

ANNUAL REPORT – 2012-13

CONTENTS

	CONTENTS
1	GOA SARVA SHIKSHA ABHIYAN
1.1	GOA SSA – ROLE AND MISSION
1.2	GOA SARVA SHIKSHA ABHIYAN SOCIETY – GOVERNING COUNCIL
1.3	GOA SARVA SHIKSHA ABHIYAN SOCIETY – EXECUTIVE COMMITTEE
1.4	GOA SARVA SHIKSHA ABHIYAN – ORGANOGRAM
1.5	GOA SARVA SHIKSHA ABHIYAN – ADMINISTRATIVE STRUCTURE
1.6	GOA SSA ACHIEVEMENTS VIZ-A-VIZ SSA GOALS
1.7	EDUCATIONAL SCENARIO
1.8	GOA – IMPLEMENTATION STATUS OF RIGHT TO EDUCATION ACT
2	THE STATE
2.1	STATE PROFILE
2.2	GOA DEMOGRAPHIC PROFILE
2.3	GOA ADMINISTRATIVE STRUCTURE
3	TARGETS AND ACHIEVEMENTS AT A GLANCE
4	INTERVENTIONS AND ACHIEVEMENTS IN THE YAER 2012-13
4	TEACHERS
4.1	TEACHERS’ SALARIES
4.2	TEACHERS’ GRANTS
	▪ PRIMARY TEACHERS
	▪ UPPER PRIMARY TEACHERS
5	BLOCK RESOURCE CENTERS
5.1	SALARY OF BLOCK RESOURCE PERSONS
5.2	CONTINGENCY GRANTS
5.3	MEETINGS, TA
5.4	TLM GRANTS
6	CLUSTER RESOURCE CENTERS
6.1	SALARY OF CLUSTER RESOURCE PERSONS
6.2	CONTINGENCY GRANTS
6.3	MEETINGS, TA
6.4	TLM GRANTS
7	TEACHERS’ TRAINING
7.1	INSERVICE PRIMARY TEACHER TRAINING
	▪ 10 DAYS TEACHERS’ TRAINING AT THE BLOCK

- LEVEL
- 5 DAYS TEACHERS' TRAINING AT TEH CLUSTER LEVEL
- 7.2 **IN-SERVICE UPPER PRIMARY TEACHERS TRAINING**
- 10 DAYS TEACHERS' TRAINING AT THE BLOCK LEVEL
 - 5 DAYS TEACHERS' TRAINING AT THE CLUSTER LEVEL
- 7.4 HEADMASTERS' TRAINING FOR 3 DAYS
- 8 INTERVENTIONS FOR OUT-OF-SCHOOL CHILDREN**
- 9 FREE TEXTBOOKS**
- 10 INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS – IED (INCLUSIVE EDUCATION)**
- 10.1 **INCLUSIVE EDUCATION – ACTIVITIES**
- 10.2 EXPENDITURE ON INCLUSIVE EDUCATION**
- 11 CIVIL WORKS**
- 11.1 SEPARATE GIRLS' TOILETS
- 11.2 DRINKING WATER FACILITIES
- 11.3 BOUNDARY WALL
- 11.4 ELECTRIFICATION
- 11.6 CHILD FRIENDLY ELEMENTS
- 11.8 RAMPS FOR CHILDREN WITH SPECIAL NEEDS
- 11.9 MS GRILLS FOR VERANDAH
- 12 MAINTENANCE GRANTS**
- 12.1 MAINTENANCE GRANTS – UP TO 3 CLASSROOMS
- 12.2 MAINTENANCE GRANTS URBAN RENTALS – UP TO 3 CLASSROOMS
- 12.3 MAINTENANCE GRANTS MORE THAN THREE CLASSROOMS
- 13 SCHOOL GRANTS**
- 13.1 PRIMARY SCHOOLS
- 13.2 UPPER PRIMARY SCHOOLS
- 14 RESEARCH AND EVALUATION**
- 15 MANAGEMENT AND MIS**
- 15.2 LEARNING ENHANCEMENT PROGRAMME
- 16 INNOVATIVE ACTIVITIES**
- 16.1 EARLY CHILDHOOD CARE AND EDUCATION – A
- 16.2 EARLY CHILDHOOD CARE AND EDUCATION – B
- 16.3 GIRLS' EDUCATION
- 16.4 EDUCATION OF SC/ST CHILDREN

	COMPUTER EDUCATION
	COMMUNITY MOBILIZATION AND MEDIA ACTIVITIES
	COMMUNITY TRAINING PROGRAMMES
	▪ 3 DAYS RESIDENTIAL TRAINING PROGRAMMES
17	▪ 3 DAYS NON RESIDENTIAL TRAINING
17.1	PROGRAMMES
17.2	
18	ACKNOWLEDGEMENT
	ANNUAL WORK PLAN AND BUDGET – 2012-13
18.1	AUDIT REPORTS

1. GOA SARVA SHIKSHA ABHIYAN

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 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 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 a very important role to play in all its initiatives to ensure that the provisions in the Act become an effective reality.

The Sarva Shiksha Abhiyan (SSA) thus, is a historic stride towards this long cherished goal of Universalization of Elementary Education rolled out 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 challenges. The biggest challenge is the need to refine the mainstreaming techniques for out of school children who are basically children of migrant laborers who constitute a floating population. Most of this focus group hails from neighboring states, especially Karnataka, and Maharashtra from where they descend upon the state for seasonal jobs in the fishing or tourism industry. 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 these vulnerable children are admitted to the NRSTCs and RST Centers in the State in an effort to provide them access to formal elementary education.

EFFORTS TOWARDS INCLUSION:

Goa SSA has also made spirited efforts towards Inclusion, by providing various facilities including assistive aids, books in Braille, hearing aids, ramps and other materials and facilities to CWSN to configure school environments to their needs. Several cases of Home-based Education were processed with the RTE-mandate in mind. Creating awareness of the need of inclusion in regular schools in the child-rights perspective was given prime focus during the Shiksha Ka Haq Abhiyan. A special campaign Badte Kadam in collaboration with National Trust was also launched during the first week of December, 2012 to heighten community awareness with regard to CWSN.

TEACHER TRAINING:

Teacher training programmes in various areas relevant to the training needs of the teachers in the State were organized at block and cluster level. Training programmes were designed to enable teachers to acquire necessary skills and abilities for making classroom learning interesting and child-friendly. The training programmes comprised of 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.

COMMUNITY MOBILISATION

Goa SSA has also initiated steps towards effective and meaningful community participation in the SSA activities through Community Mobilization Programs. These were dovetailed with the Media Activities especially the Shiksha Ka Haq Abhiyan which was unofficially rolled out in the state from August, 2012 and culminated with a state-level function presided over by the Chief Minister cum Education Minister of the State, Shri Manohar Parrikar on 13th January, 2013. The year-long campaign brought in a heightened sense of community participation in school development, especially its contribution in playing a pivotal role in enhancing the academic tenor of the schools and promotion of a feeling of community ownership of the school amongst the vicinity people so as to foster a tangible sense of belonging to the local schools.

ORGANISATIONAL STRUCTURE OF GOA SARVA SHIKSHA ABHIYAN

GOVERNING COUNCIL

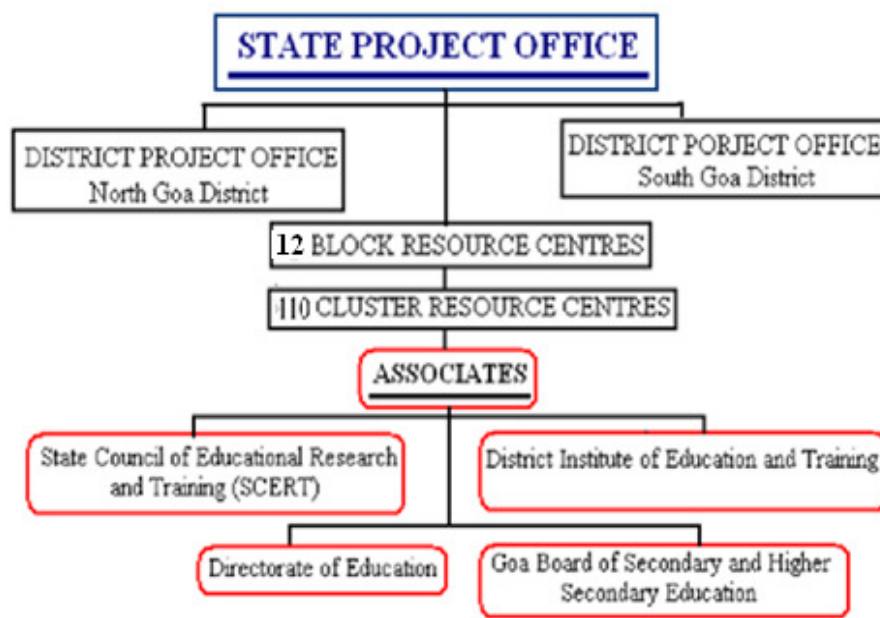
Chief Secretary	Chairman, Goa SSA Society
Secretary Education	Chairman, Executive Committee
Secretary Finance	Member
Secretary PWD	Member
Secretary Planning	Member
Secretary Rural Development Agency	Member
Secretary Social Welfare	Member
Secretary, Women and Child Development	Member
Secretary Panchayat	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

	Chairman
Addl. Secretary, MHRD, New Delhi	Member
Chairman EC/Secretary Education	
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 Kontantanbig, 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

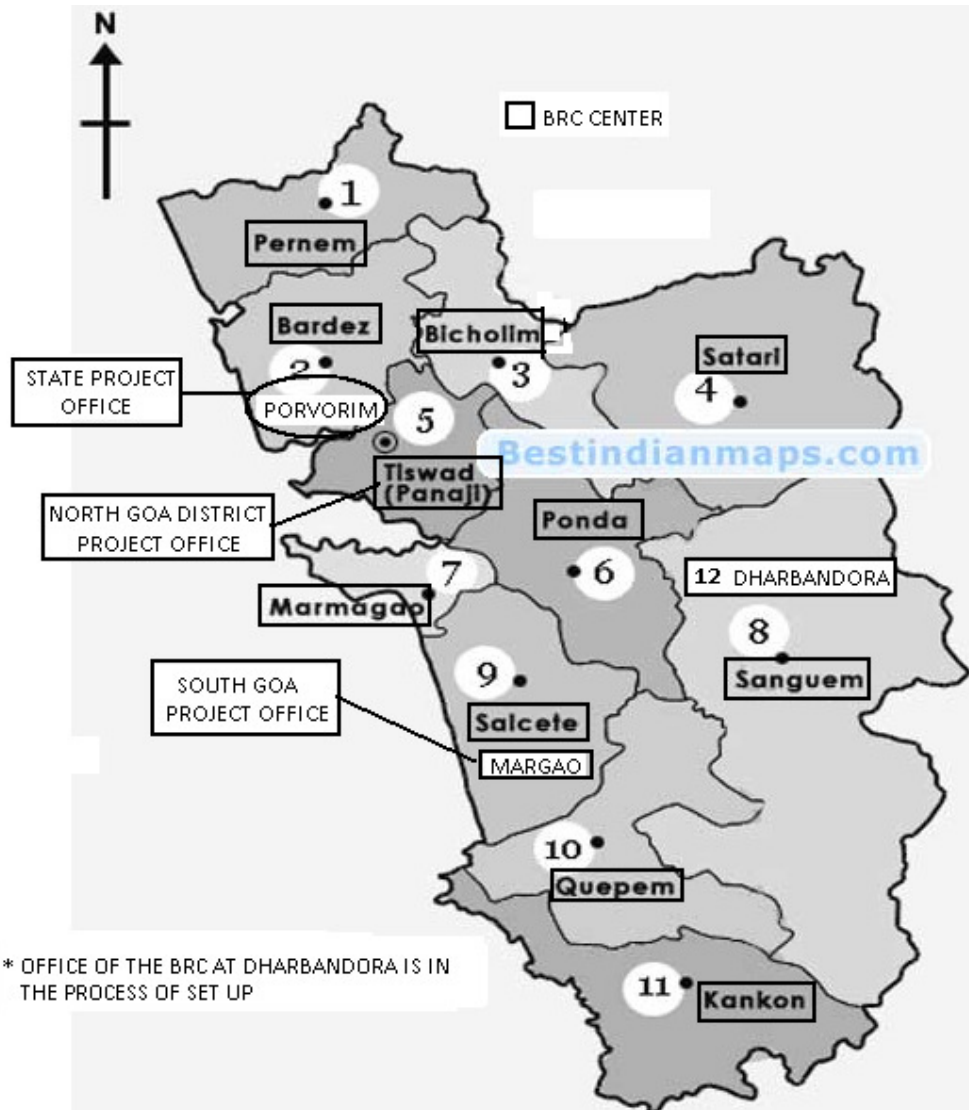


The SSA programmes and activities focus attention on quality improvement of school education at elementary stage in terms of student enrolment, student and teacher attendance, retention of children till the end of the elementary education. It is therefore, imperative for Goa SSA to join hands with different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

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. With the appointment of the said staff the block level units have become 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 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

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 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

- ✚ State RTE Rules were notified on 2nd 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 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 were 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 supplied textbooks to the students of all Government Aided and Government and Government Aided Upper Primary Schools in the State Over 1.35 lakh students were 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**

- ✚ 5979 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 with help of ALIMCO INDIA
- 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 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 NGOs IN RUNNING RESIDENTIAL AND NON RESIDENTIAL SPECIAL TRAINING CENTERS (RBCs AND NRBCs) IN THE STATE**

NGOs running Non Residential Special Training Centres	21
Non Residential Special Training Centres in the State	59
Residential Special Training Centres in the State	05
Madarsas in the State for minorities children	05
Out of School Children benefited by the RBCs/NRBCs /Madarsa	1716
Number of children mainstreamed	467

COMMUNITY MOBILIZATION

- ✚ Training programmes for the VEC and PTA members at cluster and block level
- ✚ Around 8510 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
- 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 quality and effective education of its children preparing for their productive lives.

STATE PROFILE

❖ State	Goa
❖ Districts (2)	1 North Goa District – HQ Panaji 2 South Goa District – HQ Margao
❖ Blocks	12
❖ Clusters	110 (a cluster is set up at the VEC level)
❖ Inhabited villages	347

B Schools in the State

There are 1687 primary and upper primary schools in the State. 894 primary schools and 127 upper primary schools are run by the State Government under its department of Education. There are 504 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 140 and 22 respectively, leading to the total of 162 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	80	17	12	27	4	1	96	45	141
2	Bardez	76	9	39	53	33	4	148	66	214
3	Bicholim	90	14	8	19	5	0	103	33	136
4	Sattari	110	22	5	7	2	0	117	29	146
5	Tiswadi	53	6	24	41	29	2	106	49	155

6	Ponda	140	7	19	37	10	2	169	46	215
	TOTAL	549	75	107	184	83	9	739	268	1007
7	Sanguem	61	7	3	5	0	0	64	12	76
8	Quepem	69	10	13	11	2	0	84	21	105
9	Salcete	63	10	51	56	35	10	149	76	225
10	Canacona	70	9	8	12	3	0	81	21	102
11	Mormugao	27	14	18	26	16	3	61	43	104
12	Dharbandora	55	2	1	9	1	0	57	11	68
	TOTAL	345	52	94	119	57	13	496	184	680
	TOTAL	894	127	201	303	140	22	1235	452	1687



GOA SARVA SHIKSHA ABHIYAN

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	7171	6589	13760	246	288	534	655	701	1356	632	654	1286	16936
		GOVT. AIDED/UNAIDED	16264	14832	31096	100	113	213	447	457	904	1222	1139	2361	34574
		TOTAL	23435	21421	44856	346	401	747	1102	1158	2260	1854	1793	3647	51510
	UPPER PRIMARY	GOVT.	2717	2402	5119	109	65	174	217	219	436	373	363	736	6465
	(V-VIII)	GOVT. AIDED/UNAIDED	19797	17461	37258	426	357	783	1575	1433	3008	3461	3252	6713	47762
		TOTAL	22514	19863	45108	535	422	957	1792	1652	3444	3834	3615	7449	54227
SOUTH GOA	PRIMARY	GOVT	3743	3781	7524	161	145	306	1392	1306	2698	758	760	1518	12046
		GOVT. AIDED/UNAIDED	15624	13945	29569	134	147	281	1296	1242	2538	631	597	1228	33616
		TOTAL	19367	17726	37093	295	292	587	2688	2548	5236	1389	1357	2746	45662
	UPPER PRIMARY	GOVT.	1444	1268	2712	178	150	328	917	928	1845	334	289	623	5508
		GOVT. AIDED/UNAIDED	16672	14748	31420	162	170	332	2308	2127	4435	1304	1311	2615	38802
		TOTAL	18116	16016	34132	340	320	660	3225	3055	6280	1638	1600	3238	44310
STATE	PRIMARY	GOVT.	10914	10370	21284	407	433	840	2047	2007	4054	1390	1414	2804	28982
		GOVT. AIDED/UNAIDED	31888	28777	60665	234	260	494	1743	1699	3442	1853	1736	3589	68190
		TOTAL	42802	39147	81949	641	693	1334	3790	3706	7496	3243	3150	6393	97172



GOA SARVA SHIKSHA ABHIYAN

	UPPER PRIMARY	GOVT.	4161	3670	7831	287	215	502	1134	1147	2281	707	652	1359	11973
		GOVT. AIDED/UNAIDED	35786	31551	67337	588	527	1115	3883	3560	7443	4765	4251	9016	84911
		TOTAL	39947	35221	75168	875	742	1617	5017	4707	9724	5472	4903	10375	96884
		GRAND TOTAL	82749	74368	157117	1516	1435	2951	8807	8413	17220	8715	8053	16768	194056

STATUS OF RTE IMPLEMENTATION IN THE STATE (AS ON 31ST MARCH 2013)

Implementation of Right to Education in different categories of schools

The Goa State RTE Rules were notified on 2nd August, 2012 marking a great milestone in the state's history of education, nothing less than an epoch. With the passing and notification of the Rules, was ushered in, an era of a rights-based perspective for education of young elementary level students.

SOME SALIENT FEATURES OF THE GOA RTE RULES

a. Age appropriate admission of children

This aspect is provided in the State 1 Rules. Readiness of different concerned agencies/NGOs and Community Members (VEC/PTAs) etc., was worked out through interactions, training programmes, awareness building of the heads of the institutions, etc. Sensitization of parents, teachers and VEC and PTA members was done with great emphasis by including this component in the Training modules. The NGOs involved in running Residential, Non-residential Special Training Centers and Madarsas in the State imparted special training to such children who were 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 advantages of infrastructure and equipments created for secondary school students. There are 141 unaided primary and 12 unaided upper primary schools functioning in the State. Considering the 3,702 km² area of the State, the number of elementary schools is quite large that serves an average area of about 2.18 km² covering a student population of 228763 including over 1.94 lakh students receiving primary education in government, government aided and unaided primary schools. The 1687 elementary schools in the State serve an average of 135 students with quite a good number of teachers. A total of 6705 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 indicates 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 reaching schools easily. Government initiatives like the 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 was completed. 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 acquaint 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 at school, with equal opportunities to each child to complete elementary education.

e. Free Pre-School Education

There is a good and effective pre-school education system consisting of about 1300 Anganwadis and Balwadis run by the State Government's department of Women and Child Development 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 so 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.

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 learners 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. These guidelines have been accorded legal sanction through the state RTE Rules

The State has the 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.

g. EFFORTS TOWARDS INCLUSION

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 Medical camp for identification of CWSN at block level
- 2 Provision of Aids and appliances to CWSN
- 3 Assistance for corrective surgery to CWSN in two districts
- 4 Participation of CWSN in programmes like Badte Kadam, Children Festival (Anjali), We care film festival
- 5 Escort and transport for 20 HBE to attend school @ Rs.200/- per month for 10 months

Support Services

- 6 Material development – charts, posters, calendar, modules, TLM

- 7 Hiring services of therapists at Rs.300/- for half an hour for 50 visits
- 8 TLM for 13 existing Resource Rooms at school level
- 9 Strengthening of existing Resource Rooms at block level
- 10 Strengthening of Resource Rooms including disabled friendly toilets at block level
- 11 New Resource Rooms including disabled friendly toilets at School level
- Manpower Development**
- 12 Salary of existing 2 RTs for 12 months
- 13 Salary of new 4 RTs for 8 months
- 14 Remuneration for 10 volunteers for HBE for 6 months
- 15 1 day Parental Awareness: at block level
- 16 Inclusive sports, world disabled day, etc.
- 17 90 days (RCI) training to Regular Teachers @ 3 per block
- 18 Training of HMs for 1 day @ Rs.200/- per day

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.

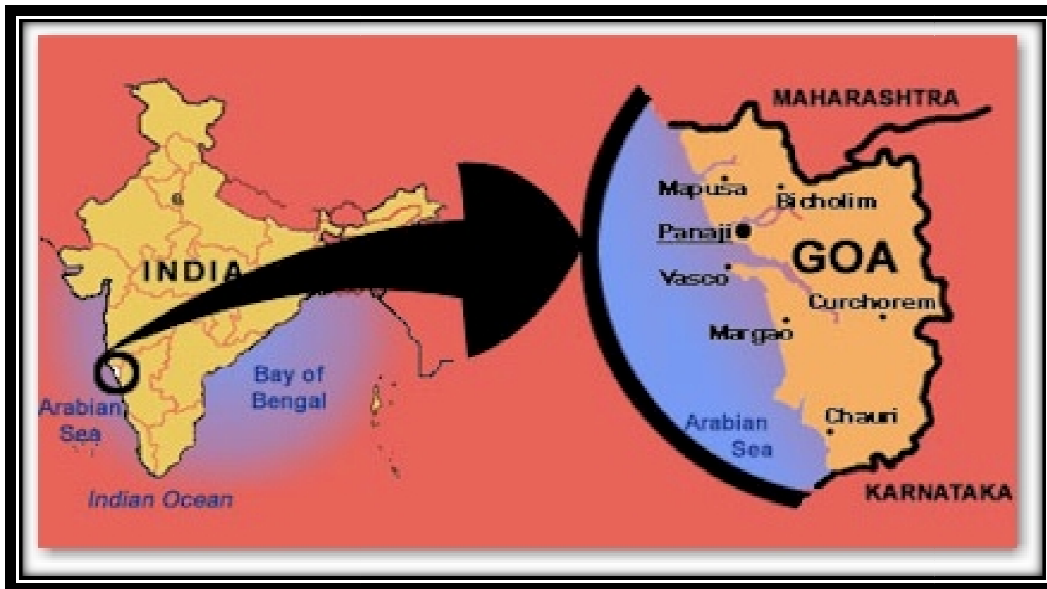
Location and Area:

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 ²	3702	
Total population*	Persons	1457723	
	Males	740711	
	Females	717012	
Decadal population growth	persons	110055 -	percentage 8.17
2001-2011	Males	53463 -	percentage 7.78
Absolute percentage	Females	56592 -	percentage 8.57
Population density per km ²		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	668226 – 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 population)		6.6
Infant mortality rate % - 2011		10
Number of Schools – 2012-13		
Primary schools		
	Government	894
	Aided	201
	Unaided private	140
Upper Primary Schools		
	Government	49
	Aided	15
	Unaided private	5
Secondary schools		
	Government	74
	Aided	288
	Unaided private	17
Towns and villages in the State	Total number of villages	359
Census 2011	Total number of inhabited villages	347
	Total number of uninhabited villages	4
	Total number of submerged villages	8
	Total number of villages in urban	6

agglomeration	
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 Village of North Goa District are grouped into 120 Village Panchayat and 146 revenue villages of South Goa District

are grouped into 69 village Panchayat, 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 Programme as well as in serving local needs.

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



INTERVENTIONS AND ACHIEVEMENTS AT A GLANCE

Summary of component -wise physical and financial progress against AWP & B 2012-13

Sr No	Interventions	Total Outlay Approved 2012-13		Achievement 2012-13		
		Physical	Financial	Physical	Financial	
I	ACCESS					

1	Intervention for Out of School Children	3608	190.75	3215	98.74	
II	RETENTION					
	Free Text Books	137581	277.94	134913	203.09	
	Uniforms					
III	INFRASTRUCTURE- CIVIL WORKS					
	Civil Works	7103	322.94	7103	639.23	(including Prior Period Exps)
IV	ENHANCING QUALITY ISSUES					
	Teacher Salary(Recurring)	304	1084.20	304	518.07	
	Teachers Training (Block Level)	15210	237.15	10463	122.00	
	Monthly Cluster Level Meetings (CRC Level) (3 days)					
	Block Resource Centre	192	465.60	192	300.98	
	Cluster Resource Centre	550	359.70	550	228.81	
	Computer Aided Education In UPS	2	42.40	2	36.63	
V	BRIDGING GENDER AND SOCIAL CATEGORY GAPS					
	Intervention for Children With Special Needs(IED)	976	29.28	527	15.83	
VI	INNOVATION					
	Innovation Head up to Rs. 50.00 lacs per district					

	Girls Education		67.22		47.19	
	ECCE	2	24.00	2	24.00	
	Intervention for SC/ST Children		7.29		4.98	
	Urban Deprived Children					
VI I	RESEARCH EVALUATION MONITORING & SUPERVISION					
	REMS	0				
VI II	SMC/PRI TRAINING					
	Non Residential Training	10240	49.15	2194	10.97	
IX	ANNUAL GRANTS					
	Teachers Grant	6705	33.53	5655	28.32	
	Maintenance Grant	996	59.25	948	57.00	
	School Grant	1500	83.42	1499	83.03	
X	MANAGEMENT & MIS					
	Project Management Cost (DPO Level)		70.00		67.93	
	Project Management Cost (State Level)		102.00		101.11	
	Learning Programme for Enhancement		4.50	1500	4.50	
	Community Mobilisation Activities		14.65		14.36	

	REMS		6.75		0.67	
	Outstanding liabilities of 2010-11					
	Total	184969	3531.72	169067	2607.44	

INTERVENTIONS AND ACHIEVEMENTS IN THE YEAR 2012-13

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. 859.20 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.
Primary Teachers (Regular)	179	859.20	179	479.52

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

2620 Primary teachers received Teachers' Grants for preparing TLM. Grant of Rs.13.10 lakh was disbursed to these teachers.

▪ UPPER PRIMARY TEACHERS

3359 received the Teachers Grants in the year 2012-13 which used a budget of Rs.15.22 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.
	TEACHERS GRANT				
	Primary Teachers	2936	14.68	2620	13.10
	Upper Primary Teachers	3769	18.85	3359	15.22

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 2012. They were apprised of the activities to be carried out in the year 2012-13 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	Salary of Resource Persons:				
	(a) 6 Resource Persons at BRC for subject specific training	72	259.20	72	300.98
	(b) 2 Resource Persons for resource support for children with special needs	24	86.4	5	
4.02	1 MIS Coordinator	12	28.80	12	
4.03	1 Data Entry Operator	12	21.60	12	
4.04	1 Accountant-cum-support staff for every 50 schools	24	57.60	24	
4.07	Contingency Grant	12	6.00	12	
4.08	Meeting, TA	12	3.60	12	
4.09	TLM Grant	12	1.20	12	

4.10	Maintenance Grant	12	1.20	12	
	Sub Total	192	465.60	173	300.98

TEACHERS' TRAINING

Teachers' Training being an important quality intervention that requires intensive, effective and result oriented planning, due importance was given to this component.

Of the topics covered in the training modules, CCE was given the utmost importance as the state was in the 3rd year of its implementation. The detailed nuances 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 in the light of the State Rules then recently notified and NCF-2005. The Teacher trainings were also dovetailed with the Shiksha ka haq abhiyan to bring about heightened awareness of RTE.

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

10	Teachers Training	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
10.01	Refresher In-service Teachers' Training at BRC level and above - 10 days	6705	134.10	4620	122.00
10.02	One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 8 days	6705	67.05	4620	
	Head Teachers				
10.05	Refresher Residential Inservice Training for 10 days at BRC level and above	1500	30.00	1020	
	Resource Person				
10.06	Refresher Residential Training for all resource persons, master trainers, BRC and CRC faculty and Coordinators for 10 days	300	6.00	203	
	Sub Total			10463	

INTERVENTIONS FOR OUT OF SCHOOL CHILDREN

NAMES OF NGOs PARTNERING WITH GSSA FOR SPECIAL TRAINING

Non-Residential Training Centres	Special	Residential Special Training Centres
Educators Trust, Parra, Bardez		Residential Special Training Centres
Konkan Development Society, Odxel, Tiswadi		Caritas, Goa
Society of St. Vincent de Paul School, Bardez		Noven Jeevit, Santa Cruz, Panaji
Lions Club of A-N-P, Bardez		Nitya Seva Niketan, Rivona
El Non Shaddai Charitable Trust, Bardez		Madarsa
Asha Kiran Trust, Porvorim, Bardez		Hazrat Hamza Shah Sunni Kamatul Muslame
Kiranniketan Social Centre, Zuarinagar, Goa		Faizaane-e-Raza Eidgah Khabarstan Comr Tiswadi
Desterro Eves Mahila Mandal, Vasco-da-gama		Tanzim-E-Khwaja Garib Nawaz, Chimbhel, Tiswadi
Deesha Divine Providence Foundation, Cuncolim, Salcete		Anjuman Thouheed ul Muslameen, Chimbhel, Tiswadi

PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN FOR 2012-13

S. No.	Intervention	Target as per PAB Minutes 2012-13	Physical Achievement	Financial Target (Rs. In lakhs)	Financial Achievement (Rs. In lakhs)
1	RSTC (Fresh)	108	79	10.80	
	RSTC (Contd.)	99	72	9.90	

2	NRSTC (Fresh)	2664	1945	133.20	56.74
	NRSTC (Contd.)	328	239	16.40	11.95
3	Madarsa (Fresh)	330	241	16.50	12.00
	Madarsa (Contd.)	79	58	3.95	2.90
	Total	3608	2634	190.75	98.74

FREE TEXTBOOKS

The State SSA arranged to provide funds for free supply of textbooks to the students of Std. I-VIII in the State for the year 2012-13.. The following table cites information on the achievement of this scheme.

6	Free Text Book	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
6.01	Free Text Book (P)	66013	99.00	64722	203.09
6.02	Free Text Book (UP)	71568	178.91	70191	
	Sub Total	137581	277.94	134913	203.09

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

19	Interventions for CWSN (IED)	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
19.01	Provision for Inclusive Education	976	29.28	461	15.83
	Sub Total	976	29.28	461	15.83

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



Medical camps were held in 9 blocks at BRC level. 710 children were benefitted by these camps. Prescriptions were taken for needy children. Some children were further taken for Medical Certificates to Govt. Hospitals. Rs. 7000/- has been sanctioned per Block for medical camp.



BADHTE KADAM.....FESTIVAL ON INCLUSION BY NATIONAL

TRUST

- 'Badhte Kadam - IV' of National Trust was celebrated in November, 2012 in each taluka of Goa by SSA Block staff by taking out processions in crowded and rural areas with the float and various other activities such as rallies, slogans, skits, songs and sensitization activities for creating awareness among general public regarding children with special needs and the need to include them in society were performed.
- Various schools with resource rooms participated with Goa SSA by conducting inclusive activities in their premises.

GLIMPSES OF THE BADHTE KADAM CAMPAIGN



PARTICIPATION IN ANJALI FILM FESTIVAL

6 CWSN and 2 regular children with 4 escorts from Immaculate Conception High School, Dabhal, Kirlapal from Dharbandoda Block participated in this inclusive festival at Bhubaneshwar, Odisha for 5 days from 2nd November 2012 to 6th November 2012. They enjoyed the trip and were benefitted by this festival. The total amount sanctioned by SSA for Anjali International Children's Festival was Rs.20341/-.

MEDICAL ASSESSMENT AND DISTRIBUTION CAMPS BY ALIMCO INDIA

- Artificial Limbs Manufacturing Corporation of India, was invited to Goa for the first time for medical assessment camps at three locations Bicholim, NamoshiGuirim, Bardez and Velsao, Vasco, Mormugao.
- 144 CWSN were identified to receive 206 assistive aids worth Rs.6,92,962/- under ADIP (Assistance to Disabled Persons) Scheme at 60% subsidy (SSA cost Rs. 2,77,184).
- SSA provided lodging and boarding facilities to ALIMCO Team for Assessment as well as distribution camps.
- A token distribution was done on 13th January, 2013 at the launch of the Shiksha Ka Haq Abhiyan at the hands of the Chief Minister Shri Manohar Parrikar. The rest of the aids and appliances were distributed soon after in February and March 2013 after receiving all material.

PARENTAL AWARENESS CAMPS FOR PARENTS OF CWSN

645 parents were addressed at block level awareness camps for inclusion of Children with Special Needs in regular schools and society. Various Myths and Misconceptions regarding CWSN were discussed and removed from the minds of attending parents. They were guided on how to help CWSN and their parents in living a complete and satisfactory life.



. TALENT SHOW BY CWSN



125 CWSN from 14 Special and Inclusive schools in South Goa participated in the CWSN Talent Show organized by Goa SSA on 28th December, 2012 in observance of World Disability Day. The children performed various cultural programmes and displayed handicraft items prepared by them. Some schools put up the items made by these children for sale to promote financial independence



SURGERY AND THERAPY

Praveena Fatarpekar, an 11 year old was identified with severe Cerebral Palsy, at Cacra, St. Cruz. She lives in a single room house with her parents. Her father works in the Panjim Municipality as a contract worker on the vehicle which collects daily waste from city houses. The parents are unable to afford medical treatment for her. Tiswadi BRC took the initiative in her case. A wheel Chair has been provided to her on priority. Now she is being provided with Physiotherapy by Dr. Sheldon Pereira once a week at home. This therapy is required to be continued for a considerable period. Tiswadi block has been now in the process of providing Home Based Education for life skills at first by enrolling her name in a school as per RTE Act. Rs.15000/- had been sanctioned to Praveena Fatarpekar for Physiotherapy by SSA.

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.

18	Maintenance Grant	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
18.02	Maintenance Grant having up to 3 classrooms	807	40.35	747	38.10
18.03	Maintenance grants having more than 3 classrooms	189	18.90	189	18.90
	Sub Total	996	59.25	969	57.00

SCHOOL GRANTS

The State SSA provided the schools with the School Grants

16	School Grant	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
16.01	Primary School	1079	53.95	1078	53.56
16.02	Upper Primary School	421	29.47	421	29.47
	Sub Total	1500	83.42	1499	83.03

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.

24	Management & Quality (Up to 6% of the outlay)	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
24.01	Management & MIS up to 3.5%		70.00		67.93
24.02	Learning Enhancement Prog. (LEP) (P & UP) (up to 2%)		4.50		4.5

24.03	Community Mobilization up to 0.5%		14.65	14.36
	Sub Total		89.15	86.79

25	STATE COMPONENT	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
25.01	Management & MIS		102.00		101.11
25.02	REMS	1500	6.75		0.67
	Sub Total	1500	108.75		101.78

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, play material in the form of miniature basketball kits were supplied to anganwadis.



Under Girls education, a skills development programme was carried out for all the girl students of VII and VIII of Govt and Aided Schools in the state. A total of 21,801 girl children were proposed to be taught flower making and candle making



over a ten-day period in each school. The financial achievement was Rs. 47.19 lakhs out of a total of Rs. 67.22 lakhs sanctioned for the same. Imparting the necessary skills in aided schools was done by a designated teacher in the school under the aegis of the Headmistress/Headmaster who was paid an honorarium. Whereas in the case of Government middle and high schools, the Part-time Instructors of GSSA in Work

Education and Art Education imparted the necessary skills to the children who were gathered at a central block location organised by each BRC in batches of around 20 to 30 children per batch. A block-wise exhibition was thereafter held at each block to showcase the exhibits. Needless to say, the activity was lauded at every level by schools and parents alike. The below mentioned table shows the expenditure at a glance:

No. of Girls in Std VII & VIII of Government & Government Aided Schools

Block	No. of Girls in Std VII & VIII	No of HeadMaster/ Head of the school	No. of Teacher per school	Total Amount		
				Per Girl Child	Per Head Teacher	Per Teacher
Sanguem	424	11	11	127200	2200	2200
Dharbandora	440	23	23	132000	4600	4600
Canacona	643	20	20	192900	4000	4000
Bardez	3489	55	55	1046700	11000	11000
Ponda	2611	43	43	783300	8600	8600
Mormugao	2108	37	37	632400	7400	7400
Pernem	1014	44	44	304200	8800	8800
Tiswadi	2541	40	40	762300	8000	8000
Salcete	4936	63	63	1480800	12600	12600