

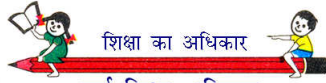


Goa Sarva Shiksha Abhiyan Annual Report

2015-16



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शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN



INDEX

Sr. No.	Subject/Component	Pages
1.	<i>State Profile</i>	4-5
2.	<i>Demographic Profile</i>	6
3.	<i>Educational Indicators for 2014-15</i>	7-13
4.	<i>Annual Report of SSA interventions</i>	14-16
5.	<i>Organizational/Administrative structure of GSSA</i>	17-21
6.	<i>GSSA achievements viz-a-viz Goal of National Mission</i>	22-24
7.	<i>Activity- wise Expenditure Summary</i>	25
8.	<i>Brief Highlights of all Key Interventions</i>	26-45
9.	<i>Acknowledgment</i>	46-47

1. STATE PROFILE

1.1 (Geographical and Socio-economic Profile)

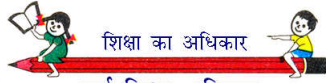
Goa is India's smallest state by area and the 4th smallest by population yet it is richly endowed with great natural beauty, verdant and scenic to the eye, at the same time abounding in natural resources too, helping her attain great heights of economic prosperity. It is one of India's richest states with a GDP per capita two and half times that of the country as a whole. It's 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.



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सब पढ़ें सब बढ़ें
GOVERNMENT OF GOA
GOA SARVA SHIKSHA ABHIYAN

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
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.

1.3. EDUCATIONAL INDICATORS:

I- Educational Indicators (based on UDISE 2015 -16):

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 2015-16 :

	2015-16
Primary schools (Govt.+Aided)	859
Upper Primary schools (Govt.+Aided)	448
Total Primary Enrolment (In lakh)	1.24
Total Upper Primary Enrolment (In lakh)	0.72
Total Elementary Enrolment (In lakh)	1.96
GER Primary	103
NER Primary	96
GER Upper Primary	99
NER Upper Primary	85
Teachers in Govt. Schools	3039
Out of School Children	728

There is a marginal decline in number of Govt . & Govt aided Primary schools in the year 2015-16 as compared to 2014 -15. Though the number is less only by 17 it has sounded an alarm for the authorities. However the slender increase of 6 schools in the number of Govt. & Govt. Aided Upper Primary Schools can be considered as a normal fluctuation which might be caused because few Primary schools have been upgraded. Even with these minor fluctuations in the number of schools overall enrollment in govt.& Govt. aided pri. Schools has remained the same as last year which was 1.24 lakhs whereas the enrolment at upper primary level has fallen by a thousand to make it 0.72 lakhs consequently the total enrollment at elementary level has also fallen by 1000.The GER at primary in the current year stood at 103 as against 117.52 last year and the NER stood at 96 in this year. The GER moved from 111.88 last year to 99 this year and NER from 104.90 to 85 this year. The

number of teachers in Govt Schools is 3039. The number of Out Of School children in the age group of 6 to 14 years has come down to 728 as against 1149 last year.

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.

Last year no census data was available but this year the projected census data is made 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
2015-16	2.08	4.65	6.73	3.30	10.82	14.13
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 14 % at upper primary level. It also shows that at upper primary level the over-age children are increased.

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
2015-16	123788	-0.05	72521	-0.21	93870	0.40	67445	-0.86
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 that there is a slender increase in percentage of enrollment at primary level in Govt. primary schools. It is pertinent to mention here that the trend of enrolments in Govt. and Aided

schools which was consistently declining at Primary level in the past few years seemed to have been reversed, though marginally in the current Report year. However the declining trend continues at upper primary level in Govt & Govt. Aided schools but it is encouraging to note that the declining percentage has fallen almost by 99%.

Total Enrolment (I-VIII)

Year	General	SC	ST	OBC	Muslim
2015 -16	158700	2835	16309	18465	22690
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 moved to general category due to non submission of caste certificate.

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

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2015 -16	18742	18301	18265	18418	22972	23257	22890	23231
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 increase in enrolment in government and aided schools as compared to last year. It is observed that the retrieval trend has begun in the Report Year. It requires continued attention and monitoring along with other means to keep the trend up.

Class-wise number of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2015-16	25371	24728	24571	24711	24407	24492	23902	24127
2014-15	25297	24635	24764	24673	24486	24016	24267	24390
2013-14	24722	24768	24694	24659	23977	24378	24389	26497

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2015-16	25371	24728	24571	24711	24407	24492	23902	24127
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
2015 -16	12.92	12.60	12.52	12.59	12.43	12.48	12.18	12.29
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 of girls to total enrolment and GPI in enrolment

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015 -16
% Girls to total enrolment	Primary	47.99	48.27	48.2	47.92	47.98	48.04	48.0
	UP	46.54	47.18	46.92	47.05	47.21	47.62	48.0
Gender Parity Index(GPI)	Primary	0.92	0.93	0.93	0.92	0.93	0.94	0.92
	UP	0.87	0.89	0.88	0.89	0.89	0.90	0.91

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.

Gender Parity Index Class-wise

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2015 -16	0.92	0.93	0.94	0.92	0.91	0.92	0.91	0.91
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	2015 -16
SC	1.7	1.97	1.74	1.85	1.61	1.54	1.44
ST	10.2	9.12	9.06	7.64	9.20	8.69	8.30
Muslim*	6.84	9.81	9.48	9.60	9.50	10.96	11.55

*Muslim Census-2001

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. Muslim Share in enrolment is higher to their share in population which is a good sign.

Transition Rate (Primary to Upper Primary Level)

Year	Boys	Girls	Total
2015 -16	99.36	99.57	99.46
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 almost 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

2014-15				2015 -16			
Category	Boys	Girls	Total	Category	Boys	Girls	Total
All	0.00	0.00	0.00	All	0.7	0.6	0.7
SC	0.45	6.80	3.61	SC	2.7	0.0	1.3
ST	4.86	4.15	4.51	ST	0.0	0.0	0.0
Muslim	0.89	0.00	0.00	Muslim	0.0	0.0	0.0

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

Sl. No.	District	2015-16		
		Boys	Girls	All
1	South Goa	0.55	1.19	0.86

No. of Teachers

Year	Total			Govt.			Aided		
	Primary	UP	Composite	Primary	UP	Composite	Primary	UP	Composite
2015 -16	2123	574	6953	1658	366	1015	465	208	5938
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	Primary					Upper Primary				
	Total School	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
2015 -16	756	6	0.79	577	402	121	0	0	301	121
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 6 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
2015 -16	877	0	0	0	239	182	583	01
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, separate toilets for girls & boys. However, the RTE Act clearly spells out certain facilities to be available in all the schools. All the schools have separate toilets for boys and girls. However schools as mentioned in the table above have no ramps, boundary walls and playgrounds. This Report year only one school is not having a library.

2. ANNUAL REPORT OF SSA INTERVENTIONS CARRIED OUT IN THE YEAR 2015-16 (as per SSA framework)

THE YEAR THAT WAS.....

2.1. GENERAL INFORMATION

2.1.1 INTRODUCTORY NOTE:

The academic year 2015-16 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 three 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 2015-16, 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 chartered course for the year through the planned activities. A total budget of 2423.75 lakhs was sanctioned for the state setting the targets to be achieved within the set timeframe. 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, tourism & construction 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 operationalized, the most vulnerable amongst them, i.e. 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, hearing aids, 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 teaching 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

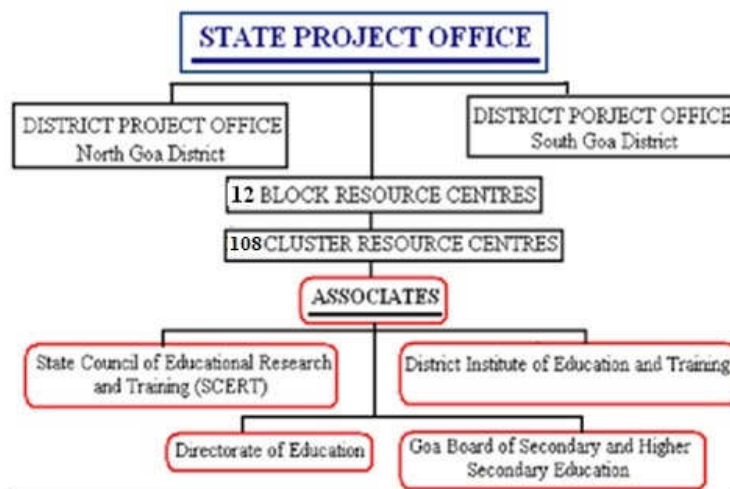
Chief Secretary	Chairman, Goa SSA Society
Secretary Education	Chairman, Executive Committee
Secretary Finance	Member
Secretary PWD	Member
Secretary Planning	Member
Secretary Rural Development Agency	Member
Secretary Social Welfare	Member
Secretary, Women and Child Development	Member
Secretary Panchayat	Member
Director of Education	Member
State Project Director	Member Secretary
Miss Rajani Konanantanbgi, 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

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.



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें
GOVERNMENT OF GOA

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 is above 99% in the state.
- ✓ 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

SCHOOLING FACILITIES IN THE STATE:

There were 1655 primary and upper primary schools in the State during the year 2015-16. Of these, 800 Primary schools and 121 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 136 and 29 respectively, leading to a total of 165 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		PS	UPS	TOTAL
		PS	UPs with HS	PS	UPs with HS	PS	UPs			
1	Pedne	74	15	20	28	5	2	99	45	144
2	Bardez	70	9	47	53	32	6	149	68	217
3	Bicholim	81	14	12	19	4	0	97	33	130
4	Sattari	107	21	7	8	1	0	115	29	144
5	Tiswadi	40	5	31	40	27	3	98	48	146
6	Ponda	120	7	30	39	10	2	160	48	208
	TOTAL	492	71	147	187	79	13	718	271	989
7	Sanguem	56	7	3	5	0	0	59	12	71
8	Quepem	61	10	13	11	3	1	77	22	99
9	Salcete	47	11	54	58	38	8	139	77	216
10	Canacona	69	9	16	13	1	1	86	23	109
11	Mormugao	23	11	22	27	15	6	60	44	104
12	Dharbandora	52	2	4	9	0	0	56	11	67
	TOTAL	308	50	112	123	57	16	477	189	666
	TOTAL	800	121	259	310	136	29	1195	460	1655



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GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

2.3 Activity wise Expenditure Statement of SSA for the period ending 31.03.2016

(Amt In Lakhs)

Sr. No.	Expenditure by Activity	PAB Approval		Achievements	% of Achievements
		Physical	Financial	Financial	
1	Intervention for out of school children	1280	34.950	11.07	32%
2	Teachers Salary	254	1025.400	483.09	47%
3	Teacher Grant		0.000	2.350	
4	Block Resource Centre	136	309.600	252.92	82%
5	Cluster Resource Centre	321	275.760	184.97	67%
6	Teachers Training	5334	28.880	20.65	72%
7	Free text book	136650	273.010	276.03	101%
8	Provision of 2 sets of Uniforms	20811	68.980	2.74	4%
9	Intervention for CWSN(IED)	1676	33.520	20.24	60%
10	Civil Works	57	46.250	125.80	272%
11	Civil Works (PWD)		0.000	0.00	
12	Maintenance Grant	896	53.950	53.80	100%
13	School Grant	1505	83.770	83.91	100%
14	Research and Evaluation	1510	8.000	2.53	32%
15	Management and MIS	89	131.420	121.07	92%
16	Innovative Activity	8	25.000	0.77	3%
17	Community Training		8.300	7.19	87%
18	SMC Training	5652	16.960	12.82	76%
19	Prior Period Expenses		0.000	1.54	
TOTAL		176179	2423.750	1663.49	69%

3. BRIEF HIGHLIGHTS OF ALL KEY INTERVENTIONS AND INITIATIVES OF GSSA FOR 2015-16

3.1. QUALITY COMPONENT

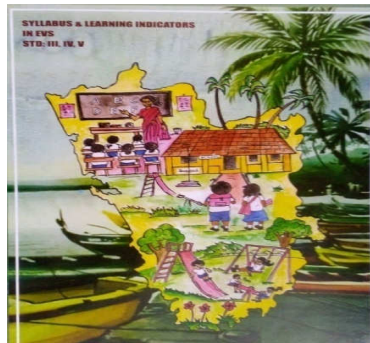
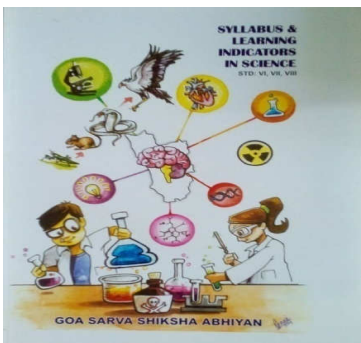
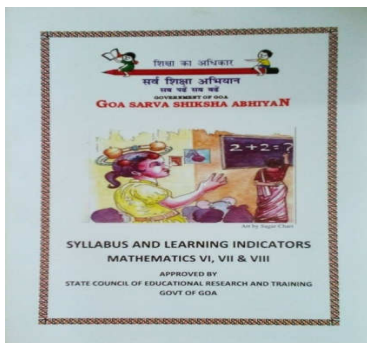
3.1.1. TEACHER TRAINING:

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 as enshrined in the RTE Act 2009, the focus of the training was on strengthening and enhancing teachers' capacities to deliver better. Most of the Primary teacher training modules were designed around the nationally leveraged Early Literacy and Early Numeracy Programmes for classes I & II, focused programs to improve learning in EVS, English and Mathematics for classes III-V and Mathematics and Science for classes VI to VIII. The performance under each of these sub-components under quality is elaborated hereunder:

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. One more teacher from each school was trained in Learning Indicators in the focus subjects by providing them books on Handbook on Learning Indicators in the respective subjects during the year 2015-16.



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**. It also includes assessment and evaluation techniques based on learning indicators.

Worksheets have been prepared by teachers in the subjects Maths, EVS, English and Marathi for primary classes and in the subjects Maths and Science for classes VI to VIII at upper primary level.

Number of schools in the State that have been covered for preparation of worksheets are as under:

Classes	Subjects	Number of Schools having respective classes	Break-up
I – II	Early Literacy and Early Numeracy	1059	GPS – 800 + APS -259
III - V	English, EVS & Maths	1116	GPS -800 + APS – 259 + GMS – 43 + AMS - 14
VI – VIII	Maths & Science	433	GHS – 77 + GMS – 43 + AHS – 299 + AMS - 14

Thus, all schools having classes as shown in the above table are covered for preparation of worksheets based on the Learning Indicators.

The State has adopted Learning Indicators prepared by NCERT. Also all schools in the state have adopted CCE. Hence, Goa SSA has trained two teachers from each school upto and including the year 2015–16 in Learning Indicators in the focused subjects, namely Early Literacy, Early Numeracy, English, EVS, Maths, & Science.

Resource persons have reviewed the worksheets prepared by teachers to make them more child friendly as self-study material for the students.

Teacher's Manual in Learning Indicators in the above mentioned subjects have been printed and supplied to schools through the trainee teachers.

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 second year of a 3-year comprehensive plan for teacher training of all teachers involved in teaching early grades I and II.

- a. **State Level Training of Resource Persons:** 39 RP's were trained for 3 days in Early Literacy (19 RPs) and Early Numeracy (20 RPs).

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:** 36 RP's were trained for 3 days in EVS (18 RPs), English(18 RPs) and Mathematics (18 RPs).
- b. **Block Level training for Teachers:** A total of 1144 Teachers teaching the following subjects were trained, one teacher each from every Govt. School and 2 teachers from every Aided School - EVS-2days + English-2days + Maths-2 days = 6 days.

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

- a. **State Level Training of Resource Persons:** 28 RP's were trained for 3 days for classes VI, VII & VIII in the subject Maths (14RPs) and Science (14RPs)

- b. Block Level training of teachers:** 740 teachers were trained focussing on teaching of Science and Mathematics for (Science- 2days + Maths- 3days) 5 days.
- 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 provided to EC members)

Details of the training programme are given in the following table:

Sr. No.	NAME OF THE TRAINING PROGRAMME	EVS, ENGLISH & MATHEMATICS										
		(STD: III, IV & V)										
	BLOCKS ↓	No. of Schools	EVS			ENGLISH			MATHEMATICS			TOTAL BUDGET
		TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET		
1	BICHOLIM	90	91	2	18200	91	2	18200	91	2	18200	54600
2	PEDNE	107	110	2	22000	110	2	22000	110	2	22000	66000
3	PONDA	125	131	2	26200	131	2	26200	131	2	26200	78600
4	SATTARI	74	79	2	15800	79	2	15800	79	2	15800	47400
5	TISWADI	99	106	2	21200	106	2	21200	106	2	21200	63600
6	BARDEZ	160	164	2	32800	164	2	32800	164	2	32800	98400
NORTH GOA TOTAL		655	681	2	136200	681	2	136200	681	2	136200	408600

Sr. No.	NAME OF THE TRAINING PROGRAMME →	EVS, ENGLISH & MATHEMATICS										
		(STD: III, IV & V)										
	BLOCKS ↓	No. of Schools	EVS			ENGLISH			MATHEMATICS			TOTAL BUDGET
		TRS	DAYS	BUDGET	TRS	DAYS	BUDGET	TRS	DAYS	BUDGET		
1	DHARBANDORA	28	33	2	6600	33	2	6600	33	2	6600	19800
2	MARMUGOA	81	86	2	17200	86	2	17200	86	2	17200	51600
3	QUEPEM	59	64	2	12800	64	2	12800	64	2	12800	38400
4	SANGUEM	39	44	2	8800	44	2	8800	44	2	8800	26400
5	CANACONA	75	76	2	15200	76	2	15200	76	2	15200	45600
6	SALCETE	154	160	2	32000	160	2	32000	160	2	32000	96000
SOUTH GOA TOTAL		436	463	2	92600	463	2	92600	463	2	92600	277800

3.1.1.5. CONDUCT OF STATE LEARNING ACHIEVEMENT SURVEY :(SLAS)

State Learning Achievement Survey for the year 2015-16 was granted for class III. The entire work of SLAS right from designing the evaluation tools up to the Report preparation was executed under the able guidance of Dr. G. C. Pradhan, Associate Professor 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 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 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	Shri. G.P. Bhat	Director of Education, Government Goa, Porvorim.	Member

Reports of SLAS for Class V and Class VIII for the year 2014-15 are already completed and shared with MHRD and TSG.

The SLAS test for Class III was administered in April 2016 after completion of the syllabus at the end of the academic year. For the field investigation, the Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ) were designed by the Quality Section of GSSA as per guidelines provided by MHRD; and they were printed and provided to the field investigators for administration.

Testing Tools (Question Papers) were set in 3 subjects (Mathematics, EVS, and Language) for Class III both for Marathi Medium as well as Konkani Medium schools under the guidance of Dr. G. C. Pradhan. Totally 1659 students of Class III were administered the test across 103 schools in the state (64 North and 39 from South).

Data entry of the student responses in all the above mentioned subjects commenced from 12/04/2016 in Quality Cell of GSSA with the help of 12 MIS Coordinators and lasted for about 1 months. The work of data entry has been completed in August 2016. Dr. G. C. Pradhan Associate Prof. of SCERT has undertaken analysis of the data in September 2016 and same will be completed in December 2016. SLAS Report for 2015-16 is currently under preparation and will be finalized by January 2017.

Work of setting testing tools for SLAS of Classes IV and VI will commence in November 2016 and SLAS test will be administered in March 2017 by which time the syllabus will be completed in all schools of the state.

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 schools, teachers and pupils in the field.

Two Capacity building workshops, totally 5 days, were conducted for 66 BRPs (including 9 BRP CWSN) and 105 CRPs during the year.

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

Under the LEP programme, following child friendly material has been printed and supplied to all government primary schools and government aided primary schools during the year 2015-16.

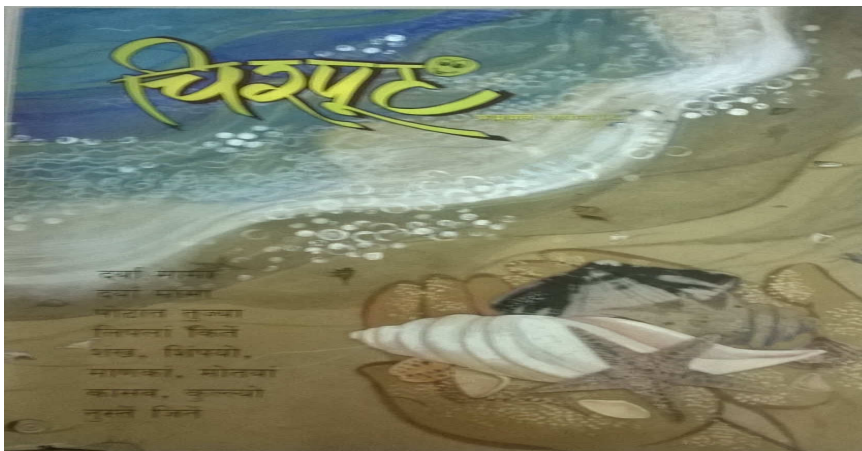
- A. Katha Tushar Part - I and Katha Tushar Part – II for Marathi medium schools
- B. i. Barkha series Books in Marathi for Marathi medium schools
ii. Barkha series Books in Konkani for Konkani medium schools
- C. Konkani Magazine “Chirput” published by Konkani Basha Mandal for Konkani medium schools
- D. Marathi Magazine “Tarang” published by Goa Sarva Shiksha Abhiyan for Marathi medium schools

Details of the above are:

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 Government Primary and Aided Primary schools in Marathi medium.

Barkha Series books of the NCERT (a set of 40 books) were translated, printed and supplied in Marathi and Konkani to all 1059 Primary Schools covering 100% Government and Government aided Primary schools. This programme was intended at enhancement of Early Reading skills and Reading comprehension at the Primary Level particularly at Class I and Class II level.

DEVELOPMENT OF CHILDREN'S MAGAZINE TITLED CHIRPUT IN KONKANI:



(Image of Konkani Children's Quarterly Magazine CHIRPUT)

Reading Corners:

Reading corners have been encouraged in all government primary schools. 803 GPS have already setup Reading Corner as per guidelines provided by Reading Cell of the NCERT. However, they need improvement. Tiswadi Block Resource Centre has developed a Model Reading Corner. Similar attempt is put in by other blocks by setting up one model Reading Corner in one GPS in the block.

3.2. ACADEMIC SUPPORT THROUGH BRCs AND CRCs :

	Block Resource Centre/ CRC	Targets		Achievement	
	Salary	Phy.	Fin.	Phy.	Fin.
1	Block Resource Centre	136	309.60	136	252.92
2	Cluster Resource Centre	108	275.76	108	184.97
	Sub Total	244	585.36	244	437.89

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 2015-16, totally 1,36,642 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	Classes I & II	23578	35.37	23578	276.03*
7.02	Classes III, IV & V	45030	67.55	45030	
	Classes VI, VII & VIII	68034	170.09	68034	
	Sub Total	1,36,642	273.01	1,36,642	

* NOTE – The excess amount on achievement over the targets is due to purchase of Urdu and Sanskrit Textbooks

3.4 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:

- ▶ 1486 Elementary schools were given *School grants* at a total cost of Rs. 82.82 lakhs with 99% achievement.
- ▶ 877 Elementary schools were given *Maintenance Grants* at a total cost of Rs. 53.25 lakhs with 98% achievement.

TARGET, PROGRESS AND ACHIEVEMENT

	ANNUAL GRANTS	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
12	School Grants	1505	83.77	1486	82.82
13	Maintenance Grants	896	53.95	877	53.25
	Total	2401	137.72	2363	136.07

PARTNERSHIP WITH NGOs:

1. SETHU conducted state level survey on 'Reading in English and Child literacy in Goa' for primary schools. Totally 15 schools were surveyed from 2 districts of the State and presented the report in 2015-16.

2. SETHU also conducted training programme for 12 BRPs/CRPs, one person from each block for 3 days in ‘Teaching English Language in elementary schools’. The name of the project is “Class Act Programme”.
3. SANGATH involved 29 schools from South Goa for ‘Teachers’ professional development in Inclusive Education’.

3.5 ACCESS

3.5.1. INITIATIVES FOR OUT OF SCHOOL CHILDREN

State had a target of covering 1280 out of school children for the year 2015-16. However the coverage under special training was 463 children who were provided special training in 26 Special Training Centres across the state out of which 9 were School-based Special Training centre and 17 were non School based special training centres run by NGOs in the state. The district-wise coverage of these students was as follows:

PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN FOR 2015-16

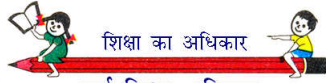
Intervention	TARGET		ACHIEVEMENT	
	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
NRSTC	1280	34.96	463	11.07
TOTAL	1280	34.96	463	11.07

▪ SPECIAL TRAINING CENTERS APPROVED FOR 2015-16:

- 26 centres had been approved for North & South Goa District.
- 17 centres were Non-School Based STCs (run by NGOs) & 9 centres are School Based STCs.
- A total of 463 children were provided Special training at these centres

LIST OF APPROVED NRSTCS FOR NORTH GOA FOR 2015-16:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School Based/ Non school Based
	NORTH GOA			
	Moving School, Pernem	7	1	Non School Based (run by NGO)



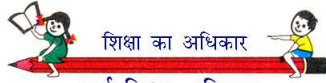
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सब पढ़ें सब बढ़ें
GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

	Elshaddai Charitable Trust	107	3	Non School Based (run by NGO)
	Asha Kiran Society	40	2	Non School Based (run by NGO)
	Lions Club of ANP	21	1	Non School Based (run by NGO)
	Society of St. Vincent De Paul	6	1	Non School Based (run by NGO)
	Caritas-Goa	25	1	Non School Based (run by NGO)
	Total:	206	9	

LIST OF APPROVED NRSTCS FOR SOUTH GOA FOR THE YEAR 2015-16:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
	SOUTH GOA			
1.	Kiranniketan Social Centre	56	4	Non School Based (run by NGO)
2.	Municipal High School	18	1	School Based
3.	GPMS, Satrant, Cortalim	15	1	School Based
4.	GPS, Casavlim	4	1	School Based
5.	GPS, Vadenagar	9	1	School Based
6.	GPS, Baina	23	1	School Based
7.	GHS, Baina	8	1	School Based
8.	Vidya Vihar Primary School	25	1	School Based
9.	Infant Jesus Academy	7	1	School Based
10.	El Shaddai Charitable Trust	6	1	Non School Based (run by NGO)
11.	GPS, Gauthan	13	1	School Based
12.	Nitya Sevaniketan , Rivona	20	1	Non School Based (run by NGO)
	Total:	204	15	



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें
GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

DISTRICT-WISE ENROLMENT OF OoSC IN NRSTCS FOR THE YEAR 2015-16

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	59	62	48	37	107	99	206
SOUTH:	42	49	56	57	98	106	204
GOA	101	111	104	94	205	205	410

OoSC ENROLLED IN MADARASAS AND PROVIDED SPECIAL TRAINING:

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	0	23	0	0	0	23	23
SOUTH:	14	16	0	0	14	16	30
Total	14	16	0	0	14	16	53

3.6. 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	2.40	513 CWSN	2.40
Provision of aids and appliances	566	14.15	295	4.57
Assistance for corrective surgery	2 districts	2.72	2 CWSN	0.89
Escort and Transport allowance for existing 7 HBE to attend school	164	4.10	81	5.741
3 days training of teachers on text book modification and classroom management	177	1.062	177	1.062
1 day parental awareness program at block level	12 blocks	0.60	1042	0.60
Hiring of physiotherapy/speech therapy services	2 districts	4.00	29	3.37
Celebration of World Disability Day	12 blocks	2.40	1130	2.40
3 days residential training on teaching children with Visual Impairment and Deaf Blindness @ Rs200/-	300	1.80	300	1.80

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



HIGHLIGHTS OF THE INTERVENTION:

- Total budget allocation for CWSN for the year 2015-16 was Rs.33.52 lakhs for 1676 CWSN after reducing the number of children with Learning Disabilities (LD). Total utilisation of the budget stood at Rs. 20.24 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.2,40,000/- was released in September 2015 to all blocks @ Rs.20,000/- 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.

3 DAYS TRAINING OF TEACHERS ON TEXT BOOK MODIFICATION AND CLASSROOM MANAGEMENT:

- 3 days teachers training on Text Book Modification and Classroom Management 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.

3 DAYS TRAINING ON TEACHING CHILDREN WITH VISUALLY IMPAIRED AND DEAFBLINDNESS:

- 3 days training on teaching children with visually impaired and deafblindness has been conducted. Total 300 teachers attended the training.

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 1130 CWSN have participated from different Schools.

HOME BASED EDUCATION:

- An amount of Rs.35,100/- was released to 3 CWSN from South Goa District for Home Based Education. The student beneficiaries were as follows:
- Akhil Naik - CP - Canacona
 - Ajit Gaonkar - OI - Canacona
 - Manjunath R.Tawadkar - MD - Canacona

AIDS AND APPLIANCES

Sr. No.	Block	No. of CWSN provided Aids & Appliances	
		ALIMCO	Spectacles
1.	Tiswadi	6	0
2.	Bardez	9	6
3.	Pernem	1	7
4.	Ponda	11	107
5.	Bicholim	3	0
6.	Sattari	6	0
7.	Mormugao	5	0
08.	Canacona	9	0
90.	Dharbandora	0	16
10.	Quepem	1	13
11.	Salcete	4	89
12.	Sanguem	0	1
	Total:	55	239

Total 294 CWSN were provided Aids and Appliances. Rs.4,57,435.20 was released towards the purchase of aids and appliances

Surgery cases

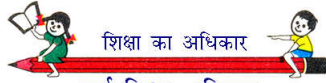
Sr. No.	Block	Name of the CWSN	Name of the School	Std.	Amount released
1	Pernem	Pritesh Gawade	Lokshikshan High School, Dargal	V	75,000.00
2	Bardez	Prathamesh Raul	Probodan Prathamic Vidyalaya		14,100.00
				Total:	89,100.00

PHYSIOTHERAPY & SPEECH THERAPY CASES:

Sr. No.	Block	No. of the CWSN	Type of Therapy	Amount released
1.	Tiswadi	2	Physiotherapy	53,000.00
2.	Bardez	15	Physiotherapy	1,70,350.00
3.	Bardez	5	Speech therapy	13,560.00
4.	Pernem	1	Physiotherapy	34,650.00
5.	Ponda	4	Speech therapy	41,660.00
6.	Salcete	1	Physiotherapy	19,950.00
9.	Canacona	1	Speech therapy	4,400.00
			Total:	3,37,570.00

ESCORT & TRANSPORT PROVIDED TO CWSN:

Sr.No.	Block	No. of CWSN	Amount released
1.	Bardez	6	50,372.00
2.	Pernem	18	57,420.00
3.	Ponda	24	1,50,976.00



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4.	Dharbandora	14	1,32,410.00
5.	Quepem	4	21,577.00
6.	Salcete	13	74,718.00
7.	Sanguem	5	51,615.00
	Total:	84	5,39,088.00

**Total 84 CWSN were provided Escort and Transport facility to attend school.
Rs. 5,39,088/- was released to provide Escort and Transport facility to CWSN.**

1-DAY PARENTAL AWARENESS PROGRAMME:

Sr.No.	Block	No. of Parent
1.	Tiswadi	220
2.	Bardez	68
3.	Pernem	36
4.	Ponda	55
5.	Bicholim	74
6.	Sattari	100
7.	Mormugao	117
8.	Canacona	83
9.	Dharbandora	73
10.	Quepem	80
11.	Salcete	60
	Sanguem	76
	Total:	1042

Total 1042 parents attended the 1 Day Parental Awareness Programme across the blocks. Rs.60,000/- was released for the programme.

3.7 COMMUNITY MOBILIZATION:

3.7.1 SMC TRAINING

All SMC trainings are geared towards strengthening community participation in school development, hence detailed guidelines for organizing 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 2813 male SMC members & 1828 female SMC members were trained on RTE Act 2009
- ▶ TOTAL NO. of members trained was – 4641

TARGET AND ACHIEVEMENT UNDER COMMUNITY MOBILISATION

	SMC/ PRI Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Non Residential 3 days	5652	16.96	4641	12.82

Media Components 2015-16

School Report Cards: In order to share the information and data of School Report Cards with SMC/SDMC members and others interested in education and to have uniformity in School Report Card all the Government Primary and Upper Primary Schools were given Flex Print out of School Report Cards of size 3.5 X 2.5 feet with SSA Logo.

Following table shows District wise unit cost physical and total cost incurred for Display of School Report Cards.

Sr.No	District	Activity	Unit Cost	Physical	Total Cost
1	North	School Report Cards	Rs. 220/-	537	1,18,140/-
2	South		Rs. 220/-	340	74,800/-
TOTAL			Rs. 220/-	877	1,92,940/-

3.8. Civil Works

Details of PAB 2015-16 (Civil Works)		
Intervention Sanctioned	Physical Target	Budget Allocation
Ramps with Handrails	50 Units	30.44 Lakhs
Major Repairs of Primary School (Flooring)	7 Units	15.81 Lakhs

50 Ramps were sanctioned @ unit cost of Rs. 0.6088/- (in lakhs), for PAB 2015-16, Out of which 25 are in North District and remaining 25 are in South District. Further, the work of Ramps was kept on hold due to paucity of Fund.

Sr. No	State	Intervention Sanctioned	Budget Approved in PAB 2015-16		Status of Sanctioned Work
			Phy	Fin	
1	GOA	Ramps with Handrails	50	30.44	Work not started due to paucity of funds
2		Major Repairs of Primary School (Flooring)	7	15.81	Work is in Progress

4. Management and MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs. 148.10 Lakhs was sanctioned under this head and it was utilized to the extent of Rs. 130.79 Lakhs.

Targets and achievement under this budget head are as under:

PROJECT MANAGEMENT & MIS	Target		Achievement	
	Phy.	Fin.	Phy.	Fin.
STATE COMPONENT		75.55		77.54
DISTRICT COMPONENT		72.55		53.25
Sub Total		148.10		130.79

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. R. K. Shrivastva 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. Virendrakumar 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 Vishvanath Powar,
STATE PROJECT DIRECTOR
GOA SARVA SHIKSHA ABHIYAN

