8 were School-based Special Training centres operationalised for the first time in the state. The district-wise coverage of these students was as follows:

PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN FOR 2014-15

Intervention	TARGET		ACHIEVEMENT	
	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
NRSTC	1664	52.60	440	15.55
TOTAL	1664	52.60	440	15.55

▪ **SPECIAL TRAINING CENTERS APPROVED FOR 2014-15:**

- 24 centres had been approved for North & South Goa District.
- 12 centres were non-School based STCs (run by NGOs) & 12 centres are school based STCs.
- A total of 440 children were provided Special training at these centres

LIST OF APPROVED NRSTCS FOR NORTH GOA FOR 2014-15:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
NORTH GOA				
1.	Moving School, Pernem	16	1	Non School Based (run by NGO)
2.	Elshaddai Charitable Trust	125	2	Non School Based (run by NGO)
3.	Asha Kiran Society	46	2	Non School Based (run by NGO)
4.	Lions Club of ANP	15	1	Non School Based (run by NGO)
5.	Society of St. Vincent De Paul	15	1	Non School Based (run by NGO)
Total:		217	7	

LIST OF APPROVED NRSTCS FOR SOUTH GOA FOR THE YEAR 2014-15:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
SOUTH GOA				
1.	Kiranniketan Social Centre	52	4	Non School Based (run by NGO)
2.	Municipal High School	18	1	School Based
3.	GPMS, Satrant, Cortalim	10	1	School Based
4.	Desterro Eves Mahila Mandal	23	1	Non School Based (run by NGO)

5.	GPS, Casavlim	8	1	School Based
6.	GPS, Vadenagar	10	1	School Based
7.	GPS, Baina	20	1	School Based
8.	El Shaddai Charitable Trust	27	2	Non School Based (run by NGO)
9.	St. Antony's Pry. School	8	1	School Based
10.	GPS, Vakkikulam	2	1	School Based
11.	GPS, Gauthan	6	1	School Based
12.	Nitya Sevaniketan , Rivona	20	1	Non School Based (run by NGO)
	Total:	204	16	

DISTRICT-WISE ENROLMENT OF OoSC IN NRSTCS FOR THE YEAR 2014-15

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	117	100	0	0	117	100	217
SOUTH:	85	119	0	0	85	119	204
GOA	202	219	0	0	202	219	421

OoSC ENROLLED IN MADARASAS AND PROVIDED SPECIAL TRAINING:

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
SOUTH Activities	9	10	0	0	9	10	19
Total	9	10	0	0	9	10	19

3.7. INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS – IED (INCLUSIVE EDUCATION)

Implementing planned strategies for inclusion of CWSN continued to be one of the focal areas of GSSA activities. To ensure learning and retention of CWSN in regular schools, all the planned activities sanctioned within the relevant budget head were carried out. Achievement however remained diminished due to excess sanction under Aids and Appliances head. The following activities were carried out in our outreach to CWSN:

- Conduct of medical camps to identify and gauge extent of disability in the CWSN
- Provision of recommended Assistive Aids and Devices thereafter
- Facilitating Home-based Education for those CWSN who could not physically access school
- Provisioning Physiotherapy and speech therapy for identified CWSN
- Celebrating important events like World Disability Day to promote the ideal of Inclusive Education
- Conduct of Parental awareness programmes for parents of CWSN Conduct of workshops for teachers on curricular adaptations, in Inclusive schools

Activities	Target		Achievement	
	Phy.	Fin.	Phy.	Fin.
Medical assessment camps for identification of CWSN	12 blocks	1.80	700 CWSN	1.80
Provision of aids and appliances	361	10.83	348	6.14
Assistance for corrective surgery	2 districts	2.00	6 CWSN	0.90
Escort and Transport for CWSN to attend school	250	6.25	61	2.03
2 days workshop on care & support to CWSN HBE parents	41	0.082	7	0.014
1 day parental awareness program at block level	12	0.60	691	0.60
Hiring of physiotherapy/speech therapy services	12	2.00	9	0.63
Celebration of World Disability Day	2 Districts	2.149	325	2.149
5 days training on curricular adaptation of primary level teachers	167	1.67	177	1.67

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



HIGHLIGHTS OF THE INTERVENTION:

- Total budget allocation for CWSN for the year 2014-15 was Rs.28.611 lakhs for 1683 CWSN after reducing the number of children with Learning Disabilities (LD). Total utilisation of the budget stood at Rs. 15.07 lakhs.

CONDUCT OF MEDICAL CAMPS FOR GAUGING EXTENT OF DISABILITY:

- Medical Camps for identification of CWSN was carried out at Block level. Grant of Rs.1,80,000/- was released in November 2014 to all blocks @ Rs.15,000/- per block to conduct Medical Camps for identifying CWSN in the block and to take the identified CWSN to the referral hospitals for diagnosis of category of disability, percentage of disability, certification and prescription of aids and appliances.

5 DAYS TRAINING ON CURRICULAR ADAPTATION FOR PRIMARY LEVEL TEACHERS

- 5 days teachers training on curricular adaptation for primary level teachers has been conducted in the month of February 2015. Total 177 Primary teachers, 102 from North Goa and 75 from South Goa District attended the training.

2 DAYS WORKSHOP ON CARE & SUPPORT TO CWSN HBE PARENTS HOME BASED EDUCATION:

- 2 days workshop on care and support to CWSN HBE parents has been conducted in the month of March 2015. Total 7 parents 2 from North Goa and 5 from South Goa District attended the workshop.

CELEBRATION OF WORLD DISABILITY DAY “TALENT SHOW”

- As a part of celebration of World Disability Day, State has organized a **“Talent Show”** programme at North and South Goa District for CWSN.
- Total 325 CWSN are participated from different Special Schools.

HOME BASED EDUCATION:

- An amount of Rs.95,700/- was released to 7 CWSN from North & South Goa District for Home Based Education. The student beneficiaries were as follows:
 - Sarth Saidas Asolkar - MR - Pernem
 - Sanjana Punaji Lohar - MD- Pernem
 - Akhil Naik - CP - Canacona
 - Ajit Gaonkar - OI - Canacona
 - Manjunath R.Tawadkar - MD - Canacona
 - Sako Jano Shelke - MD - Dharbandora
 - Sahil Anil Bhagat - MD -Dharbandora,

AIDS AND APPLIANCES

Sr. No.	Block	No. of CWSN provided Aids & Appliances	
		ALIMCO	Spectacles
1.	Tiswadi	6	6
2.	Bardez	7	15
3.	Pernem	10	7
4.	Ponda	16	46
5.	Bicholim	11	13
6.	Sattari	5	5
7.	Mormugao	8	5
8.	Canacona	6	8
9.	Dharbandora	6	26
10.	Quepem	5	31
11.	Salcete	15	83
12.	Sanguem	3	3
	Total:	98	248

Total 346 CWSN were provided Aids and Appliances. Rs.6,13,841.20 was released towards the purchase of aids and appliances

Sr. No.	Block	Name of the CWSN	Name of the School	Std.	Amount released
1	Tiswadi	Preeti S. Talwar	Anjuman Neural High School	VI	5000
2	Pernem	Rohit R. Korgaonkar	GPS, Khajane	IV	13892
3	Pernem	Arati A. Mayekar	GPS, Dhareshwar	IV	23000
4	Ponda	Ajeem A. Bichanawar	GPS, Dattagad, Betod	III	7652
5	Sanguem	Riya R. Velip	GPS, Vakini	III	3237.39
6	Dharbandora	Rudra R. Sangodkar	GPS, Dhat, Mollem	I	37300
			Total:		90081.39

PHYSIOTHERAPY & SPEECH THERAPY CASES:

Sr. No.	Block	Name of the CWSN	Type of Disability	Amount released
1.	Tiswadi	Praveena Fatarpekar	CP	15000.00
2.	Tiswadi	Framsisco Araujo	OI	15600.00
3.	Pernem	Rama V. Pednekar	MD	5700.00
4.	Pernem	Kunal Thakur	OI	5700.00
5.	Ponda	Janvi D. Naik	HI/SI	4500.00
6.	Ponda	Dhruv D. Khedekar	HI/SI	4500.00
7.	Ponda	Saarthak A. Naik	HI/SI	4500.00
8.	Ponda	Tanvisha S. Gaude	HI/SI	4500.00
9.	Canacona	Sahish H. Lamani	SI	3600.00
			Total:	63,600.00

ESCORT & TRANSPORT PROVIDED TO CWSN:

Sr.No.	Block	No. of CWSN	Amount released
1.	Tiswadi	1	2000.00
2.	Bardez	5	10000.00
3.	Pernem	1	2000.00
4.	Ponda	17	34000.00
5.	Bicholim	9	18000.00
6.	Mormugao	3	6000.00
7.	Canacona	5	10000.00
8.	Dharbandora	6	12000.00
9.	Quepem	1	2000.00
10.	Salcete	2	4000.00
11.	Sanguem	4	8000.00
	Total:	54	108000.00

Total 54 CWSN were provided Escort and Transport facility to attend school. Rs. 1,08,000/- was released to provide Escort and Transport facility to CWSN.

1-DAY PARENTAL AWARENESS PROGRAMME:

Sr.No.	Block	No. of Parent
1.	Tiswadi	80
2.	Bardez	25
3.	Pernem	62

4.	Ponda	60
5.	Bicholim	88
6.	Mormugao	62
7.	Canacona	63
8.	Dharbandora	67
9.	Quepem	70
10.	Salcete	29
11.	Sanguem	35
	Total:	691
Total 691 parents attended the 1 Day Parental Awareness Programme across the blocks. Rs.60000/- was released for the programme.		

3.8 COMMUNITY MOBILIZATION:

3.8.1 SMC TRAININGS

All SMC trainings are geared towards strengthening community participation in school development, hence detailed guidelines for organizing two days Non-residential Community Training Programmes were given to the BRCs and CRCs. Importance of community in the process of planning, monitoring and School Development was highlighted during the training programme. The following are the accomplishments:

- ▶ In all 2144 male SMC members & 2368 female SMC members were trained on RTE Act 2009
- ▶ TOTAL NO. of members trained was – 4512

3.8.2 MEDIA ACTIVITIES

- ▶ FLOAT – In collaboration with Balram High School a float was prepared and was displayed at the State Shgimotsav Canacona. The theme was - TRIBAL TRADITIONS INTERWOVEN WITH RTE 2009. Rs. 1,59,214/-were utilized.

- ▶ RTE ANTHEM CD – An audiovisual CD that highlights the provisions under RTE Act 2009 was distributed to 1515 schools in the state.
- ▶ ADVERTISEMENTS - Bottom line scroll advertisements on local TV channels about the PM's interaction with the children on Teachers Day, and Advertisements to news papers on Goa Liberation Day promoting awareness about RTE Act 2009 together cost Rs.56,173.00
- ▶ An amount of Rs. 10,000 per block was released to each of the 12 blocks for conducting STREET PLAYS ON RTE ACT 2009. Total amount utilised was Rs. 1,11,898.00
- ▶ *MY PLACE IS IN SCHOOL* (CALENDAR) 2015-16 was designed with the help of the Part-time Art Educators with RTE-flavour communicating a child's-Rights perspective through visual art. An amount of Rs.39000.00 was utilized for the purpose. These calendars were distributed to all schools & most of the Village Panchayat Offices too as an effort towards promoting RTE awareness.

TARGET AND ACHIEVEMENT UNDER COMMUNITY MOBILISATION:

	SMC/ PRI Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Non Residential 2 days	4436	8.87	4512	2.80
	MEDIA ACTIVITIES	-	10.87	-	8.57
	Sub Total	4436	19.74	4512	11.37

3.9. REMS

Under the REMS component, state was sanctioned the proposal submitted by SETHU for carrying out a study titled 'Reading of English in Middle Schools'. The Proposal submitted by SETHU was with an estimated cost of Rs. 7 lakhs, but sanction was accorded for an estimated cost of Rs. 4 lakhs only. The details of the initial Proposal by SETHU were as follows:

Reading of English in Middle Schools (Study by SETHU)

This proposal was received from renowned Child Psychologist of Goa, Dr. Nandita D'souza of Sethu Foundation, an organization that champions the cause of children's learning, especially the CWSN children. It provides services in the form of psychological testing and diagnosis of learning as

well as behavioral problems in children. Sethu has been working in the field of Child Development and family guidance for over 8 years and has been running an English teaching program in a Government Primary School for the last 5 years.

The proposed study sought to measure the impact of switchover from vernacular to the English medium at std V, amongst both, the Government school students as well as their counterparts in the aided schools. The study also sought to facilitate across school-type comparisons between the Government and Aided-school set-up.

The details as forwarded by SETHU were as follows:

Title of the project : ‘Reading in English in Middle Schools’

Collaborators: Bookworm, an organization deeply involved in promoting the love of books and reading in schools across Goa through their various programs such as the Libraries in schools, Bookworm Publishing and Mobile Outreach Projects

Aims:

- 1) To determine whether students studying in std 5 of English Medium Government or Government Aided Schools in Goa are able to read in English at a grade level competency when they reach std. 5
- 2) To assess reading as an active meaning making process and not just as a skill. While attention will be paid to decoding aspects of fluency and comprehension will be given significant attention,
- 3) To assess oral aspects of language learning such as telling and listening comprehension in English in children
- 4) To assess free writing in English
- 5) To evaluate various factors that affect English literacy such as school environment, teacher’s attitudes, teaching methods, parental education, home environment, tuition classes and so on.

Methods:

- 1) Collection and analysis of data at the level of individual children in Grade 5, by observing the teaching and learning processes used in the classroom,
- 2) by studying teacher-level variables (such as teacher knowledge and beliefs),
- 3) by studying school level variables such as presence of a library, print in the school, location of the school etc.,

- 4) capture of background data on children including their linguistic backgrounds and home environments recognizing that these are significant factors that affect literacy.

Sample Size:

To cover 12 schools in the state. Schools were to be chosen from urban, rural and coastal belts based on location and the assumption of exposure to English and environmental print. 6 schools would be Government schools and the other 6 were to be Aided schools. 12 students from each school would be assessed ie: a total of 144 students would be the sample size. The batch of 12 students per school would be drawn from each of the following groups:

- Those with above average performance
- Average
- Below average performance
- Children who have been identified with any disability and/or not done their primary education in the same school would be excluded

Tools and Data Analysis:

A significant component of the study was the development and pilot of Reading Assessment Tools. Curriculum based reading tool would be developed. Running records would be undertaken based on curricular material. Both oral and written comprehension would be measured and analysed. Semi structured and unstructured interviews would be done with teachers in the school.

Reading would be assessed using curriculum based assessments, running records and oral questions and answers. Writing would be evaluated by using a picture cue. Information would be gathered from teachers through structured questionnaires. Classroom observations would also be conducted. Curriculum analysis would also be done to understand and inform the study.

Time frame:

The project would last over 6 months.

Phase I : 0-2 months for identifying schools, training the project team, preparing the assessment materials and questionnaires.

Phase 2 : 3-4 months: Gathering of data

Phase 3 : 5-6 months: Analysis of data, preparation of a report, sharing the report

Outcomes:

This study would help us gain an insight into the situation in Goa for English Literacy at the start of middle school, a crucial year in the student's life. Further it would provide an understanding of the various

factors that impinge on this process. This knowledge would enable practical recommendations for improved literacy instruction.

Budget estimates as submitted by SETHU: Rs. 7.5 lakhs.

The above Project was approved by PAB but at a reduced cost of Rs. 4 lakhs. Hence the research was carried out on a sample size of 15 schools only. SETHU was entrusted the task of carrying out their survey on completion of all codal formalities which involved signing of an MOU with GSSA spelling out all detailed nuances of the Project completion. A series of meetings were held at all level, including a familiarization session with the heads of the prospective sample schools, with the aim of getting a feedback of the expectations the Heads of schools would have of such an initiative. On the basis of the responses received, SETHU thereafter fine-tuned the objectives and methodology to be adopted and the study took off in right earnest. The entire study was meticulously steamrolled on a tightly structured framework enabling completion within the set time-frame. A Detailed Report of the Study was submitted to GSSA with a request to disseminate the findings to all concerned. A copy of the Report was also filed with MHRD

3.10 INNOVATION FUND FOR CAL:

Under Innovation state was granted Rs. 4.92 lakhs for carrying out maintenance and hardware of CAL equipment provided to 123 Government Middle Schools. The details of the proposal was as follows:

Provision of grant in aid @ Rs. 4000/ per school (maximum) for carrying out maintenance of the hardware provided to the 125 upper primary schools over the last 3 years, as the warranty period of 3 years has already expired. The amount requested is to be the upper limit, and due caution will be exercised in assessing the need per school before any funding is released for the same. To this end, a list of the schools where such maintenance and repair is required will be drawn up and placed before the EC for approval, if PAB sanctions the proposal.

TARGET AND ACHIEVEMENT:

STATE	No. of UPS (Phy)	Financial (@ Rs. 4000 per schl)	Financial Achievement
TOTAL	123	4.92 lakhs	3.38 lakhs

3.11. CIVIL WORKS :

Under the civil works component, State was sanctioned the following works with a budget allocation of Rs. 25.00 lakhs only.

Type of civil work	Physical Target	Budget allocation
Ramps	50 units	15.00 lakhs
Drinking Water facility	50 units	10.00 lakhs
*Toilets	151 units	72.48 lakhs

*151 Toilets were sanctioned for the state during the special PAB held on 4th December, 2014 for special sanctions under the SWACCH VIDYALAYA PROGRAMME which was a special nation-wide initiative of the PMO to attain the goal of complete sanitation in schools across the country. Sanctions however were conveyed only in the month of February with a deadline to achieve the target by 31st of July, 2015. The works were carried over as spill-over works for the next financial year.

PROGRESS AND ACHIEVEMENT:

Civil work	Target		Achievement	
	Units	Value	Units	Value
Ramps	50 units	15.00	50	15.00
DWF	50 units	15.00	50	15.00
Toilets	151	72.48	0	0
TOTAL	251	102.48	100	30.00

4. MANAGEMENT AND MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs. 128.01 lakhs was sanctioned under this head and it was utilized to the extent of 122.53 lakhs.

Targets and achievement under this budget head are as under:

PROJECT MANAGEMENT & MIS	Target		Achievement	
	Phy.	Fin.	Phy.	Fin.
STATE COMPONENT		67.170		77.39
DISTRICT COMPONENT		60.840		45.14
Sub Total		128.01		122.53

CAPACITY BUILDING TRAINING FOR BRPs & CRPS



EARLY LITERACY TRAINING FOR STD I & II



EARLY NUMERACY TRAINING



LEARNING INDICATOR IN EVS



LEARNING INDICATOR TRAINING FOR STD III, IV & V



TRAINING IN LEARNING INDICATOR IN MATHS



TRAINING IN LEARNING INDICATOR IN SCIENCE



ACKNOWLEDGEMENTS

Goa Sarva Shiksha Abhiyan has strived hard during the reporting year to maximize its impact on the state's educational system. With a 200+ staff strength at all the various hierarchical levels, GSSA tried its level best to achieve the set targets within the stipulated time-frame. With the support of the state and district coordinators, much was achieved in terms of teachers training, SMC training, and all required aspects of Quality interventions. The work of the Quality Cell of GSSA deserves special mention for the innovation and hard work pumped in. Their creative efforts have translated into substantial gains for GSSA in the form of Handbook for Teachers on LINDICS, translations of BARKHA series and design and development of our own early literacy reading material in the form of KATHA TUSHAR SERIES. Their painstaking work has been recognized and lauded across the state especially by the Teaching faculty.

Through Community Mobilization programs we strived to sensitize the PTAs and SMCs to initiate steps to strengthen the infrastructural facilities in their respective areas so as to make the school environments child friendly. We sincerely acknowledge the vital role played by SMCs in revitalizing school environments and making the school communities proactive.

Through the various interventions, perceptible and qualitative changes have occurred in schools but we must admit we have a gigantic task at hand of increasing the strength of our students at Government Primary Schools by providing them quality education.

Goa SSA has made tremendous strides by providing good toilet & drinking water facilities to all schools in the State wherever possible. We can modestly state that Goa SSA has marched ahead and created an impact on the State due to active collaboration with all the stakeholders namely, the Directorate of Education, SMC Members, members of local bodies etc.

The staff and all functionaries at the SPO and the DPO levels, along with the BRCs, BRPs and CRPs have played a major role in taking the schemes to the remotest areas where constant monitoring and grass root level implementation is essential.

The members of the SRGs have contributed in strengthening the SSA Goa by contributing their expertise and thus adding on to the knowledge-base of the state.

Goa SSA expresses its sincere gratitude to the Director of Education, Director of SCERT, and Principal DIET, who have been our associates and co-promoters in the field of elementary education.

SSA Goa expresses its sincere thanks to the Chairman of the Governing Council, the Chief Secretary, Goa, Shri B. Vijayan for his support and guidance.

In the same breath, SSA Goa acknowledges with profound gratitude, the valuable guidance and direction provided by the Chairman of the Executive Committee and Secretary (Education) Mr. D. P. Dwivedi, IAS, who has been the guiding light for GSSA, instrumental in tightly monitoring the achievement of targets, and instilling into us a spirit of dedication and zeal to work harder. He has been a proactive coordinator facilitating a harmonious coordination between all the line departments that affected the functioning of GSSA.

Lastly, SSA Goa owes its deep gratitude to the officials of the MHRD who have provided valuable assistance and guidance at the time of the PAB preceded by the Appraisal meetings. In particular we thank Dr. Minakshi Jolly for all her valuable support and suggestions for improvements. Our gratitude also goes out to the members of the TSG (EDCIL India Ltd.) who were ever willing to help troubleshoot through difficult areas of the program, and were available to provide counsel whenever necessary.

Let us strengthen our resolve once again to work selflessly to provide quality and child-friendly education to every child in our state, because a *well-educated and well-rounded child is the future strength of our nation* on whose tender shoulders stand the pillars of future health and well-being of our motherland. Let us then, continue investing in the lives of our children!

With grateful thanks

Sd/-

Shri Anil Vishwanathan Powar,
STATE PROJECT DIRECTOR
GOA SARVA SHIKSHA ABHIYAN