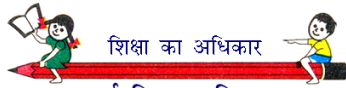


## ANNUAL REPORT – 2011-12

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सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें  
GOVERNMENT OF GOA

**GOA SARVA SHIKSHA ABHIYAN**

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## I. GOA SARVA SHIKSHA ABHIYAN ROLE AND MISSION

Sarva Shiksha Abhiyan is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86<sup>th</sup> amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group a Fundamental Right. The conviction is reiterated in the Right to Education Act, 2009 (RTE), envisioning the provision of compulsory and quality education to every child of 6-14 years age in the country. The Act is not only a legislative intervention but a document making the Act a moral responsibility of every state. The Act states in its version that it is the school which will be responsible for implementation of the Act and not the parent. Sarva Shiksha Abhiyan being the formally designated vehicle for implementation of RTE, has thus to play a very important role in all its initiatives to ensure that the provisions in the Act do really come into reality effectively.

The Sarva Shiksha Abhiyan (SSA) is a historic stride towards this long cherished goal of Universalization of Elementary Education through a time bound integrated approach; SSA aims to provide useful and Quality Elementary Education to all children in the 6-14 age group. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode.

The Goa Sarva Shiksha Abhiyan was launched in the state of Goa on 2nd October 2005 for Universalization of Elementary Education in the state with specific timeframe and goals. As far as enrolment, attendance and retention of the children at the elementary stage of education in Goa is concerned, there are not many threats though Goa SSA needs to concentrate on mainstreaming activities for out of school children who are basically children of migrant laborers who constitute a floating population and most of them migrate with their parents back to their native states, especially Karnataka, and Maharashtra where they

pre-dominantly come from. A substantial number of them also come from the 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.

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 the children are admitted to the NRSTCs and RST Centers in the State in an effort to provide them access to formal elementary education.

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.

Continuation of the Incentive Scheme for Girl Child belonging to SC/ST Community has continued eliciting a response. This scheme has also been very useful in promoting among its beneficiaries a spirit for learning and continuation of their higher education.

Teacher training programmes in various areas relevant to the training needs of the teachers in the State are organized at block and cluster level. Training programmes are so designed to enable teachers to acquire necessary skills and abilities for making classroom learning interesting and child friendly. The programmes are also meant to create awareness of quality related issues and their role and responsibilities in implementation of the Right to Education Act in the school set up among the teachers. The training programmes involve various activities including discussions, group interactions, presentation of papers and workshops, etc. to enhance direct participation of the teachers in the training process.

Details of other SSA Activities aiming at improving the quality of elementary education are cited in the subsequent pages of this report. Goa SSA has also initiated steps towards effective and meaningful community participation in the SSA activities through Community

Mobilization Programs. This would also be catered through Media Activities which would target a large portion of people for awareness creation. It is felt necessary to imbibe and rear a spirit of community participation, community contribution and community ownership among the people so that they feel attached to the local schools.

## **GOA SARVA SHIKSHA ABHIYAN SOCIETY**

### **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

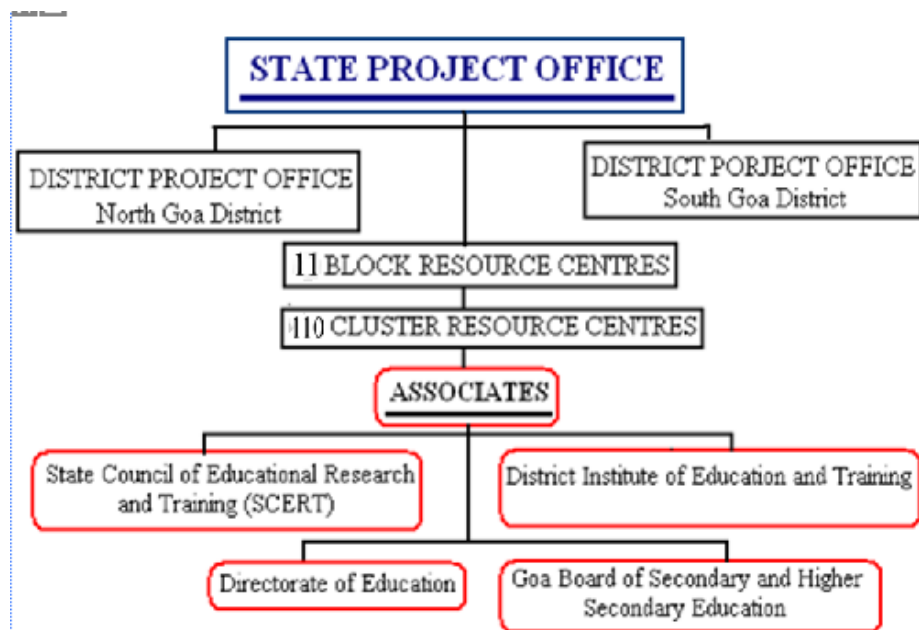
## GOA SARVA SHIKSHA ABHIYAN SOCIETY

### EXECUTIVE COMMITTEE

Addl. Secretary, MHRD, New Delhi	Chairman
Chairman EC/Secretary Education	Member
Secretary Finance	Member
Secretary Planning	Member
Secretary Social Welfare	Member
Secretary Women and Child Development	Member
Secretary Panchayats	Member
Secretary PWD	Member
Director of Education	Member
State Project Director	Member Secretary
Director SCERT	Member
Director, Women and Child Development	Member
Ms. Rajani Kontantanmbig, Asstt. Professor, Tata Institute of Social Sciences, Maharashtra	Member
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
The Dy. Director of Education (South Education Zone)	Member
Principal, DIET	Member
Mrs. Meera Deo, Ex Assistant Director of Education	Member
Shri. Umesh J. Naik, Subject Inspector (Sci.) SIE, Goa	Member
Shri. Premanand Mahambre, Headmaster, Dayanand High School, Chorao	Member
Shri. Tomazinho Cardozo, Retired Headmaster, St. Joseph High School, Arpora	Member
Shri. Uday Ballikar, Principal, Damodar Higher Secondary School, Margao	Member
Fr. Antimo Gomes, Ex-Principal, St. Xavier's College, Mapusa	Member
Shri. Chandrakant Hede, Headmaster, Dr. Sakharam Gude High School, Shiroda	Member
Dr. Pramod Salgaokar, Ex-Chairperson, Goa State Women's Commission, Panaji	Member
Dr. Nishtha Desai, Child Rights of Goa, Panaji	Member

## GOA SARVA SHIKSHA ABHIYAN

### ORGANOGRAM



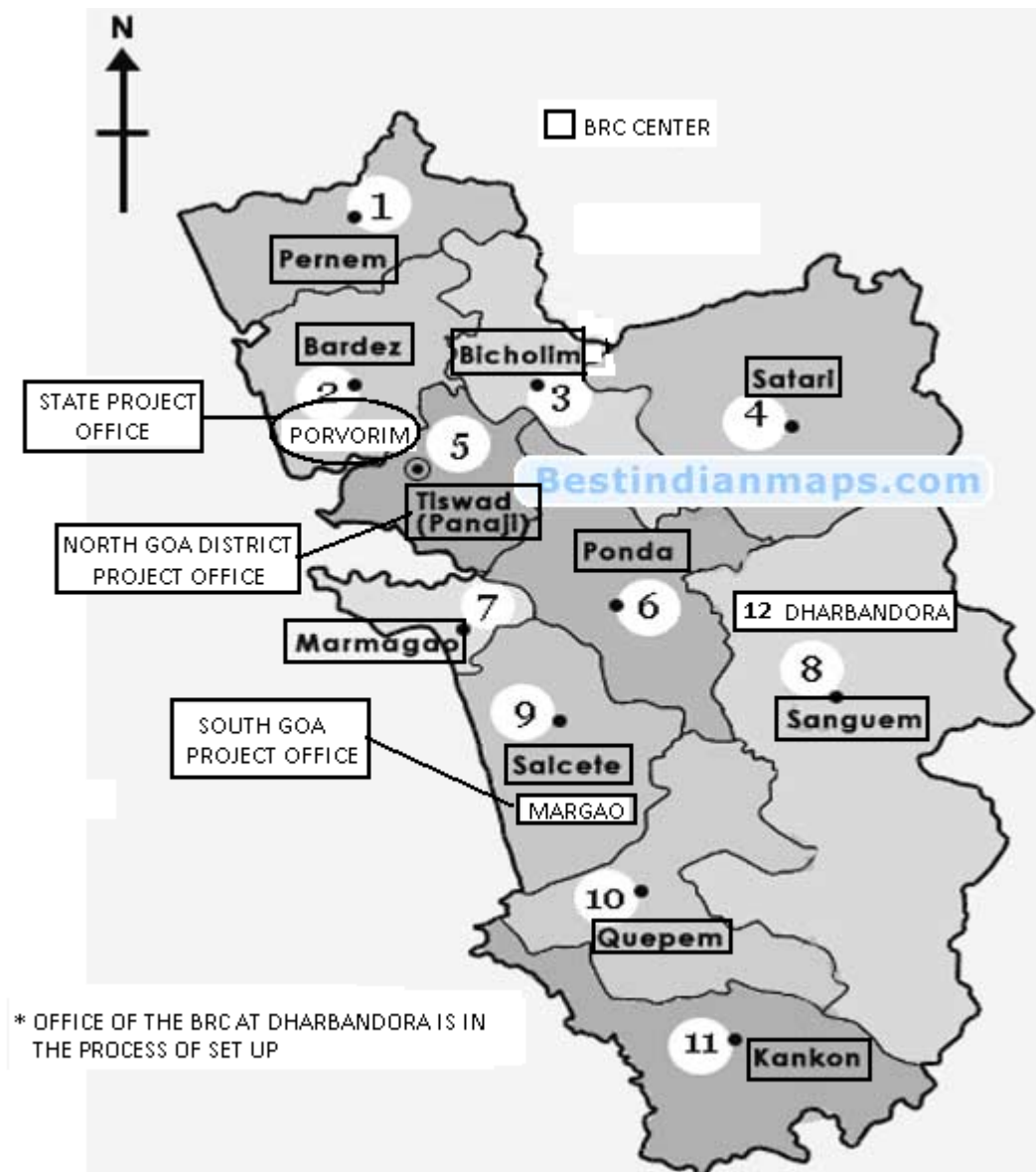
The SSA programmes and activities focus attention on quality improvement of school education at elementary stage in terms of student enrolment, student and teacher attendance, retention of children till the end of the elementary education. It is therefore, imperative for Goa SSA to join hands with different education offices including the Directorate of Education as many of the decisions are executed by this apex office.



## SARVA SHIKSHA ABHIYAN

### 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. The following map represents the administrative structure of the Goa Sarva Shiksha Abhiyan.



Goa Sarva Shiksha Abhiyan Society is governed by the Governing Council. The Chief Secretary of the State is the Chairman of the Governing Council. 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.

The District Project Offices are headed by the District Project Officers who also function as the Assistant Directors of Education respectively in the Central and South Zones of Education under the Director 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.

With a team of 72 Block Resource Persons functional in all 11 blocks of the State the Goa Sarva Shiksha Abhiyan has designed plans to strengthen the Academic Support System. At the grassroots there are 110 Cluster Resource Persons. The State Project Office offers inputs for capacity building of the CRCs in order to enable them to function more effectively in the field in the sphere of academic as well as community related interventions of the SSA. This is pertinent in view of the RTE Act that needed awareness creation among the people and teaching community.

The State has appointed all the MIS Coordinators, accountants-cum-support staff in all the blocks further strengthening its grass-root base. It is envisioned that with the appointment of the said staff the block level units will be more responsive and effective in the compilation and furnishing of DISE data.

## GOA SSA ACHIEVEMENTS VIZ-A-VIZ SSA GOALS

### 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 in a radius of every 1 km
- ✚ Upper Primary Schools in the State available in a radius of every 3 km
- ✚ 100% Trained Teachers
- ✚ Teacher availability is adequate
- ✚ PTR at the primary level is 1:26 and at the upper primary stage it is 1:32

### THE 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 the children belonging to the SC/ST and OBC sections of the society
- ✚ Incentives, scholarships to the children belonging to the SC/ST and OBC categories
- ✚ Incentives for the SC/ST girls and their parents

### IMPLEMENTATION OF RTE ACT

- ✚ As of 31<sup>st</sup> March, 2012 the Goa State RTE Rules were yet to be notified by the State Government. (They were subsequently notified on 2<sup>nd</sup> August, 2012).
- ✚ Continuous Comprehensive Evaluation Scheme has been launched for facilitating assessment of children in the age group of 6-14 in a child friendly manner.
- ✚ Arrangement of age appropriate admission to the children as per the RTE Mandate
- ✚ Arrangement of special training for the children admitted in the age appropriate class through the NGOs and regular teachers in the State
- ✚ Initiatives for Curriculum Reforms and Textbook Development taking into account the Special Training needs of the children admitted to the age appropriate class and the learning needs of the children with special needs keeping in view the phenomenon of Inclusive Education

## QUALITY COMPONENT

### ▪ **TEACHER TRAINING**

Primary and Upper Primary Teachers in the State are trained in the 20 days in service training programmes organized at the block and cluster level. The Block Resource Persons and Cluster Resource Persons have organized the training programmes in various areas such as RTE Act, methods and techniques of teaching in child friendly classroom processes, preparation of Teaching Learning Materials (TLM) and their use in the classroom, making use of Library for developing reading habits among school children and now, recently the SSA organized crash training programmes in Continuous Comprehensive Evaluation (CCE) Scheme developed by the SCERT for the Heads of the Schools, Senior teachers and Upper Primary Teachers in the State. This aims at facilitating the learners to complete their elementary education as per the RTE mandate.




### ▪ **TRAINING OF THE BLOCK RESOURCE PERSONS AND CLUSTER RESOURCE PERSONS**

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

### ▪ **PROVISION OF FREE TEXTBOOKS TO THE STUDENTS OF STD. I TO VIII**

Goa SSA has supplied textbooks to the students of all Government Aided and Government and Government Aided Upper Primary Schools in the State Over 1.13 lakh students are beneficiaries along with another around 40 thousand Government Primary students who get the benefit of such scheme from the Directorate of Education.

### ▪ **PROVISION OF GRANTS**

-  5902 Primary and Upper Primary Teachers in the State benefit from the Teachers' Grants of Rs. 500 per head every year since 2006
-  All schools in the State are provided with the School Grants
-  Government Primary and Upper Primary Schools in the State are provided with the Maintenance Grants







## INITIATIVES FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Medical check up of the children with special needs for diagnosis
- Provision of assistive aids to the children with special needs
- Construction of ramps and disabled friendly toilets




- Arrangement of home based education of the children with special needs who are bed ridden
- Arrangement of escort and transport to the children with special needs
- Teacher trainings in various areas related to the education of the CWSN
- Provision of resource room
- Provision of teaching learning materials for the resource room
- Appointment of the resource teachers under SSA along with the teachers appointed by the department of education

## INITIATIVES FOR THE OUT OF SCHOOL CHILDREN

### ▪ INVOLVEMENT OF THE NGOS IN RUNNING RESIDENTIAL AND NON RESIDENTIAL BRIDGE CENTERS (RBCs AND NRBCs) IN THE STATE

	NGOs running Non Residential Special Training Centres	13
	Non Residential Special Training Centres in the State	46
	Residential Special Training Centres in the State	03
	Madarsas in the State for minorities children	06
	Out of School Children benefitted by the RBCs/NRBCs	1460
	Number of children mainstreamed	541

## COMMUNITY MOBILIZATION

-  Training programmes for the VEC and PTA members at cluster and block level
-  Around 4000 VEC members and PTA members were trained in the last year
-  Training areas for Community Mobilization and sensitization of the VEC and PTA Members-
  - Right to Education Act
  - SSA Schemes implying the role and responsibilities of the VEC and PTA members
  - Preparation of the School Development Plans
  - Role and responsibilities of the VEC and PTA members in relation to enrolment, retention and completion of elementary education

Government of Goa is very much concerned with the growth and development of education in the State and has promoted the most benefiting schemes at all levels of education to facilitate its children with quality and effective education preparing for their productive lives. The children in Goa are not only educated but have proved to be successful in every walk of life while they have turned out to be concerned, responsible and humane citizens of India.

## EDUCATIONAL SCENARIO

❖ State		Goa
❖ Districts (2)	1	North Goa District – HQ Panaji
	2	South Goa District – HQ Margao
❖ Blocks	11	
❖ Clusters		110 (a cluster is set up at the VEC level)
❖ Inhabited villages		347

### B Schools in the State

There are 1671 primary and upper primary schools in the State. 899 primary schools and 131 upper primary schools are run by the State Government under its department of Education. There are 465 government aided primary and upper primary schools in the State. Presence of considerable number of unaided primary and upper primary schools is also not negligible. The number of unaided primary schools and upper primary schools in the State is 153 and 23 respectively, leading to the total of 176 unaided institutions functioning for the cause of primary and upper primary education. Detailed figures of the number of schools are furnished in the relevant tables.

### BLOCKWISE NUMBER 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	81	16	9	24	7	1	97	41	138
2	Bardez	77	10	38	53	33	2	148	65	213
3	Bicholim	91	15	6	18	5	1	102	34	136
4	Sattari	111	23	2	6	4	0	117	29	146
5	Tiswadi	53	7	20	39	29	3	102	49	151
6	Ponda	140	8	14	34	14	2	168	44	212
	<b>TOTAL</b>	<b>553</b>	<b>79</b>	<b>89</b>	<b>174</b>	<b>92</b>	<b>9</b>	<b>734</b>	<b>262</b>	<b>996</b>
7	Sanguem	117	9	4	14	2	0	123	23	146
8	Quepem	69	10	11	10	3	0	83	20	103
9	Salcet	63	10	47	56	38	10	148	76	224
10	Canacona	70	10	7	12	1	0	78	22	100
11	Mormugao	27	13	17	24	17	4	61	41	102
	<b>TOTAL</b>	<b>346</b>	<b>52</b>	<b>86</b>	<b>116</b>	<b>61</b>	<b>14</b>	<b>493</b>	<b>182</b>	<b>675</b>
	<b>TOTAL</b>	<b>899</b>	<b>131</b>	<b>175</b>	<b>290</b>	<b>153</b>	<b>23</b>	<b>1227</b>	<b>444</b>	<b>1671</b>

### C Elementary School Teachers in the State

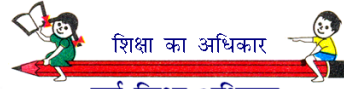
DISTRICT	SCHOOL CATEGORY	NUMBER OF TEACHERS		
		MALE	FEMALE	TOTAL
North Goa	Primary	214	2059	2273
	Upper Primary	437	991	1428
	<b>Total</b>	<b>651</b>	<b>3050</b>	<b>3701</b>
South Goa	Primary	149	1619	1768
	Upper Primary	244	854	1098
	<b>Total</b>	<b>393</b>	<b>2473</b>	<b>2866</b>
State	Primary	363	3678	4041
	Upper Primary	681	1845	2526
	<b>Total</b>	<b>1044</b>	<b>5523</b>	<b>6567</b>

### CHILD ENROLMENT AT THE ELEMENTARY STAGE IN GOVERNMENT, AIDED S AND UNAIDED SCHOOLS

DISTRICT	STAGE	MANAGEMENT	NUMBER OF CHILDREN											TOTAL	
			GENERAL			SC			ST			OBC			
			B	G	T	B	G	T	B	G	T	B	G		T
NORTH GOA	PRIMARY (I-IV)	GOVT	8297	7718	<b>16015</b>	353	329	<b>682</b>	652	697	<b>1641</b>	780	766	<b>1641</b>	<b>28094</b>
		GOVT. AIDED/UNAIDED	16430	14637	<b>31067</b>	166	118	<b>284</b>	458	436	<b>1204</b>	936	805	<b>1204</b>	<b>69126</b>
		<b>TOTAL</b>	<b>24727</b>	<b>22355</b>	<b>47082</b>	<b>519</b>	<b>447</b>	<b>966</b>	<b>1110</b>	<b>1133</b>	<b>2845</b>	<b>1716</b>	<b>1571</b>	<b>2845</b>	
	UPPER PRIMARY (V-VIII)	GOVT.	3241	2817	<b>6058</b>	186	148	<b>334</b>	205	214	<b>294</b>	399	386	<b>294</b>	<b>7317</b>
		GOVT. AIDED/UNAIDED	4573	17159	<b>21732</b>	405	368	<b>773</b>	1525	1358	<b>2160</b>	3155	2991	<b>2160</b>	<b>48362</b>
		<b>TOTAL</b>	<b>7814</b>	<b>19976</b>	<b>45108</b>	<b>591</b>	<b>516</b>	<b>1107</b>	<b>1730</b>	<b>1572</b>	<b>2454</b>	<b>3554</b>	<b>3377</b>	<b>2454</b>	<b>55679</b>
SOUTH GOA	PRIMARY	GOVT	4452	4387	<b>8839</b>	190	160	<b>546</b>	1332	1239	<b>3198</b>	838	794	<b>3198</b>	<b>34196</b>
		GOVT. AIDED/UNAIDED	15309	13984	<b>29293</b>	447	115	<b>342</b>	1177	1089	<b>2850</b>	599	516	<b>2850</b>	<b>56123</b>
		<b>TOTAL</b>	<b>19761</b>	<b>18371</b>	<b>38132</b>	<b>637</b>	<b>275</b>	<b>888</b>	<b>2509</b>	<b>2328</b>	<b>6048</b>	<b>1437</b>	<b>1310</b>	<b>6048</b>	<b>90319</b>
	UPPER PRIMARY	GOVT.	1992	1631	<b>3623</b>	173	142	<b>546</b>	934	936	<b>1532</b>	340	290	<b>1532</b>	<b>6908</b>
		GOVT. AIDED/UNAIDED	16207	15541	<b>31748</b>	286	285	<b>342</b>	2183	1940	<b>2929</b>	1320	1141	<b>2929</b>	<b>38832</b>
		<b>TOTAL</b>	<b>18199</b>	<b>17172</b>	<b>35371</b>	<b>459</b>	<b>427</b>	<b>888</b>	<b>3117</b>	<b>2876</b>	<b>4461</b>	<b>1660</b>	<b>1431</b>	<b>4461</b>	<b>45740</b>

Cont/-





सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें

GOVERNMENT OF GOA

**GOA SARVA SHIKSHA ABHIYAN**

STATE	PRIMARY	GOVT.	12749	12105	24854	543	489	1032	1984	1936	3920	1618	1560	3178	62390
		GOVT. AIDED/UNAIDED	31739	28621	60360	613	233	846	1635	1525	3160	1535	1321	2856	129249
		<b>TOTAL</b>	<b>44488</b>	<b>40726</b>	<b>85214</b>	<b>1156</b>	<b>722</b>	<b>1878</b>	<b>3619</b>	<b>3461</b>	<b>7080</b>	<b>3153</b>	<b>2881</b>	<b>6034</b>	<b>191639</b>
	UPPER PRIMARY	GOVT.	5233	4448	9681	359	290	649	1139	1150	2289	739	676	1415	14225
		GOVT. AIDED/UNAIDED	20780	32700	53480	691	653	1344	3708	3298	7006	4475	4132	8607	87194
			<b>TOTAL</b>	<b>26013</b>	<b>37148</b>	<b>63161</b>	<b>1050</b>	<b>943</b>	<b>1993</b>	<b>4847</b>	<b>4448</b>	<b>9295</b>	<b>5214</b>	<b>4808</b>	<b>10022</b>
		<b>GRAND TOTAL</b>	<b>118987</b>	<b>109776</b>	<b>228763</b>	<b>1755</b>	<b>1693</b>	<b>3448</b>	<b>8343</b>	<b>7465</b>	<b>15808</b>	<b>7587</b>	<b>7125</b>	<b>15808</b>	<b>288958</b>

## STATUS OF RTE IMPLEMENTATION IN THE STATE (AS ON 31<sup>ST</sup> MARCH 2012)

### Implementation of Right to Education in different categories of schools

As of 31<sup>st</sup> March, 2012, The State Directorate of Education framed the State Rules and placed for approval of The State Law Department which has vetted the rules. Further the same were placed for consideration and approval of the State Cabinet and the Cabinet has accorded its approval to the State Rules. The matter was till then under consideration as the State Legislature had to debate on the draft rule before they are notified. Hence notification of the Goa RTE Rules will be made after placing them before the state legislature.

**Strategic plan has been prepared for providing free and compulsory elementary education in the state with regard to:**

**a. Age appropriate admission of children**

This aspect is provided in the State Model Rules and will come into effect only with the implementation of the Model Rules. Readiness of different concerned agencies/NGOs and Community Members (VEC/PTAs) etc., is being worked up through interactions, training programmes, awareness building of the heads of the institutions, etc. Sensitization of parents, teachers and VEC and PTA members is being done with prominence by including this component in the Training modules. The NGOs involved in running Residential, Non-residential Special Training Centers and Madarsas in the State are imparting special training to such children who are admitted to the age appropriate classes. Details of these activities are cited in the relevant chapter.

**b. Availability of neighborhood schools**

The State has a primary school in a radius of every one km and an upper primary school in a radius of every 3 km. There are 1694 schools in the state imparting elementary education including 1247 primary and 447 upper primary schools. Majority (369) of the upper primary schools form sections of high schools availing of the advantages of infrastructure and equipments created for secondary school students. There are 141 unaided primary and 12 upper primary schools functioning in the State. Considering the 3,702 km<sup>2</sup> area of the State, the number of elementary schools is quite large that serves an average area of about 2.18 km<sup>2</sup>

covering a student population of 228763 including over 1.52 lakh students receiving primary education in government, government aided and unaided primary schools. The 1694 elementary schools in the State serve an average of 135 students with quite a good number of teachers. A total of 7719 teachers are functioning in these schools figuring the average pupil teacher ratio in the State as 29:1. It is remarkable that the rich infrastructure and availability of large number of schools are not only RTE compliant but indicate a high degree of pupil teacher ratio. All the teachers in the State are trained.

Another important feature can be found in a very convenient and well-knit transport system which facilitates the children reach the schools easily while in significant Government initiative Indira Bal Rath and Gomantak Bal Rath (bus transport) are provided by the Social Welfare Department to facilitate the SC-ST and OBC children to attend the schools.

**c. Revision of State Curriculum/syllabi in conformity with constitutional values**

Presently the State follows the NCERT Curriculum based on the NCF-2005 which was adopted by the State in 2006-07 in phased manner. The State has introduced the NCERT textbooks except for language textbooks with permissible modifications for accommodating local components to make the content familiar to the children.

The SCERT has taken steps for Curriculum Reforms and Textbook Development to suit the Curricular Provisions to the Mandates of the RTE Act. The task of formation of subject committees is underway. The curriculum reform is proposed in the context of NCF-2005 considering the RTE stipulation such as –

- a. All-round development of the child.
- b. Building up child's knowledge, potentiality and talent.
- c. Development of physical and mental abilities to the fullest extent.

**d. Creating RTE Awareness**

It is felt imperative to develop acquaintance of the teachers, parents, members of PTAs/SMCs, VECs and members of community in general with the provisions and mandates of the Right to Education as it is implicit responsibility of each component of the community to protect rights of the children ensuring their enrolment, attendance and retention of the school with equal and equitable opportunity to each child to complete the elementary education.

In view of the above the State SSA made the copies of the RTE Act available to each school. The heads of the schools are directed to create awareness among the teachers, parents, VEC members by organizing school level workshops. Further, sensitization on RTE Act has been taken up through print materials, media

activities and trainings. Role and Responsibilities of the heads of the schools, teachers, parents and members of the community in implementing the Right to Education Act is an essential part of training programmes.

**e. Free Pre-School Education**

There is a good and effective pre-school education system consisting of about 1300 Anganwadis and Balwadis by the State Government respective under the Women and Child Development Department and the Directorate of Education while several nurseries and Kindergarten (KG) schools are running in Marathi, Konkani and English Medium. The state has taken steps to introduce a common curriculum for these preschool institutions as to raise the level of their effectiveness. The preschool institutions are envisaged to work for preparing the child for primary and upper primary education.

The State Government has taken step to introduce common curriculum for the preschool institutions so that the goal of preparing the child for primary education with a careful catering of its needs pertaining to its growth and development, learning, development of physical, psychomotor skills, communication and numeral skills and habit formation resulting into good value system will fulfilled through all types of pre-school institutions run in the state.

Registration of each pre-school institution with the Directorate of Education and obtaining government recognition has also been made mandatory.

Goa SSA provided the pre-school institutions with play materials for strengthening motor and fine motor skills of the learner along with their scholastic development.

**f. Teaching learning process in the classroom**

Teacher training programmes are so designed and provided with a variety of topics relating to training needs of the teachers particularly enable them to acquire and practice appropriate skills for effective classroom processes making them child centered and joyful. Concerns of equal and equitable quality education through opportunities to learn, abilities of higher order learning, knowledge construction, library and media use for knowledge enrichment were taken into account while preparing the design of the teacher training design. The BRCs and CRCs were imparted training for capacity building for teacher training. Support of DIET and SCERT was sought for academic and expert resources for the training programmes.

The teaching learning processes are ensured to be participatory and interactive enhancing learning time in the classroom.

The State has come out with the Continuous Comprehensive Evaluation (CCE) Scheme. SCERT and Goa SSA jointly trained the heads of the schools with senior teachers in all schools in the state in crash training programme to acquaint them with the scheme of Continuous Comprehensive Evaluation so that they would be able to implement it in their schools. The State CCE Scheme is based on the CBSE Scheme.

Besides, Assistant District Educational Inspectors (ADEIs) and the Block and Cluster level Resource Persons (BRCs) and (CRPs) are also covered in this exercise to enable them to monitor, guide and provide academic support through their inspections, visits, interactions, meetings and other teacher related activities.

**g. Making child free from fear, trauma and anxiety.**

The Directorate of Education has taken necessary steps since 2007 and awareness is created among the teachers, heads of the institutions and parents on this provision. The Directorate of Education has provided clear guidelines to the heads of the schools on ban of corporal punishment and harassment of girls/women teachers in the school providing therein the legal implications of violation of the provisions under the act. It is strictly ensured that no child shall be subjected to physical punishment or mental harassment.

The State has Commission for Protection of Child Rights (SCPCR). The Commission with the NGOs conducts school level training programmes for the teachers. The training programmes are meant to create among the teachers' awareness of the Child Rights Act and implications of physical punishment and mental harassment.

**h. Community Mobilization Activities**

The members of VECs and PTAs are sensitized on the RTE mandates highlighting their role and responsibilities in implementing in particular, the child related mandates while performing their role in development related to local school. The component was one of the prominent areas of training and about 4000 VEC and PTA members were trained during the year 2010-11. Details are provided in the relevant part.

**i. Major interventions for children with special needs**

Taking into account the importance of inclusion of the Children with Special Need (CWSN) the following interventions were initiated to ensure that these children

find equal and equitable opportunities of participating in the classroom activities and perform their best while learning with normal children.

- 1) 5% Sample Check of the CWSN data (2 Dist)
- 2) Medical Assessment for 540 CWSN
- 3) Provision of Aids and Appliances to CWSN
- 4) Surgery to CWSN
- 5) Escort and Transport for 14 HBE to attend school
- 6) TLM for HBE CWSN
- 7) TLM for 9 existing Resource Rooms at School level
- 8) Strengthening of existing Resource Rooms at block level including disabled friendly toilets.
- 9) New Resource Rooms including disabled friendly toilets at school level
- 10) New Resource Rooms including disabled friendly toilets at block level
- 11) Developing a Training Resource Centre at DIET for RCI upgradation
- 12) Salary of RTs for 6 months
- 13) Salary of RTs for 10 months
- 14) Remuneration for Volunteers for HBE for 8 months
- 15) 1 day training to BRP/CRP/RPs
- 16) 1 day IE training to HMs
- 17) 5 day IE training to teachers
- 18) 7 days multi category training for RT/Evs
- 19) 90 days (RCI) training to regular Teachers @ 4 per block

Details of the above interventions vis-à-vis achievements are cited in the relevant part in this report.

As per the DISE 2010-11 the RTE Compliance Status of schools in the State is as given here below –

No.	Accomplishment of RTE Compliance Requirements	Percentage of RTE Compliant Schools in the State
1	Pupil Teacher Ratio accomplishment	96.90
2	One Classroom for every teacher and office-cum-Head Teacher's room	92.16
3	Barrier Free Access	45.40
4	Separate toilets for boys and girls	81.03
5	Separate Girls' Toilets	52.57
6	Safe and adequate drinking water facility to all children	90.03
7	Kitchen where Mid-day-Meals is cooked in school	1.16
8	Play ground	39.69
9	Boundary wall or fencing	66.21
10	School libraries	99.48

## STATE PROFILE

Goa was an erstwhile Portuguese colony *Estado da India* till 19th December 1961 when the Indian Military Forces liberated it with the help of native Freedom Fighters. Thereafter, the territory was incorporated into the Indian Union. On 30th May 1987 Goa was granted Statehood and with this the process of decentralization of administration started.

The State has a geographical area of 3702 Sq. Kms. It is divided into two districts, six sub divisions and 12 talukas. There are two Zilla Panchayats, for the North Goa District and the South Goa District. This arrangement has led to higher efficiency in the administration and prompt redressal of public grievances.

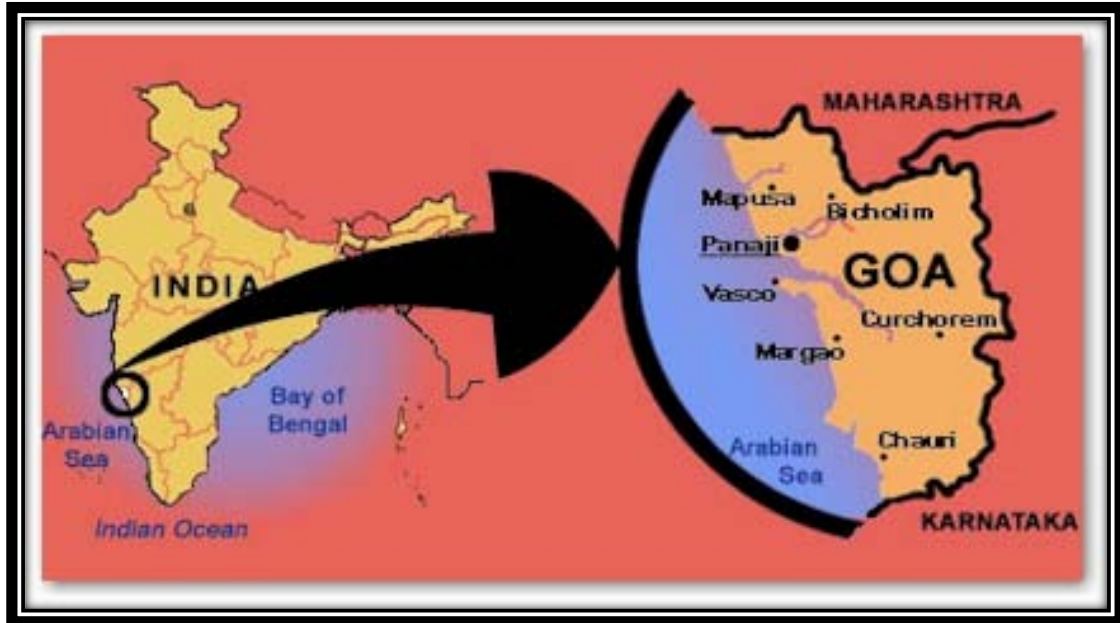
### Location and Area:

The region of the Goa State spans along the Konkan Coast of India, with a 131 km long silver coastline of the Arabian Sea in the west of the State. The State is skirted by partly hilly terrain in some parts of its territory with the Western Ghats rising to nearly 1200 meters in the North. The Terekhol River separates Goa and Maharashtra while the Karnataka State lies in its east and south.

The Island of Tiswadi in which lies its capital city of Panaji, is nestled between the Mandovi and Zuari rivers, which are connected on the landward side by a creek. The island is triangular in shape and divides the harbor of Goa into two parts -Aguada at the mouth of the Mandovi at the north and Mormugao at mouth of the Zuari at the south.

The 2001 Census accounted for over 13 lakh state population consisting of 6.87 lakh males and 6.60 lakh females residing the State. The population figures as per the 2011 census is approximately 14 lacs + . Remarkably the

female population in the State is t slightly down indicating 936 females per 1000 male population as per the latest census reports of 2011.



The boundary of the State at the north is attached with the boundary of the State of Maharashtra while the State of Karnataka makes its presence at its south and east. The region of the State is sprawled along the Konkan coast with a coastline of 131 kms in the west and has a partly hilly terrain of the Western Ghats rising to nearly 1200 meters at some points in the east. It stretches out to a length of 105 km from north to south and is about 60 km. in width from east to west with a total area is 3702 sq.km. It is a cute tiny emerald State with Panaji as its beautiful capital. The port of Murmugao situated on the southern side of Zuari River is one of the 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 to 36 Degree Celsius. Monsoon begins normally in the first week of June and the State receives abundant rainfall at an average of 2500 mm every year from June to October and sometimes even upto November. Six major rivers - Mandovi, Zuari, Sal, Terekhol, Chapora and Talpona – flow across the land emptying their waters in the Arabian Sea.



### **Socio-cultural Fabric of Goa**

People of Goa are peace loving. Their hospitable nature is known worldwide. As per 2001 Census, population of Goa comprises 65.79% Hindus, 26.68% Christians, 6.84% Muslims and 0.69% other religions viz. Sikhs, Buddhist, Jains and others. The State is excellent example of religious harmony. There is no abject poverty in the state.

In the recent years the State has witnessed an increase in the migration of people even from the farthest states like Kashmir, West Bengal, Bihar, Orissa etc. Most of the migrants get themselves employed in the labour-intensive industry such as mines, construction work, sand mining in the coastal areas, and vending goods.

Despite this, it is remarkable that there is slight growth in Goa's population as per the provisional figures in the 2011 Census. The population of Goa was 1347668 lakhs as per 2001 Census which has risen to 1457723 with 740711 males and 717012 females with a male female ratio as 968. The increase in the population is just by one lakh over last decade with an average annual growth of 10000. From the figures of decadal growth male and female population in the State it is also highly remarkable that the growth in female population in the 2001-2011 decade is higher than the male population. The growth of male population during this period in the state is 53463 with percentage of 7.78 while it is 56592 with percentage of 8.57 in case of female population.

## DEMOGRAPHIC PROFILE

### GOA STATE

	Two districts	North Goa	
		South Goa	
	Blocks	11	
		6 blocks in North Goa District	
		5 blocks in South Goa District	
	Area km <sup>2</sup>	3702	
Total population*	Persons	1457723	
	Males	740711	
	Females	717012	
Decadal population growth 2001-2011	persons	110055 -	percentage 8.17
	Males	53463 -	percentage 7.78
Absolute percentage	Females	56592 -	percentage 8.57
Population density per km <sup>2</sup>		394	
Sex ratio		968 females per 1000 males	
Child Sex Ratio		920 females per 1000 males	
Total Child Population	Male (0-06)	72669	
	Female (0-06)	66826	
0-6 population	Persons	139495 -	percentage 9.57
Absolute percentage	Males	72669 -	percentage 9.81
	Females	66826 -	percentage 9.32
Literacy absolute rate	Persons	1142117 -	percentage 87.40
Population aged 7 years and above	Males	620026 -	percentage 92.81
	Females	532091 -	percentage 81.84
Urban population	Persons	906309	
	Males	464590	
	Females	441719	
Urban Literacy	Average Literacy	89.31	
	Male literacy	687248	
	Female literacy	660420	
Rural population	Persons	551414	
	Males	578121	
	Females	275293	
Rural Literacy	Average Literacy	84.26	
Rural Population	Male Literacy	91.71	
	Female Literacy	76.84	
Birth Rate (per 1000 population)		13.6	
Death Rate (per 1000)		6.6	

population)		
Infant mortality rate % - 2011		10
<b>Number of Schools – 2011-12</b>		
<b>Primary schools</b>	Government	921
	Aided	176
	Unaided private	145
<b>Upper Primary Schools</b>	Government	51
	Aided	10
	Unaided private	12
<b>Secondary schools</b>	Government	74
	Aided	285
	Unaided private	15
Towns and villages in the State Census 2011	Total number of villages	359
	Total number of inhabited villages	347
	Total number of uninhabited villages	4
	Total number of submerged villages	8
	Total number of villages in urban agglomeration	6
	Number of towns	44
	Number of municipal towns	14
	Census towns other than municipal towns	30

## ADMINISTRATIVE STRUCTURE OF THE STATE

The State is divided into two administrative districts as North Goa District and South Goa District. Each of the districts has been divided into 6 talukas. The North Goa District has



Pedne, Bardez, Bicholim, Sattari, Tiswadi and Ponda as its constituent blocks while with a creation of new block inaugurated on April 4, 2011 the South Goa has also equal number of blocks unlike in the past when it had five blocks. The South Goa District has Sanguem, Quepem, Canacona, Salcete and Mormugao talukas and the new Dharbandora taluka carved out from the largest block of Sanguem in South Goa. The new block will be the smallest taluka in the State.

The head quarters of North Goa District is and South Goa District are situated at **Panaji** and **Margao** respectively.

Out of a total of **359 revenue villages** in the state **213 fall in North Goa District** and **146 fall in South Goa District**. Besides, there are **44 towns including 14 municipal towns in the State**.

The State administration is under the governance of the Council of Ministers under the guidance and leadership of the Chief Minister. The Governor is the Head of the State and the Chief Secretary heads the State Administration. The Collectors are in charge of the districts of the State while Dy. Collectors head the administrative zones. The blocks/talukas are headed by the Mamlatdars, Joint Mamlatdars and Block Development Officers.

At the Taluka level there are Mamlatdars and at the block level Block Development Officers. 213 revenue Villages of North Goa District are grouped into 120 Village Panchayats and 146 revenue villages of South Goa District are grouped into 69 village Panchayats, thus making a total of 189 village Panchayats which take care of village Panchayat Administration

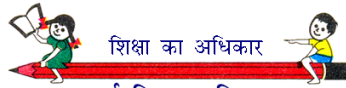
At the Village level, Panchayat level Administration is looked after by the Sarpanch, assisted by no. of Panchas, in the implementation of various programmes as well as in serving local needs.

The following map represents the Administrative set up of the State.



## INTERVENTIONS AND ACHIEVEMENTS AT A GLANCE

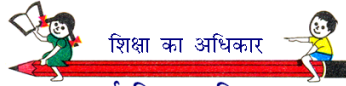
S.No.	Activity	Total Outlay approved		Achievement	
		Phy.	Fin	Phy.	Fin.
	<b>SSA</b>				
	<b>Teachers Salary (Recurring)</b>				
	<b>Primary teachers</b>				
2.19	Primary Teachers ( Regular)-Existing	179	579.96	179	218.44
	(a) Art Education	16	15.36		
	(b) Health and Physical Education	15	14.4		
	(c) Work Education	16	15.36		
	Recurring salary of teachers - ACR in lieu of UPS				
	<b>Sub Total (2.18 to 2.39)</b>	<b>226</b>	<b>625.08</b>	<b>179</b>	<b>218.44</b>
	<b>TOTAL (New Teachers Salary +Teachers Salary-Recurring)</b>	<b>226</b>	<b>625.08</b>	<b>179</b>	<b>218.44</b>
<b>3</b>	<b>Teachers' Grant</b>				
3.01	Primary Teachers	2912	14.56	2912	14.56
3.02	Upper Primary Teachers	2786	13.93	2786	14.95
	<b>Sub Total</b>	<b>5698</b>	<b>28.49</b>	<b>5698</b>	<b>29.51</b>
<b>4</b>	<b>Block Resource Centre/ URC</b>				
4.01	<b>Salary of Resource Persons:</b>				
	(a) 6 Resource Persons at BRC for subject specific training	72	103.2	20	23.82
	(b) 2 Resource Persons for resource support for children with special needs	24	28.8		
4.02	1 MIS Coordinator	12	14.4		
4.03	1 Datra Entry Operator	12	11.52		
4.04	1 Accountant-cum-support staff for every 50 schools	12	14.4		
4.05	Furniture Grant	1	1		
4.06	Replacement of furniture, computer, TLE etc ( Once in 5 years)	11	11		
4.07	Contingency Grant	<b>12</b>	<b>6</b>	11	
4.08	Meeting, TA	12	3.6	11	
4.09	TLM Grant	<b>12</b>	<b>1.2</b>	11	
4.10	Maintenance Grant	12	1.2	5	
4.11	RPs Salary Enhancement				
	<b>Sub Total</b>	<b>192</b>	<b>196.32</b>	<b>58</b>	<b>34.22</b>
<b>5</b>	<b>Cluster Resource Centres</b>				
5.01	Salary of Cluster Resource Persons (on an average of one Resource Person per 18 schools in a block)	110	158.4	108	15.88



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सर्व शिक्षा अभियान  
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5.02	Furniture Grant				
5.03	Replacement of furniture, computer, TLE etc. once in 5 years	110	11	44	4.40
5.04	Contingency Grant	110	11	108	10.80
5.05	Meeting, TA	110	13.2	108	12.96
5.06	TLM Grant	110	3.3	108	3.24
5.07	Maintenance Grant	110	2.2	30	0.60
5.08	RPs Salary Enhancement				
	<b>Sub Total</b>	<b>660</b>	<b>199.10</b>	<b>506</b>	<b>47.88</b>
<b>6</b>	<b>Teachers Training</b>				
6.01	Refresher In-service Teachers' Training at BRC level and above - 10 days	5698	113.96	5196	
6.02	One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 8 days	5698	56.98	<b>493</b>	27.00
6.05	Refresher Training for all Resource Persons, Master Trainers, BRC & CRC faculty and Coordinators for 10 days each year	220	4.4	174	
	<b>Sub Total</b>	<b>11616</b>	<b>175.34</b>	<b>5863</b>	<b>27.00</b>
<b>7</b>	<b>Interventions for Out of School Children</b>				
<b>8</b>	<b>Special Training</b>				
8.01	Setting up of special training facility for age appropriate admission of out of school children				
	(a) Residential Bridge Course	278	55.6		
	(b) Platform School				
	(c) Seasonal Hostel 3 months				
	(d) Seasonal Hostel 6 months				
	(e) Human Development Centre				
	(f) Non-Residential Bridge Course	774	38.7		
	(h) Madarsa	147	7.35	147	
	<b>Sub Total</b>	<b>1199</b>	<b>101.65</b>	<b>147</b>	<b>73.46</b>
<b>9</b>	<b>Free Text Book</b>				
9.01	Free Text Book (P)	36955	55.43		186.91
9.02	Free Text Book (UP)	76374	190.94		
9.03	Braile Books for PS				
9.04	Braile Books for UPS				
	<b>Sub Total</b>	<b>113329</b>	<b>246.37</b>		<b>186.91</b>
<b>11</b>	<b>Interventions for CWSN (IED)</b>				
11.01	Provision for Inclusive Education				
	1) 5% Sample Check of the CWSN data (2 Dist)	2	0.9		
	2) Medical Assessment for 540 CWSN	220	0.33		
	3) Provision of Aids and Appliances to CWSN	80	1.2		
	4) Surgery to CWSN	2	0.38		
	5) Escort and Transport for 14 HBE to attend school	14	0.14		
	6) TLM for HBE CWSN	14	0.14		

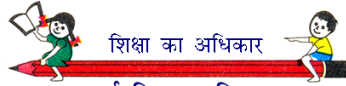


सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें  
GOVERNMENT OF GOA

**GOA SARVA SHIKSHA ABHIYAN**

	7)TLM for 9 existing Resource Rooms at School level	9	0.9		
	8) Strengthening of existing Resource Rooms at block level including disabled friendly toilets.	5	0.5		
	9)New Resource Rooms including disabled friendly toilets at school level	4	1.4		
	10)New Resource Rooms including disabled friendly toilets at block level	7	2.45		
	11) Developing a Training Resource Centre at DIET for RCI upgradation	1	2		
	12) Salary of RTs for 6 months	12	10.8		
	13)Salary of RTs for 10 months	5	7.5		
	14) Remuneration for Volunteers for HBE for 8 months	8	2.56		
	15) 1 day training to BRP/CRP/RPs	240	0.24		
	16) 1 day IE training to HMs	300	0.6		
	17) 5 day IE training to teachers	100	1		
	18) 7 days multi category training for RT/Evs	12	0.24		
	19) 90 days (RCI) training to regular Teacehrs @ 4 per block	40	1.4		
	<b>Sub Total</b>	<b>1075</b>	<b>34.68</b>		<b>6.81</b>
<b>12</b>	<b>Civil Works</b>				
12.02	CRC	139	90.00		
12.14	Additional Class Room (Rural)	104	72.5		
12.28	Toilet/Urinals (Toilets, drinking water, CFE etc. for UPS)		14.24		
12.30	Separate Girls Toilet	220	82.90		
12.31	Drinking Water Facility	230	46.00		
12.32	Boundary Wall		93.50		
12.33	Seperation Wall				
12.34	Electrification	40	8.37		
12.36	Office-cum-store-cum-Head Teacher's room (Upper Primary)	4	24.20		73.41
12.37	Augumentation of training facility in BRC (one time)	11	55.00		
12.38	Child friendly Elements	250	100.00		
12.40	Ramps for CWSN	30	9.00		
12.41	MS Grills for Varanhah	150	52.50		
	(a) Primary School (per school)		0.03		
12.46	<b>Major Repairs</b>				
	(a) Primary School		11.10		
	(b) Upper Primary School		2.05		
	<b>Sub Total of Civil Works</b>	<b>1178</b>	<b>661.39</b>		<b>73.41</b>
<b>14</b>	<b>Maintenance Grant</b>				
14.01	Maintenance Grant ( PS & UPS)	1029	60.75	969	57.18
	<b>Sub Total</b>	<b>1029</b>	<b>60.75</b>	<b>969</b>	<b>57.18</b>
<b>15</b>	<b>School Grant</b>				
15.01	Primary School	1093	54.65	1068	53.40
15.02	Upper Primary School	408	28.56	414	28.98





सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें  
GOVERNMENT OF GOA

**GOA SARVA SHIKSHA ABHIYAN**

	<b>Sub Total</b>	<b>1501</b>	<b>83.21</b>	<b>1482</b>	<b>82.38</b>
<b>16</b>	<b>Research, Evaluation, Monitoring &amp; Supervision</b>				
16.01	REMS activities	1501	15.01	155	1.55
	<b>Sub Total</b>	<b>1501</b>	<b>15.01</b>	<b>155</b>	<b>1.55</b>
<b>17</b>	<b>Management &amp; Quality (Up to 6% of the outlay)</b>				
17.01	Management & MIS up to 3.5%		51.00		35.95
17.02	Learning Enhancement Prog. (LEP) (P & UP) (up to 2%)		10.00		4.84
17.03	Community Mobilization up to 0.5%		8.00		
	<b>Sub Total</b>		<b>69.00</b>		<b>40.79</b>
<b>18</b>	<b>Innovation Head up to Rs.1 crore per district</b>				
18.1	50% of funds for Computer Aided Education in upper primary schools	2	<b>100.00</b>		
18.02	<b>Balance 50% of funds for innovating projects for:</b>				
	(a) Girls Education	1757	35.14		
	a) Health Assistance Programme for the girls of all communities in Govt.Upper Pry. Schools in Rural Areas	2790	27.90		72.56
	(A) ECCE 5 days Training cum workshop of Anganwadi workers	1063	10.63		
	b) SC/ST/Monorities for Std VIII Project Books Eyclopedia	12846	15.71		
	(d) Intervention for Minority Community children				
	(e) Intervention for Urban Deprived children				
	<b>Sub Total</b>	<b>18458</b>	<b>189.38</b>		<b>72.56</b>
<b>19</b>	<b>Community Training</b>				
19.01	VEC/SMC - 3 days residential	9818	58.91		
19.02	VEC/SMC - 3 days non-residential	9006	27.02		19.05
19.03	Local Authority - 3 days residential				
	<b>Sub Total</b>	<b>18824</b>	<b>85.93</b>	<b>4762</b>	<b>19.05</b>
	<b>Total of SSA (District)</b>				
<b>22</b>	<b>STATE COMPONENT</b>				
22.02	Management & MIS		80.00		74.99
22.03	LEP				
22.04	REMS	1501	7.51		
22.05	State Intervention				
22.06	SIEMAT				
	<b>Sub Total</b>	<b>1501</b>	<b>87.51</b>		<b>74.99</b>
	<b>STATE SSA TOTAL</b>	<b>177987</b>	<b>2859.21</b>	<b>19819</b>	<b>1046.14</b>

## INTERVENTIONS AND ACHIEVEMENTS IN THE YEAR 2011-12

### TEACHERS' SALARIES

Goa Sarva Shiksha Abhiyan appointed 179 primary teachers in the year 2007 creating support to the Government Primary Schools in the State. It was envisioned that these teachers would function in the remote pockets of the State. The teachers are placed in the service of the Directorate of Education and are regularly paid with benefits as admissible from time to time. The salary of these teachers is reimbursed by Goa Sarva Shiksha Abhiyan.

As per the PAB sanction, an amount of Rs. 579.96 lakh was allocated for salary of Regular Teachers. The entire amount is reimbursed to the State Directorate of Education.

#### TEACHERS' SALARY (RECURRING)

		Targets		Achievements	
		Phy.	Fin.	Phy.	Fin.
2.12	Primary Teachers (Regular)	179	579.96	179	218.44

### TEACHERS' GRANTS

The primary and upper primary school teachers are provided Teacher Grants to enable them to prepare and use Teaching-Learning Materials as per the learning needs of the learners. The issue of preparation of TLM is given due importance in the teacher training modules to enhance the efficacy of the purpose of this intervention. Guidelines for its use are revised from time to time to keep it relevant to the times. The focus of training was on identification of teaching-learning points, techniques of



teaching them, requirement and type of materials needed to make the concept easy to understand and prepare Teaching Learning Materials which can be used effectively in the classroom.

The block and cluster level resource persons, experienced teachers and teacher educators guided the deliberations of the training programme and helped the teachers to prepare the most suitable TLM.

Exhibitions of the TLM were organized at the Block and Cluster Resource Centres so that it

would provide broader exposure to teachers and cluster resource persons to facilitate a wider sharing and dissemination of ideas.

▪ **PRIMARY TEACHERS**

2912 Primary teachers received Teachers' Grants for preparing TLM. Grant of Rs.14.56 lakh was disbursed to these teachers.

▪ **UPPER PRIMARY TEACHERS**

2990 received the Teachers Grants in the year 2011-12 which used a budget of Rs.14.95 lakh against the sanction budget of Rs.13.93 for 2786 teachers.

The following table indicates the targets and achievements –

	Intervention	Targets		Achievements	
		Phy.	Fin.	Phy.	Fin.
<b>3</b>	<b>TEACHERS GRANT</b>				
3.01	Primary Teachers	2912	14.56	2912	14.56
3.02	Upper Primary Teachers	2786	13.93	2990	14.95

**BLOCK RESOURCE CENTERS**

Efforts were constantly made in the Report Year to strengthen the academic support system by providing capacity building inputs to the block and cluster level resource persons so that they functioned effectively in the field. One day block level training programmes were conducted for the BRCs and CRCs in the month of June 2011. They were apprised of the activities to be carried out in the year 2011-12 as approved by the PAB and were asked to prepare the calendar of activities at their block and cluster level.

During the training programmes the components like teacher training, quality related issues, interventions for inclusive education, needs of community training were discussed while they were acquainted with the physical and financial targets set in the plan.

Further the functioning was monitored through regular BRC Coordinators' monthly meetings and visits to the BRC Centres. The state teams also visited the BRC and CRC Centres and provided resource support in their activities of teacher and community training. Visits with the BRPs and CRPs to schools and Residential and Non-residential Special Training Centres to monitor the progress were also carried out.

The following table cites details of expenditure and achievement on the Block Resource Centres

4	Block Resource Centre/ URC	Targets		Achievement		
		Phy.	Fin.	Phy.	Fin.	
4.01	<b>Salary of Resource Persons:</b>					
	(a) 6 Resource Persons at BRC for subject specific training	72	103.2	20	23.82	
	(b) 2 Resource Persons for resource support for children with special needs	24	28.8			
4.02	1 MIS Coordinator	12	14.4			
4.03	1 Datra Entry Operator	12	11.52			
4.04	1 Accountant-cum-support staff for every 50 schools	12	14.4			
4.05	Furniture Grant	1	1			
4.06	Replacement of furniture, computer, TLE etc ( Once in 5 years)	11	11			
4.07	Contingency Grant	<b>12</b>	<b>6</b>	11		5.50
4.08	Meeting, TA	12	3.6	11		3.30
4.09	TLM Grant	<b>12</b>	<b>1.2</b>	11		1.10
4.10	Maintenance Grant	12	1.2	5		0.50
4.11	RPs Salary Enhancement					
	<b>Sub Total</b>	<b>192</b>	<b>196.32</b>	<b>58</b>	<b>34.22</b>	

#### CLUSTER RESOURCE CENTERS

There were 110 clusters in the State. **The PAB** has approved 110 clusters from the year 2011-12 as per the new norms of MHRD; i.e. 18 schools per Cluster Resource Person.

The State SSA has reconstituted the clusters as per the requirement of norms and reallocated schools amongst the CRPs clearly defining their clusters. Details of targets and achievements in this intervention are furnished hereunder –

5	Cluster Resource Centres	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
5.01	Salary of Cluster Resource Persons (on an average of one Resource Person per 18 schools in a block)	110	158.4	108	15.88
5.02	Furniture Grant				
5.03	Replacement of furniture, computer, TLE etc. once in 5 years	110	11	44	4.40
5.04	Contingency Grant	110	11	108	10.80
5.05	Meeting, TA	110	13.2	108	12.96
5.06	TLM Grant	110	3.3	108	3.24
5.07	Maintenance Grant	110	2.2	30	0.60
5.08	RPs Salary Enhancement				
	<b>Sub Total</b>	<b>660</b>	<b>199.10</b>	<b>506</b>	<b>47.88</b>

## TEACHERS' TRAINING

Teachers' Training being an important quality intervention that requires intensive, effective and result oriented planning was not upto to the mark for several administrative reasons. Goa SSA witnessed a huge exodus of CRPs in the month of November 2011 due to recruitment of most of them as contract teachers by the state's Education department, leaving many of the CRP posts vacant in the blocks. Due filling up of vacancies resulted in loss of quality time for implementing the teacher training programmes. Hence the underachievement in the intervention.



Of the topics covered in the training modules, CCE was given the utmost importance as the state was in the 2<sup>nd</sup> year of its implementation. The nitty-grittys of the scheme were thrashed out on this platform to refine and attain a deeper understanding of its application in the overall assessment and evaluation system. Besides CCE, other issues touched upon in the teacher training modules were understanding of the RTE Act 2009 and NCF-2005.

The following table indicates targets and achievements in the intervention of teacher training.

6	Teachers Training	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
6.01	Refresher In-service Teachers' Training at BRC level and above - 10 days	5698	113.96	5196	27.00
6.02	One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 8 days	5698	56.98	493	
6.05	Refresher Training for all Resource Persons, Master Trainers, BRC & CRC faculty and Coordinators for 10 days each year	220	4.4	174	
	<b>Sub Total</b>	<b>11616</b>	<b>175.34</b>	<b>5863</b>	<b>27.00</b>

The targets of in-service teacher training could not be achieved substantially due to major causes like teachers' deployment for Census and Election related duties, besides the above mentioned administrative reasons. Due to Assembly elections which were held in March 2012, there was a steep decline in teachers participation in teacher trainings as many of them were drafted for election duties. The heads of the institutions also showed reluctance in deputing the teachers to the training programmes resulting into lack of attendance of the teachers for the teacher training programme.



### INTERVENTIONS FOR OUT-OF-SCHOOL CHILDREN

8	Special Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
8.01	Setting up of special training facility for age appropriate admission of out of school children				
	(a) Residential Bridge Course	278	55.6		73.46
	(b) Platform School				
	(c) Seasonal Hostel 3 months				
	(d) Seasonal Hostel 6 months				
	(e) Human Development Centre				
	(f) Non-Residential Bridge Course	774	38.7		
	(h) Madarsa	147	7.35	147	
	<b>Sub Total</b>	<b>1199</b>	<b>101.65</b>	<b>147</b>	

### RESIDENTIAL AND NON RESIDENTIAL BRIDGE COURSES AND MADARSA AND MAKHTAB

Intervention	No. of children enrolled	Children mainstreamed in classes irrespective of age	Children mainstreamed in the age appropriate classes till date
RBC	98	0	0
NRBC	1066	8	533
Madarsa/ Maktab	296	0	0
<b>Total</b>	<b>1460</b>	<b>8</b>	<b>533</b>

### FREE TEXTBOOKS

The State SSA arranged to provide funds for free supply of the textbooks to the students of Std. I-VIII in the State for the year 2011-12. The following table indicates that all students in the state were beneficiaries of the scheme. The following table cites information of the achievements of this scheme.

9	Free Text Book	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
9.01	Free Text Book (P)	36955	55.43		186.91
9.02	Free Text Book (UP)	76374	190.94		
	<b>Sub Total</b>	<b>113329</b>	<b>246.37</b>		<b>186.91</b>

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

11	Interventions for CWSN (IED)	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
11.0 1	Provision for Inclusive Education				
	1) 5% Sample Check of the CWSN data (2 Dist)	2	0.9		6.81
	2) Medical Assessment for 540 CWSN	220	0.33		
	3) Provision of Aids and Appliances to CWSN	80	1.2		
	4) Surgery to CWSN	2	0.38		
	5) Escort and Transport for 14 HBE to attend school	14	0.14		
	6) TLM for HBE CWSN	14	0.14		
	7)TLM for 9 existing Resource Rooms at School level	9	0.9		
	8) Strengthening of existing Resource Rooms at block level including disabled friendly toilets.	5	0.5		
	9)New Resource Rooms including disabled friendly toilets at school level	4	1.4		
	10)New Resource Rooms including disabled friendly toilets at block level	7	2.45		
	11) Developing a Training Resource Centre at DIET for RCI upgradation	1	2		
	12) Salary of RTs for 6 months	12	10.8		
	13)Salary of RTs for 10 months	5	7.5		
	14) Remuneration for Volunteers for HBE for 8 months	8	2.56		
	15) 1 day training to BRP/CRP/RPs	240	0.24		
	16) 1 day IE training to HMs	300	0.6		
	17) 5 day IE training to teachers	100	1		
	18) 7 days multi category training for RT/Evs	12	0.24		
	19) 90 days (RCI) training to regular Teacehrs @ 4 per block	40	1.4		
	<b>Sub Total</b>	<b>1075</b>	<b>34.68</b>		<b>6.81</b>

### CIVIL WORKS

The State SSA has undertaken the infrastructure development of the Government Primary and Upper Primary Schools in the State with construction of Separate Girls' Toilets and provision of Drinking Water Facilities. The construction work was earlier vested with the State PWD till the

VECs were formed. The task of construction of Compound Wall, Additional Classrooms, Rewiring, Construction of Separate Girls' toilets, installation of MS Grills to Veranda of schools is assigned as per the school requirement to the concerned Village Education Committees (VECs) since 2008-09. This was done in order to accelerate the speed of work and better monitoring of the Construction Work. The status of achievements in the Civil Work is furnished in the following table.

12	Civil Works	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
12.02	CRC	139	90.00		
12.14	Additional Class Room (Rural)	104	72.5		
12.28	Toilet/Urinals (Toilets, drinking water, CFE etc. for UPS)		14.24		
12.30	Separate Girls Toilet	220	82.90		
12.31	Drinking Water Facility	230	46.00		
12.32	Boundary Wall		93.50		
12.33	Seperation Wall				
12.34	Electrification	40	8.37		
12.36	Office-cum-store-cum-Head Teacher's room (Upper Primary)	4	24.20		73.41
12.37	Augumentation of training facility in BRC (one time)	11	55.00		
12.38	Child friendly Elements	250	100.00		
12.40	Ramps for CWSN	30	9.00		
12.41	MS Grills for Varanhah	150	52.50		
	(a) Primary School (per school)		0.03		
12.46	<b>Major Repairs</b>				
	(a) Primary School		11.10		
	(b) Upper Primary School		2.05		
	<b>Sub Total of Civil Works</b>	<b>1178</b>	<b>661.39</b>		<b>73.41</b>

## MAINTENANCE GRANTS

The State SSA provides to the Government Primary and Upper Primary School Maintenance Grants to enable them to carry out minor repairs of the school building. The status of the maintenance grants and their utilization is furnished in the following table.

14	Maintenance Grant	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
14.0 1	Maintenance Grant ( PS & UPS)	1029	60.75	969	57.18
	<b>Sub Total</b>	<b>1029</b>	<b>60.75</b>	<b>969</b>	<b>57.18</b>



## SCHOOL GRANTS

The State SSA provided the schools with the School Grants

15	School Grant	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
15.0 1	Primary School	1093	54.65	1068	53.40
15.0 2	Upper Primary School	408	28.56	414	28.98
	<b>Sub Total</b>	<b>1501</b>	<b>83.21</b>	<b>1482</b>	<b>82.38</b>

## RESEARCH AND EVALUATION

The State SSA made an effort to reach out the scheme of Research and Evaluation to the teachers, resource persons, faculty of DIET and Colleges of Education in the State calling for proposals for study and evaluation of impact of SSA interventions in the field. The State SSA received 6 proposals from teachers and faculty. The Grants in Aid (GIA) Committee accepted the proposal on the phenomenon of Slow Learning having proposition that only 3% children are in a real sense slow learners while given the opportunities, most of the learners branded as Slow Learners can improve their performance and learn well. The project known as **All Can Learn** started in June 2011 was completed in March, 2012. This project was undertaken by the Nirmala Institute of Education, Panaji. Mrs. Gargi P. Sinha was the nodal faculty monitoring the project.

## MANAGEMENT AND MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs.69.00 was sanctioned under this head and it was utilized to the extent of 40.79 lakhs.

Details of targets and achievements of this intervention are given in the following table.

17	Management & Quality (Up to 6% of the outlay)	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
17.0 1	Management & MIS up to 3.5%		51.00		35.95
17.0 2	Learning Enhancement Prog. (LEP) (P & UP) (up to 2%)		10.00		4.84
17.0 3	Community Mobilization up to 0.5%		8.00		
	<b>Sub Total</b>		<b>69.00</b>		<b>40.79</b>

22	STATE COMPONENT	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.

22.0 2	Management & MIS		80.00		74.99
22.0 3	LEP				
22.0 4	REMS	1501	7.51		
22.0 5	State Invervention				
22.0 6	SIEMAT				
	<b>Sub Total</b>	<b>1501</b>	<b>87.51</b>		<b>74.99</b>

### INNOVATIVE ACTIVITIES

Activities in this intervention aimed to cater to the learning needs of the children belonging to SC-ST & Minority communities, as well as to girls education and EECE. Under the ECCE component, 5-day training was conducted for all the anganwadi workers numbering 1063. Basic teaching skills for dealing with very young pre-school children was imparted to them.



Under the SC/ST/Minority subhead, Dictionaries and Atlases were given to students of std VIII of the focus group numbering 12,846 beneficiaries.

Under the sub head Girls' Education, the Girl Child Motivation Scheme in force was continued with total coverage of 1757 girl beneficiaries of the SC/ST community.

18	Innovation Head up to Rs.1 crore per district	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
18.1	50% of funds for Computer Aided Education in upper primary schools	2	100.00		
18.0 2	<b>Balance 50% of funds for innovating projects for:</b>				
	(a) Girls Education	1757	35.14		
	a) Health Assistance Programme for the girls of all communitites in Govt.Upper Pry. Schools in Rural Areas	2790	27.90		72.56
	(A) ECCE 5 dyas Training cum workshop of Anganwadi workers	1063	10.63		
	b) SC/ST/Monorities for Std VIII Project Books Eyclopedia	12846	15.71		
	(d) Intervention for Minority Community children				
	(e) Intervention for Urban Deprived children				
	<b>Sub Total</b>	<b>18458</b>	<b>189.38</b>		<b>72.56</b>

## **Computer Aided Learning (CAL)**

The State SSA with the Directorate of Education, Government signed an MoU with the Sesa-Goa Vedanta Foundation to launch e-learning programme in all Government and Aided Upper Primary Schools in the State. The programme consisted of the activities of installation of content based software in the subjects of English, Mathematics and Science relevant to the learning materials for the children on Std. VI and VII and teacher training in two phases. The Upper Primary Teachers particularly having no exposure to computer use were covered in this programme so that they would develop ability to use computer and learn the techniques of using the computer as tool for teaching in the classroom.

The programme was monitored by the resource persons of the Vedanta Foundation for school level guidance to the teachers covered in training and record their feedback on this intervention. It was reported that the teachers and students liked this programme and found the teaching-learning processes became more interesting.

Besides the above programme, the State SSA had provided 105 Government Upper Primary Schools with 40" LCD TV Monitor with computer connectivity in the previous financial year under the CAL component of SSA. It was envisioned that the apparatus installed in one classroom would convert the classroom into the classroom for Computer Aided Learning. However, 11 Upper Primary Schools were left out of the coverage which were provided this facility in the reporting year. Besides, all the 116 UPSs benefitted with this programme were provided a computer each, with provision for internet connectivity to facilitate e-learning.

## **Community Mobilization**

With detailed guidelines for organizing three days Residential and Non-residential Community Training Programmes, the BRCs and CRCs were imparted training at the block levels. Importance of community in the process of planning and monitoring of School Development was highlighted during the training programme.

The State Programme Coordinator in Community Mobilization acquainted the participants with the physical and financial targets of the year 2011-12 and explained the nature of residential and non residential training programmes to be conducted at the block and cluster level for the members of the VECs, PTAs and PRIs. The participants were also provided the calendar of activities while the importance of strengthening school – community convergence in the process of quality improvement of school education in the light of the new RTE Act 2009 was highlighted. The participants were sensitized about the role of the community in this process. The BRCs and CRCs planned their activities following guidelines. Main topics of the Residential and Non-residential training programmes were as –

1. Role and Responsibility of the members of the PTAs and VECs in implementation of Right to Education (RTE) Act, - 2009

2. Preparation of School Development Plan
3. Role and Responsibility of VECs in maintaining records and accounts of Civil Works
4. Acquaintance with the SSA Schemes and scope for their implementation.
5. Monitoring the classroom processes to ensure that they are child centred and activity based providing equal and equitable learning opportunities to each child in the classroom as per NCF – 2005.



Three Days Non-residential Community Training Programmes were conducted at the cluster level. The members of VECs and PTAs were covered in these training programmes while the Residential Training Programmes were conducted at the Block Level covering the office bearers of the VECs and PTAs who



played pivotal role in steering direction to the SSA



interventions in the VEC jurisdictions. Local folk lore and folk art were used to create awareness and sensitize the members of the community on various issues related to education. Participation of women in the training programmes was overwhelming and positive.

The final figures of achievements of targets of Community Training are as furnished in the following table.

19	Community Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
19.01	VEC/SMC - 3 days residential	9818	58.91		
19.02	VEC/SMC - 3 days non-residential	9006	27.02		19.05
19.03	Local Authority - 3 days residential				
	<b>Sub Total</b>	<b>18824</b>	<b>85.93</b>	<b>4762</b>	<b>19.05</b>

## ACKNOWLEDGEMENT

Goa Sarva Shiksha Abhiyan has definitely brought about a great revolution in the field of education since the year 2006. Initially the SSA had launched quality related interventions for teachers which provided them with effective teaching learning materials that led classroom processes to become more child centered and activity based. Our Co-coordinators tried to put in a lot of hardwork to train teachers to make teaching concept based and enrich it with print and web materials, despite the odds. To enhance the quality of education and make teaching more effective, the primary and upper primary teachers were given training in Computer Aided Learning activities.

The children with special needs and out of schools children were given special attention by strengthening the NGOs and providing them with motivation to get them into mainstream education.

Through Community Mobilization programs we have strived to make the PTAs and VECs to initiate steps to strengthen the infrastructural facilities in their respective areas so as to make the schools environment and child friendly.

Through the various interventions, perceptible and qualitative changes have occurred in schools but we all have a gigantic task of increasing the strength of our students at Government Primary Schools by providing them with more innovative schemes that could attract them to get quality education.

Goa SSA has made tremendous strides by providing good toilet facilities and drinking water facilities to all schools in the State wherever it has been possible.

The Goa SSA has marched ahead and has created an impact on the State only due to the support of the stakeholders namely the Directorate of Education, Members of the PTA, Members of the VECs all over the State.

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

The members of the SRGs have contributed in strengthening the SSA Goa by giving their expertise and knowledge.

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

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



SSA Goa can never forget the enthusiasm and interest shown by the then Chairman of the Executive Committee and Secretary (Education) Mr. V.P. Rao; who had been personally monitoring, guiding and instilling into us a spirit of dedication and zeal to work harder.

Lastly, SSA Goa owes its gratitude to the officials of the MHRD who have provided their assistance and guidance at the time of the PAB and Appraisal meetings.

Let us all work together to provide qualitative and child-friendly concepts and strive hard to educate every child that lives in our territory of Goa, because "Childhood is the best phase of one's life". A well-educated child is our future strength on whose shoulders stand the pillars of the nation.

**Farrel Furtado e Gracias**  
State Project Director  
Goa Sarva Shiksha Abhiyan