

शिक्षा का अधिकार

सर्व शिक्षा अभियान

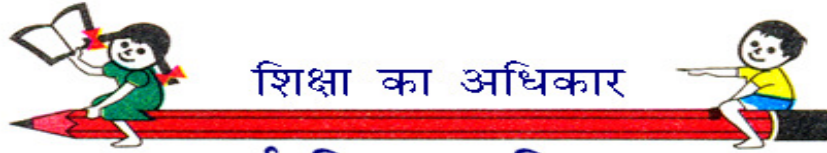
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GOVERNMENT OF GOA

GOA SARVA SHIKSHA ABHIYAN

Goa Sarva Shiksha Abhiyan Annual Report

**Year
2013-14**



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GOA SARVA SHIKSHA ABHIYAN

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ANNUAL REPORT OF ACTIVITES OF 20113-14 THE YEAR THAT WAS.....

BRIEF BACKGROUND:

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

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

CHALLENGES:

1) **Schooling of out of school children:**

The Goa Sarva Shiksha Abhiyan was launched in the state of Goa on 2nd October 2005 for the purpose of UEE in the state with a specific timeframe for achievement of the UEE goal. As far as enrolment, attendance and retention of children at the elementary stage of education in Goa is concerned, there are not many challenges. The biggest challenge however, is the need to refine the mainstreaming techniques for out of school children who are basically children of migrant laborers who constitute a floating population. A major chunk of this segment hails from the 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 these also come from other states like Orissa, Andhra Pradesh, Tamil Nadu and even from Bihar, and are found concentrated in considerable numbers along the coastal belts during the fishing season.

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. However the realization is rife that unless residential training centres with schooling facilities are operationalised, the most vulnerable amongst them, ie: the homeless and street children will be unable to make the crossover to mainstream education in the truest sense.

2) **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.

3) **EFFECTIVE TEACHER TRAINING:**

Provisioning inservice Teacher training programmes continues to be one area of challenge as well as fulfilment. During the year of reporting, teacher training for elementary teachers was imparted in various areas relevant to the training needs of the teachers. Modules 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.

Further details of SSA Activities are cited in the subsequent pages of this report giving the details of budget allocation and their corresponding expenditures.

4) COMMUNITY MOBILISATION:

100% community participation in the overall school performance continues to be a dream area. However, we can assert with pride that SMCs in most government school have become proactive with constant education of their role in school management in light of the RTE Act. This has translated in significant gains for rural government schools at large, with the SMC actively promoting school development with great vigour. As stated earlier, however, we still have a long way to go to claim complete achievement in this area. The SMC trainings during the year were geared towards this end.

5) OTHERS:

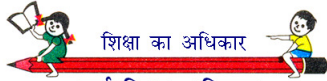
The year of reporting saw a fresh change of guard in Goa SSA, with a new SPD taking over the reins of the organisation. Shr. Minanath Upadhye, ex-Principal (retd) of Vivekananda Higher Secondary School, Borim, Goa., joined Goa SSA as SPD with effect from 10th June, 2013, a post that had fallen vacant from 1st May, 2013 with the expiry of term of the erstwhile SPD. His joining the organisation ushered in a new perspective which had a healthy bearing on the achievement of both financial and physical targets set by the AWB&P 2013-14, despite the initial teething problems accompanying such paradigm shifts.

The delayed receipt of the PAB Minutes which were received by us only in the first week of July 2013, initially slowed the implementation process, but soon GSSA bounced back and caught up on the lost time, rolling off full-steam to achieve the best performance ever, over the last decade, recording an achievement rate of over 80% which we proudly consider to be a laudable achievement, despite the initial hiccups.

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



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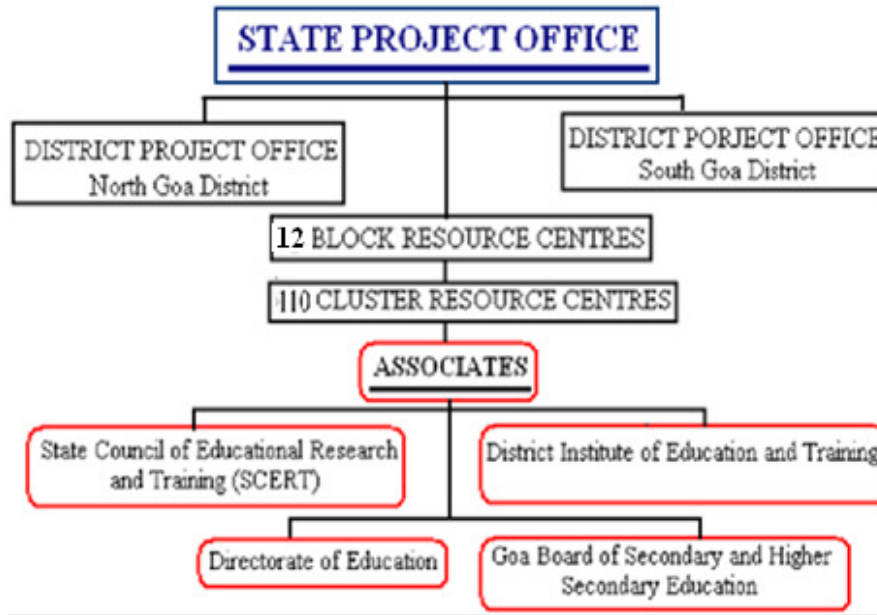
GOA SARVA SHIKSHA ABHIYAN

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

GOA SARVA SHIKSHA ABHIYAN

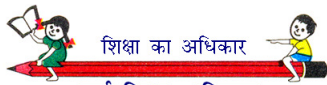
ORGANOGRAM



The SSA 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

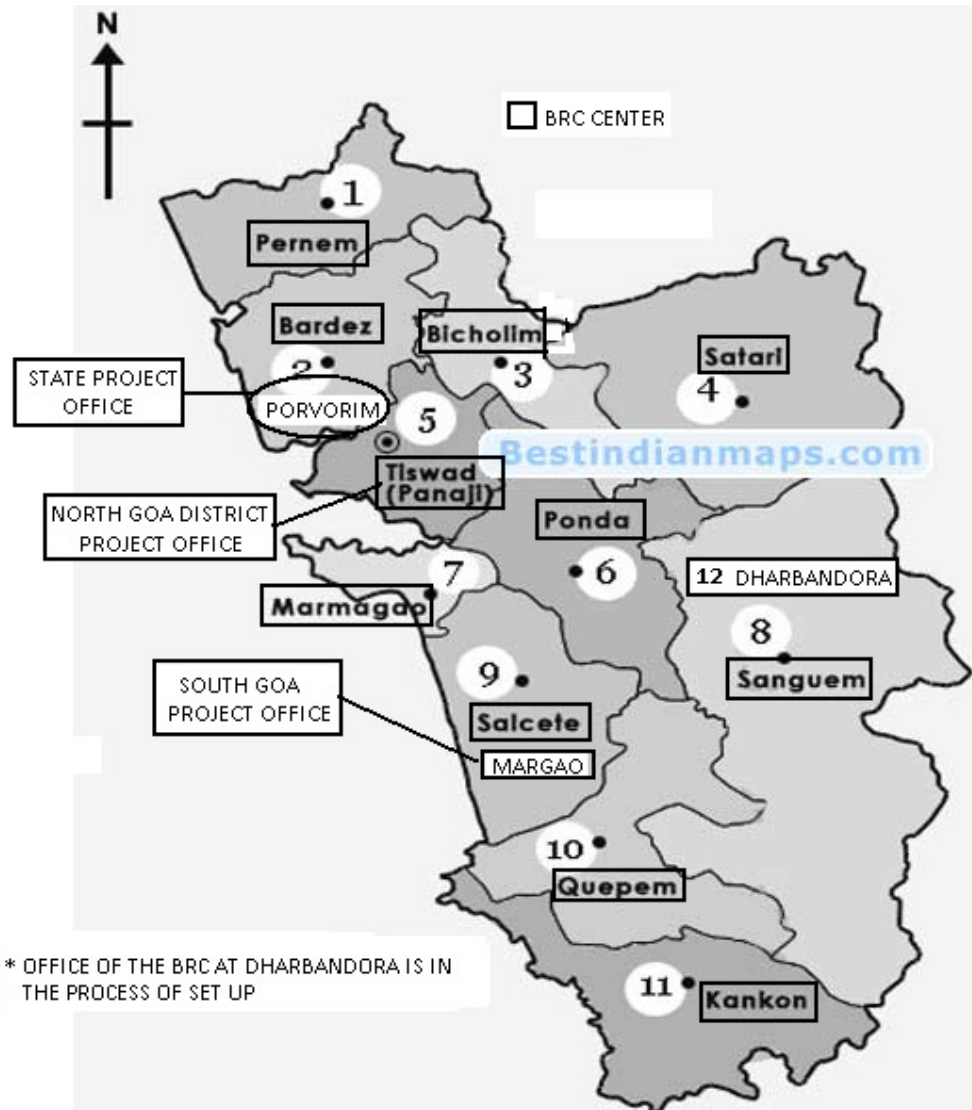
The administrative set-up of Goa SSA comprises of the SPO office at the headquarters linked by its subsidiary district offices, in the north district and south district. Each of the district offices are further linked by subordinate Block Resource Centers, 6 in each district, comprising a total of 12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



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GOA SARVA SHIKSHA ABHIYAN

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



ORGANISATIONAL HIERARCHY:

- **At state level:** 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.

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

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

- **At Block level:** With a team of 64 Block Resource Persons functional in all 11 blocks of the State the Goa Sarva Shiksha Abhiyan has endeavored hard to strengthen the Academic Support System provided to elementary schools.
- **At Cluster level:** At the grassroots there were 110 Cluster Resource Persons to hold fort, ably assisted by 64 BRPs across the 12 blocks. The State Project Office supplied inputs for capacity building of the CRCs and BRPs in order to enable them function more effectively on field.

OVERALL ASSESSEMENT: With a fully functional MIS unit, and other accountants-cum-support staff in all the blocks, GSSA was able to roll out full-steam, all the programmes and activities sanctioned for the state under its

AWP&B. The overall stability of the staff position over the plan-year played an important role in the overall high achievement rate for all the interventions, something which used to be the bane of GSSA in the past few years.

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

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

A FORWARD LOOKING STATE POLICY

- ✦ Provision of Uniforms, raincoats, free textbooks to the children learning in the Government Primary and Upper Primary schools
- ✦ Provision of school based transport facility to children belonging to the SC/ST and OBC sections of the society studying in aided schools (Bal Rath Scheme) and all students of Government schools.
- ✦ Incentives, scholarships to the children belonging to the SC/ST and OBC categories
- ✦ Incentives for the SC/ST girls and their parents
- ✦ Provision of Tablets to all students of Std. VI and IX since the academic year 2013-14.

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.
- ✚ Procedures in place for age appropriate admission to the children as per RTE Mandate
- ✚ Arrangement of special training for children admitted in the age appropriate class through the NGOs and regular teachers in the State
- ✚ Initiatives for Curriculum Reforms and Textbook Development taking into account the Special Training needs of children admitted to age appropriate class and learning needs of children with special needs keeping in view the mandate of RTE/SSA for Inclusive Education

QUALITY COMPONENT

▪ **TEACHER TRAINING**

Primary and Upper Primary Teachers in the State are trained at 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 manner; preparation of Teaching Learning Materials (TLM) and their usage in classroom transaction; making use of Library for developing reading habits among school children, etc.

✚ **TRAINING OF BLOCK RESOURCE PERSONS AND CLUSTER RESOURCE PERSONS**

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

▪ **DISTRIBUTION OF FREE TEXTBOOKS**

Goa SSA supplied textbooks to all students of Government and Aided Upper Primary Schools in the State, and all students of Aided Primary schools. Over 1.37 lakh students were beneficiaries along with another 40,000+ Government Primary students who got the benefit of this scheme from the Directorate of Education.

▪ **PROVISION OF GRANTS**

- ✚ All schools in the State were provided School Grants. No Maintenance grants and TLM grants were provided in the budget

INITIATIVES FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Medical check up of children with special needs for diagnosing the extent of disabilities.
- Provision of assistive aids to the CWSN with help of ALIMCO INDIA
- Construction of ramps and disabled friendly toilets in Government primary and upper primary schools.
- Arrangement of home based education for CWSN unable to access regular schools on account of severe orthopaedic disabilities.
- Arrangement of escort and transport to the children with special needs
- Teacher trainings in various areas related to the education of CWSN
- Provision of teaching learning materials for resource rooms

INITIATIVES FOR 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	14
Non Residential Special Training Centres in the State	59
Out of School Children benefited by the NRBCs	584
Number of children mainstreamed	428

COMMUNITY MOBILIZATION

- ✚ Training programmes for the SMC members were held based on the following topics.
 - Right to Education Act
 - Preparation of the School Development Plans
 - Role and responsibilities of the SMCs

STATE PROFILE

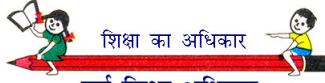
❖ State	Goa
❖ Districts (2)	1 North Goa District – HQ Panaji 2 South Goa District – HQ Margao
❖ Blocks	12
❖ Clusters	108 (a cluster is set up at the VEC level)
❖ Inhabited villages	347

B Schools in the State

There are 1684 primary and upper primary schools in the State. 857 primary schools and 123 upper primary schools are run by the State Government under its department of Education. There are 535 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 144 and 25 respectively, leading to the total of 169 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	79	17	13	28	11	1	103	46	149
2	Bardez	74	9	43	53	35	5	152	67	219
3	Bicholim	90	13	9	19	7	0	106	32	138
4	Sattari	109	22	5	7	2	0	116	29	145
5	Tiswadi	45	6	27	39	25	2	97	47	144
6	Ponda	131	7	26	38	10	2	167	47	214
	TOTAL	528	74	123	184	90	10	741	268	1009
7	Sanguem	58	7	3	5	0	0	61	12	73
8	Quepem	66	10	14	11	2	0	82	21	103
9	Salcete	54	10	52	57	36	10	142	77	219
10	Canacona	70	9	14	13	1	0	85	22	107
11	Mormugao	26	11	22	26	14	5	62	42	104



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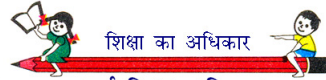
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12	Dharbandora	55	2	2	9	1	0	58	11	69
	TOTAL	329	49	107	121	54	15	490	185	675
	TOTAL	857	123	230	305	144	25	1231	453	1684



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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	6859	6510	13369	161	158	319	571	644	1215	534	552	1086	15989
		GOVT. AIDED/UNAIDED	16750	15248	31998	163	173	336	598	552	1150	1477	1331	2808	36292
		TOTAL	23609	21758	45367	324	331	655	1169	1196	2365	2011	1883	3894	52281
	UPPER PRIMARY (V-VIII)	GOVT.	2505	2240	4745	82	89	171	209	226	435	396	346	742	6093
	GOVT. AIDED/UNAIDED	15058	16562	31620	391	408	799	1734	1608	3342	1121	3630	4751	40512	
	TOTAL	17563	18802	45108	473	497	970	1943	1834	3777	1517	3976	5493	46605	
SOUTH GOA	PRIMARY	GOVT	3217	3266	6483	124	137	261	1376	1336	2712	749	751	1500	10956
		GOVT. AIDED/UNAIDED	15163	13657	28820	135	142	277	1374	1344	2718	844	783	1627	33442
		TOTAL	18380	16923	35303	259	279	538	2750	2680	5430	1593	1534	3127	44398
	UPPER PRIMARY	GOVT.	1379	1219	2598	147	129	276	814	890	1704	299	282	581	5159
	GOVT. AIDED/UNAIDED	15856	14263	30119	224	200	424	2521	2283	4804	1582	1518	3100	38447	
	TOTAL	17235	15482	32717	371	329	700	3335	3173	6508	1881	1800	3681	43606	
STATE	PRIMARY	GOVT.	10076	9776	19852	285	295	580	1947	1980	3927	1283	1303	2586	26945
		GOVT. AIDED/UNAIDED	31913	28905	60818	298	315	613	1972	1896	3868	2321	2114	4435	69734
		TOTAL	41989	38681	80670	583	610	1193	3919	3876	7795	3604	3417	7021	96679
	UPPER PRIMARY	GOVT.	3884	3459	7343	229	218	447	1023	1116	2139	695	628	1323	11252



GOA SARVA SHIKSHA ABHIYAN

	GOVT. AIDED/UNAIDED	30914	30825	61739	615	608	1223	4255	3891	8146	2703	4251	6954	78062
	TOTAL	34798	34284	69082	844	826	1670	5278	5007	10285	3398	4879	8277	89314
	GRAND TOTAL	76787	72965	149752	1427	1436	2863	9197	8883	18080	7002	8296	15298	185993

INTERVENTIONS AND ACHIEVEMENTS AT A GLANCE

**Summary of component -wise physical and financial progress against AWP
& B 2013-14**

Sr No.	Interventions	Total Outlay Approved 2013-14		Achievement 2013-14	
		Physical	Financial	Physical	Actual Financials
I	ACCESS				
1	Intervention for Out of School Children	1376	39.90	584	5.69
II	RETENTION				
	Free Text Books	137131	277.47	137131	254.12
	Uniforms	8473 children of Class I & III (one set) & 15921 children remaining class (2 sets)	80.63	23830	58.31
III	INFRASTRUCTURE- CIVIL WORKS				

	Civil Works	Spill Over Rs. 15.32 Fresh Rs. 48.80	64.12		100.54
IV	ENHANCING QUALITY ISSUES				
	Teacher Salary(Recurring)	254	971.70	246	849.35
	Teachers Training (Block Level)	6676	33.38	5341	36.56
	Monthly Cluster Level Meetings (CRC Level) (3 days)	6676	20.03	4340	0
	Induction Training for Newly Recruited Teachers- 30 days				
	HEAD TEACHERS Referesher residential in-service for 10 days at BRC level and above				
	RESOURCE PERSONS Refresher Residential Training for all Resource Persons,Master Trainers, BRC & CRC faculty and Coordinators for 10 days				
	Block Resource Centre	130	366.00	130	258.85
	Cluster Resource Centre	108	334.80	108	180.58

	Computer Aided Education In UPS				
V	BRIDGING GENDER AND SOCIAL CATEGORY GAPS				
	Intervention for Children With Special Needs(IED)	1491	17.89	1491	10.93
	Innovation Head up to Rs. 50.00 lacs per district				
	Girls Education				
	ECCE				
	Intervention for SC/ST Children				
	Urban Deprived Children		6.00		2.84
VI	INNOVATION				
	Computer Aided Education in upper primary schools				
VI I	RESEARCH EVALUATION MONITORING & SUPERVISION				
	REMS				
VI II	SMC/PRI TRAINING				

	Non Residential Training	4076	8.15		4.44
IX	ANNUAL GRANTS				
	School Grant	1490	83.00	1490	76.95
X	MANAGEMENT & MIS				
	Project Management Cost (DPO Level)		73.20		47.25
	Project Management Cost (State Level)		57.32		79.21
	Learning Programme for Enhancement		10.66		0
	Community Mobilisation Activities				
	REMS		6.97		1.36
	Total	159408	2451.22	174691	1966.98

BRIEF NOTES/HIGHLIGHTS OF INTERVENTIONS AND ACHIEVEMENTS IN THE YEAR 2013-14

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	787.60

BLOCK RESOURCE CENTERS

Efforts were constantly made in the Reporting Year to strengthen the academic support system by providing capacity building inputs to the block and cluster level resource persons to facilitate their effective functioning on 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 2013-14 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	64	230.40	52	258.85
	(b) 2 Resource Persons for resource support for children with special needs	6	21.60	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	
	Sub Total	130	366.00	117	258.85

TEACHERS' TRAINING

Of the topics covered in the training modules, important elements of the CCE which required further clarity was given the utmost importance as the state was in the 3rd year of its implementation. Critical areas of the scheme were exposed to intensive brain-storming 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 child-centric learning. 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	6676	33.38	6676	36.56

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	6676	20.028	6676	
	Sub Total	13352	53.408	13352	36.56

INTERVENTIONS FOR OUT OF SCHOOL CHILDREN

NAMES OF NGOs PARTNERING WITH GSSA FOR SPECIAL TRAINING

Non-Residential Training Centres	Special	Non Residential Special Training Centres
Educators Trust, Parra, Bardez		Sai Life Care, Dharbandora
Konkan Development Society, Odxel, Tiswadi		Caritas, Goa
Society of St. Vincent de Paul School, Bardez		Nitya Seva Niketan, Rivona
Lions Club of A-N-P, Bardez		Moving School, Pernem
El Shaddai Charitable Trust, Bardez		Damodar K. V. Society, Mormugao
Asha Kiran Trust, Porvorim, Bardez		
Kiranniketan Social Centre, Zuarinagar, Goa		
Desterro Eves Mahila Mandal, Vasco-da-gama		
Deesha Divine Providence Foundation, Cuncolim, Salcete		

PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN FOR 2013-14

S. No.	Intervention	Target as per PAB Minutes 2012-13	Physical Achievement	Financial Target (Rs. In lakhs)	Financial Achievement (Rs. In lakhs)
2	NRSTC (Fresh)	1376	39.90	1376	5.69
	Total	1376	39.90	1376	5.69

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 2013-14.. 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)	65358	98.04	65358	254.12
6.02	Free Text Book (UP)	71773	179.433	71773	
	Sub Total	137131	277.470	137131	254.12

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	1491	17.892	1491	10.93
	Sub Total	1491	17.892	1491	10.93

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



Medical camps were held in 12 blocks at BRC level. 881 children were benefitted by these camps. Prescriptions were taken for needy children. Some children were further taken for Medical Certificates to Govt. Hospitals.



MEDICAL ASSESSMENT AND DISTRIBUTION CAMPS BY ALIMCO INDIA

Goa Sarva Shiksha Abhiyan in convergence with Artificial Limbs Manufacturing Corporation of India had organized a medical assessment camp for children with special needs for 3 days from 6/12/13 to 8/12/13 in 3 blocks i.e. Pernem, Ponda and Salcete.

- 144 CWSN were identified to receive 284 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.

PARENTAL AWARENESS CAMPS FOR PARENTS OF CWSN

One day parental awareness programme at block level was conducted in three weeks of February 2014. The topic for the programme was “Early Child Intervention and Preventive Measures” An amount of Rs. 3000/- was sanctioned to per block for the said programme.



SURGERY AND THERAPY

1. Praveena Fatarpekar, an 11 year old have already received therapy service from April 2013 and Doctor advised to her to continue the same.. Tiswadi BRC took the initiative in her case. In the year 2013-14 14400/- had been sanctioned to Praveena Fatarpekar for Physiotherapy by SSA.
2. Master Fransisco Araujo, age 13 years is a child with progressive muscular dystrophy, required physiotherapy services at home. He used to go to People's High School and studied till IVth Std. As per BRP CWSN Tiswadi report doctor had advised him to provide physiotherapy services once in a week. Rs. 8400/- towards hiring Physiotherapist services for 76 visits has been sanctioned to him in the financial year 2013-14 by Goa SSA.
3. Miss Jacinta Santamaria BRP (CWSN) visited Miss Annette Fernandes, having Mild Mental Retardation with an IQ of 60 for the case of corrective surgery. She is from life skill resource room at Holy Cross High School Siolim. On 10th August 2010 the she had fallen in the school and her right thigh got fractured. She was admitted at Sankalp Hospital Dhuler Mapusa, weight Machine was put on the Leg and the Child was started on Medication. On 10th August 2010 at 12.00 in the afternoon child was operated for fracture and a plate was inserted in her leg. The child was operated by Dr. Ravi Nachnolkar in Sankalp. The Doctor had mentioned that after 2 years the plate from the leg has to be removed. Since the parents of the child come from low financial background they had requested to provide financial assistance to Miss Annette Fernandes. As per AWP & B 2013-14 12500/- has been sanctioned to Miss Annette Fernandes towards corrective surgery.

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	1065	53.25	1065	76.95
16.02	Upper Primary School	425	29.75	425	
	Sub Total	1490	83.00	1490	76.95

MANAGEMENT AND MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs.57.32 was sanctioned under this head and it was utilized to the extent of 47.25 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%		57.32		47.25
24.02	Learning Enhancement Prog. (LEP) (P & UP) (up to 2%)		10.66		-
	Sub Total		67.98		47.25

25	STATE COMPONENT	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
25.01	Management & MIS		73.20		79.21
25.02	REMS	1490	6.973		1.36
	Sub Total	1490	80.173		80.57

SMC TRAINING

As regards SMC training, detailed guidelines for organizing two days Non-residential Community Training Programmes were given to the BRCs and CRCs. Importance of community in the process of planning and monitoring of School Development was highlighted during the training programme

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

21	SMC/ PRI Training	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
21.02	Non Residential 3 days	4076	8.152	2400	4.44
	Sub Total	4076	8.152	2400	4.44

INNOVATION:

Under this head PAB 2013-14 had sanctioned a project by CII (Confederation of Indian Industries) to be carried out in Tiswadi Taluka. The highlights are boxed as under:

CII-SSA JOINT PROJECT ON INNOVATION

The PAB had approved innovative intervention for improving learning levels in urban government schools in collaboration with SCERT & the Confederation of Indian Industries (CII) Corlim project, at a cost of Rs 6.00 lakhs.

The Proposal was discussed in the meeting held on 29/7/2013 with CII convenor Shri. Anil Kher, Dy. Director of Education (NEZ) Shri. Dilip Bhagat, DPC (North Goa) and all BRPs and CRPs of Tiswadi Block. One more meeting was held on 5/8/2013 and following decisions was taken :

1. Dr. G.C. Pradhan was appointed as the Resource Person for setting Testing Tools. His remuneration was fixed Rs. 500/- per day.
2. Remuneration for paper setters was fixed as Rs. 400/- per day including lunch and transport.
3. Schedule for Development of testing tools was fixed for the entire month of November 2013, in the subject EVS, Maths and English for Std. III and IV.
4. The testing tools would be set by three teachers in each subject and the work would be completed on 28th November 2013.

5. The achievement test was scheduled on 10th December 2013 and hence printing of assessment tools would be completed by 5th December 2013.

The Corlim Project implemented by CII for 5 Govt. Primary Schools during the years 2009-2013 was replicated to cover all Govt. Primary Schools, in Tiswadi Block.

The project aimed at improving the teaching skills of the Govt. Primary Schools by empowering the teachers to develop their own planning of lessons as per the need of the urban deprived children in the Block.

Towards this end, monthly meeting of all the teachers in the Block were planned. The teachers met to discuss and to finalize the class wise monthly planning of lessons. The schedule of the meetings is planned in advance and provided to the Dy. Director of Education of the Zone and the ADEI for further needful instructions to the teachers. The BRC Co-ordinated the work along with the officials of the CII in at the venue.

The Planning work done by the teachers was assessed by awarding grades (after awarding marks out of 10). The performance of the teachers would be compiled and analyzed by the CII. Lessons of the teachers were observed by the BRCC/BRP/CRP of the block and provided necessary feedback in terms of the Classroom Observation Schedule (COS) provided through QMT.

Following points were observed:

- The assessment was for the students of standard III and IV of Marathi medium Govt. primary Schools only.
- Meeting of all teachers of these GPS was held to inform them about the importance of the project which aims towards improvement the urban deprived children.
- The responsibility of conducting the assessment test laid on the CRP/BRP/Para Teacher. Each supervision work of the assessment test was done by CRP/BRP/Para Teacher/ Part Time instructor as External Supervisor.

Two Achievement tests would be held in subjects EVS, Maths and English for classes III and IV of Marathi Medium. Hence, there would be totally 6 question papers. The numbers of question Papers would be: Std: III (1800+1800+1800) and Std: IV (1800+1800+1800) = Total 10800 Question papers.

Dr. G.C. Pradhan, SCERT, was appointed as the Resource Person/Expert for preparation of Assessment test tools. He also analyzed the results and prepared reports.

All administrative work including printing of the Question Papers, distribution of question papers, and appointment of the Examiners etc was done at GSSA level. All expenses connected with the project were incurred out by the State Project Office from the budgetary provisions of the Project.

Sr. No.	Head of Expenditure	Physical	Rate	No. Of days	Total
1	Monthly meetings of all teachers of Primary Schools of Tiswadi Block for monthly planning and discussion with the officials of CII, ADEI, BRCC, CRPs etc. Expenditure towards lunch and refreshment (No of teachers = 128, @ Rs. 100, Meetings 8	128	100	8	102400
2	Paper setting for achievement test in three subjects (i.e. EVS, Maths, English). Expenditure towards remuneration, T.A., lunch and refreshment to the paper setters etc	9	600	5	27000
3	Paper setting for achievement test in three subjects (i.e. EVS, Maths, English). Expenditure towards remuneration, T.A., and lunch and refreshment etc to Expert paper setter,	1	700	15	10500
4	Paper setting for achievement test in three subjects (i.e. EVS, Maths, English). Expenditure towards purchase of stationary, other miscellaneous expenditure	1	5000		5000
5	Printing Question papers	10800	10		108000
6	Supply of Question Papers to schools (Tiswadi+Bardez+Bicholim)=45X3=135 Schools	135	25		3375
7	Conduct of Assessment Test -Remuneration to Supervisors, staff for conduct of test etc (135X2)=270 Classes	270	100		27000
8	Assessment of Answer Sheets	10800	5		54000
9	Data Feeding (1 st and 2 nd test)	10800	4		43200
10	Analysis and Report (2 times)	6	8000		48000
11	Expenditure towards 2 nd Assessment Test				180875
	Total Expenditure				585050

The BRCC of Tiswadi Block gave a detailed report of expenditure on Monthly planning meetings of all Govt. Primary Teachers of Tiswadi Block for planning and discussion with the officials of CII, ADEI, BRCC and CRPs etc.

Totally seven monthly meetings were held from September 2013 to March 2014 with an attendance of 550 teachers (person days). The total expenditure on refreshment, lunch and

other miscellaneous items was Rs. 52770/-. The project was still operative in the month of June and July 2014 to conduct the second assessment test.

The second achievement test was planned on 11th and 12th July 2014 to generate baseline information of students' learning of Std: III and IV. A test was planned in 39 Government Primary schools of Tiswadi Block and 20 sample schools from Bardez and Bicholim each. On analyzing the results of this test, appropriate worksheets would be prepared for implementation in day-to-day teaching & learning. Further Mid-line test will be held and final achievement test will be held in March 2015 to measure the level of improvement of the students.

Question papers were set, moderated and printed in the subjects English and Maths for Std III; and English, Maths and EVS for Std IV. The test was completed by 23rd June 2014. The test was simultaneously administered for the students of Government Primary Schools in Tiswadi, Bardez and Bicholim.

The baseline test was planned for GPS students of Tiswadi block, Bardez block and Bicholim block. The Grade wise report of the baseline test for Std III and IV is as under :

Class	Subject	GRADES	TISWADI		BICHOLIM		BARDEZ	
			TOTAL	%AGE	TOTAL	%AGE	TOTAL	%AGE
III	MATHS	Grade						
		A	1	0	13	3	6	2
		B	31	10	62	16	46	13
		C	62	21	109	29	73	21
		D	107	36	98	26	90	26
		E	95	32	96	25	131	38
		Total	296	100	378	100	346	100
	ENGLISH	A	18	6	7	2	12	3
		B	49	17	75	20	39	11
		C	122	42	169	45	116	34
		D	72	25	95	25	122	35
		E	28	10	33	9	57	16
		Total	289	100	379	100	346	100
	EVS	A	58	20	60	16	37	11
		B	79	27	94	25	71	21
		C	81	27	112	30	64	19
		D	55	19	68	18	81	23
		E	23	8	44	12	92	27
Total		296	100	378	100	345	100	

Class	Subject	GRADES Grade	TISWADI		BICHOLIM		BARDEZ	
			TOTAL	%AGE	TOTAL	%AGE	TOTAL	%AGE
IV	MATHS	A	9	3	8	2	4	1
		B	33	10	66	15	42	11
		C	76	24	102	23	80	21
		D	99	31	154	35	101	27
		E	103	32	115	26	146	39
		Total	320	100	445	100	373	100
	ENGLISH	A	27	8	18	4	9	2
		B	48	15	54	12	29	8
		C	128	40	115	26	82	22
		D	64	20	149	33	136	37
		E	51	16	109	24	114	31
		Total	318	100	445	100	370	100
	EVS	A	15	5	7	2	21	6
		B	92	29	100	22	73	20
		C	102	32	183	41	92	25
		D	81	25	105	24	117	32
		E	28	9	50	11	67	18
		Total	318	100	445	100	370	100

ACHIEVEMENTS UNDER REMS (RESEARCH EVALUATION AND MONITORING):

Under the REMS component, state was granted a budget of Rs. 6.973 lakhs to conduct the SLAS which was rolled out in all the states across India under the baton of the NCERT

State Level Achievement Survey (SLAS) 2013-14 as implemented in Goa

Rationale: After the enactment of the RTE Act 2009, the emphasis of the 12th Five Year Plan are on Quality of Education. In order to achieve the vision of 12th Five Year Plan, knowledge of learning trends amongst the students is essential. There is also a need to understand possible impact of the various inputs like schooling facilities, Teaching Methodology, Teacher Training etc. on students' learning levels.

In view of the above vision Goa State was sanctioned the conduct of Learner Achievement Survey to measure achievement of students of standard VII along the lines of the NAS conducted by NCERT. It was proposed to cover both the districts of the state with a total sample of 100

schools at the rate of 50 schools in each district. The same was proposed for Government schools and Aided schools in the state.

Purpose of the SLAS was earmarked as under

1. To access learning level of students of standard VII in the subjects English, Maths, Science, Social Science.
2. To own responsibilities and accountability of results of the survey.
3. To include suggested interventions for enhancement of learning outcomes in class VII in respective subjects.
4. To study the difference in achievement levels in respect of gender, location, medium of instruction, school management and social categories like SC, ST, OBS and General Categories.
5. To use the results of SLAS for the proposals of AWP & B for the ensuing year.

MHRD approved State Learning Achievement Survey (SLAS) for Goa for assessing the learning achievement in the state for standard VII, at a cost of Rs.6.973 Lakhs. For planning of the SLAS the following state level steering committee was formed and approved in the 23rd executive committee meeting of GSSA held on 2nd December 2013. The EC also approved State Council Of Educational Research And Training (SCERT) as the State Institute for the purpose of SLAS. The Steering Committee and The State Institute were notified in official Gazette of the Government of Goa on 16th January 2014.

Sr. No.	Name of the Member	Details of the Member	Designated Role
1	Shri. Minanath T. Upadhye	State Project Director, GSSA	Chairperson
2	Shri. Narendra J. Kamat	State Pedagogy Co-ordinator, GSSA	Member Secretary
3	Smt. Sylvia D.Souza	Asstt. Director of Education, GSSA	Member
4	Smt. Wilma Henriques	Teacher of Mathematics/Headmistress of Mae dos Pobres, High School, Nuvem, Salcete	Member
5	Smt. Genesis D'Silva	Teacher of English /Headmistress of Adarsha V.V. High School, Margao Salcete	Member
6	Smt. Antonette Noronha	Teacher of Science /Headmistress of St. Thomas High School, Cansaulim.	Member

7	Shri/Smt.Sanjiv Dharwadkar	Teacher of Social Science(History)/Headmaster of Saraswat Vidyalay High School Mapusa.	Member
8	Shri Naresh Borkar	Teacher of Social Science (Geography)/Headmaster of Sharada English High School, Marcel Ponda.	Member
9	Shri Nagaraj Honnekeri	Director, SCERT (Academic Authority Representative)	Member
10	Dr. G. C. Pradhan	SCERT (Expert on Research & Evaluation)	Member
11	Nominee of RIE	(Representative of RIE, Bhopal)	Member
12	Dr. Louis Vernal	Ex-Principal of GVM College of Education, Ponda. (Head of University Dept. Of Education)	Member
13	Shri. J.R. Rebello	Chairman, Goa Board of Secondary and Higher Secondary Education (Representative of State Board of Education)	Member
14	Directorate Of Education	Director of Education, Government Goa, Porvorim.	Member

The field investigators for South Goa district were trained for their job on SLAS on 22/04/2014 at Margao and for North Goa they were trained on 23/04/2014 at Porvorim.

For the field investigation, the Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ) were designed in the Quality Section of GSSA as per guidelines provided by MHRD; and they were printed and provided to the field investigators for administering the SLAS Testing Tools on 28th and 29th April 2014.

Testing Tools (Question Papers) in 4 subjects (Mathematics, Science, English and Social Science) were set under the guidance of Dr. G.C.Pradhan and about 13600 Testing Tools were printed to administer the test in all 12 Blocks of Goa.

Field investigation was successfully carried out on 28/04/2014 and 29/04/2014 in 52 schools of North Goa and 50 schools of South Goa; totally, 102 schools in entire Goa.

Data entry of the student responses in all the above mentioned subjects commenced with effect from 13/04/2014 in Quality Cell of GSSA with the help of 6 MIS Coordinators and lasted for about 3 months. Dr. G.C.Pradhan of SCERT undertook analysis of the data in August 2014 and wrote a comprehensive report on achievement levels of the students of standard VII. The draft SLAS report, which is about 600 pages in A4 size with appropriate diagrammatic representation of data, analysis and findings, is now ready and a copy of the same is proposed to be placed before the EC meeting to be held on 22nd December 2014.

An Abstract of the

STATE LEVEL ACHIEVEMENT SURVEY CLASS- VII

I - Objectives of the Project

The project was undertaken with the following objectives in mind.

1. To study the overall performance of students of Class-VII of North Goa district, South Goa district and the State of Goa in English language, Mathematics, Science and Social Science.
2. To study the variation, if any, in performance of students in each of the four subjects between (a) male and female students (b) students belonging different castes/categories, (c) students speaking different languages at home, (d) rural and urban school students, (e) students from BPL and APL families, (f) students attending and not private tuition classes, and (g) physically challenged and physically normal students.
3. To find out what the students of Class-VII of Goa know and can do in English language, Mathematics, Science and Social Science.
4. To study the effect/influence of student-related factors on their academic attainment in different subjects.
5. To study the effect/influence of various teacher-related variables on academic performance of students in different subjects.

6. To study the effect/influence of various school-related factors on academic performance of students in different subjects.

II – Methodology

i) **Data Collection Tools:** The following tools were designed and used to collect the required data

- Achievement tests in English, Mathematics, Science and Social Science.
- Questionnaires for Students, teachers and Principals

ii) **Sample:** The final data producing sample consisted of 102 schools, 405 teachers and 2293 students of both the districts of the State.

iii) **Collection of Data:** Data were collected by administering the data collection tool mentioned above.

iv) **Data Analysis Methods/Techniques:** Data were analysed using the following methods/techniques.

- Percentage analysis
- One way ANOVA
- t-test
- Regression Analysis

III - Major Findings and Conclusions

i) **Academic Attainment indifferent Subjects**

a) **English Language**

1. Performance of the students of Class-VII in English language of both the districts and the State of Goa as whole is below average.
2. The students studying in schools located in South Goa district perform better in English language compared to their counterparts of North Goa district.

3. Boys and girls do not differ significantly in academic attainment in English language.
4. SC students of Class VII scored significantly lower than the ST, OBC and general castes/categories students in English language.
5. Language background of students affects their performance in English. Students using English language at home score higher in English at school compared to students speaking other languages at home. And students coming from Urdu language background perform better in English than the students speaking at home in Hindi.
6. Students studying in schools located in urban areas perform significantly higher in English language than the students studying rural Schools.
7. Students coming from BPL families score significantly lower in English than their counterparts from ABL families.
8. Students who attend private tuition classes and those who do not do so perform equally in English language.
9. The physically challenged students score significantly lower than the physically normal students in English language.

b) Mathematics

1. The students of Class-VII of the State of Goa exhibit low performance in Mathematics.
2. In Mathematics, the students studying in schools located in South Goa district perform better compared to their counterparts of North Goa district.
3. Boys and girls do not differ significantly in academic attainment in Mathematics.
4. ST students of Class VII scored significantly higher in Mathematics than the general castes/categories students. But the SC students exhibit lower performance in Mathematics compared to ST, OBC and general castes/categories students.
5. Language background of students affects their performance in Mathematics. Students using English language at home score higher in Mathematics

compared to students speaking other languages at home. Students coming from Urdu language background perform better in Mathematics than the students speaking in Hindi language at home. Konkani speaking students' performance is better than the students belonging to Hindi, Kannada and Marathi languages background.

6. Students studying in schools located in urban and rural areas do not differ significantly in their performance in Mathematics.
7. Students coming from BPL families score significantly lower in Mathematics than their counterparts from ABL families.
8. Students who attend private tuition classes score higher than those who do not do so in Mathematics
9. The physically challenged students score significantly lower than the physically normal students in Mathematics.

c) Science

1. Performance in Science of the students of Class-VII of both the districts and the State of Goa as whole is below average.
2. The students studying in schools located in South Goa district perform better in Science compared to their counterparts of North Goa district.
3. Boys and girls do not differ significantly in academic attainment in Science.
4. SC, ST, OBC and general castes/categories students of Class VII do not differ significantly in their performance in Science.
5. Language background of students affects their performance in Science. Students using English language at home score higher in Science compared to students speaking other languages at home. Students speaking in Konkani language at home exhibit better performance in Science than the students using Marathi, Hindi and Kannada languages. And students coming from Urdu language background score higher in Science than the students speaking at home in Hindi and Konkani languages.

6. Students studying in schools located in urban areas score significantly higher in Science than the students of rural Schools.
7. Students coming from BPL families perform significantly lower in Science than their counterparts from ABL families.
8. Students who attend private tuition classes score significantly lower in Science than the students who do not go for private tuition.
9. The physically challenged students score significantly lower in Science than the physically normal students.

d) Social Science

1. The students of Class-VII of both the districts as well as the State of Goa exhibit low performance in Social Science.
2. The students studying in schools located in South Goa district perform better in Social Science compared to their counterparts of North Goa district.
3. Boys and girls exhibit equal performance in Social Science.
4. SC, ST, OBC and general castes/categories students do not differ significantly in their performance in Social Science.
5. Language background of students affects their performance in Social Science. Students using English language at home exhibit higher performance in Social Science compared to students speaking other languages at home. Further, students coming from Konkani speaking background score higher in Social Science than the students speaking at home in Hindi, Kannada and Marathi languages.
6. Students studying in schools located in urban areas exhibit significantly higher performance in Social Science than the students studying rural Schools.
7. Students coming from BPL families score significantly lower in Social Science than their counterparts from ABL families.
8. Students who attend private tuition classes exhibit significantly lower performance in Social Science than those who do not go for private tuition classes.

9. The physically challenged students score significantly lower in Social Science than the physically normal students.

ii) What the Students Know and can do indifferent subjects

a) English Language

- Four-fifths of the students of Class-VII are able to remember/recall factual information from the text.
- Only around two-third of the students are able to find cause-effect relation in the given text.
- Around half of the students could identify the reason behind an action.
- Sixty-two percent of students of Class-VII can correctly use a verb in past tense.
- Only 46 percent students know the meaning of the word 'miser'.
- Only half of the students are able to change direct speech to indirect speech.
- Only 27 percent students of Class-VII know the correct use of a preposition.
- Only 29 percent students of Class-VII are able to change active voice to passive voice.
- Half of the students could grasp the meaning of phrases.
- Only one out of every five students could draw inference from the given text.
- Less than half of the students could evaluate a title of given passage.
- Only 23 percent students of Class-VII are able to identify the main theme/central idea.

b) Mathematics

- Three-fifths of the students of Class-VII know the additive inverse of 7.
- Less than half of the students can find out the number, 20 percent of which is 50.
- Only 29 percent of students can find out the HCF of 18 and 24.

- Only one out of every five students can find equivalent fraction of $\frac{2}{3}$.
- Nearly half of the students can solve a problem involving profit and loss.
- Only one-third of the students can use the principles of ratio and proportion to solve a problem in practical situation.
- Only one-third of the students can apply fraction in practical situation.
- Only 46 percent students can find out the amount one needs to deposit in a bank for two years to earn Rs. 400/- as interest at a simple interest of 5 % p.a.
- Only 54 percent students of Class-VII of the State know that a pair of compasses is used to bisect an angle of 85° .
- Sixty percent students know/remember the formula of parallelogram.
- Only 29 percent students have understood the Pythagoras theorem and barely 10 percent students can apply the same.
- Only 16 percent students have understood the properties of isosceles angles.
- Only one-fourth of the students are able to correctly apply ASA congruence rule.
- Only one student out of every 10 students of Class-VII of Goa is able to apply the formula of area and perimeter of a rectangle to solve problems in a practical situation.
- Only 27 percent students of Class-VII of the State can identify the coefficient in an expression.
- Fifty-three percent students can convert a statement into an equation.
- Only 37 percent students can find out the value of a coefficient in a equation.
- Only half of the students of Class-VII of Goa can apply simple equation in a new situation.
- Barely 30 percent students can use algebraic expression to solve a problem in a practical situation.

c) Science

- Almost all the students of Class-VII of the State remember that 'World Water Day' is celebrated on 22nd March.

- Sixty-four percent students can remember and say that 'Fuse' is used to prevent damage to electrical circuits and possible fire.
- One-third of the students of Class-VII cannot say that the basic unit of time is 'Second'.
- Nearly two-fifths of the students of Class-VII cannot remember and say the normal temperature of human body.
- Only half of the students of Class-VII can identify that the type of motion a swing shows.
- Only one student out of every three students can state that 'dysentery' is water borne disease.
- Two-third of the students can give the reason for calling leaves as food factories of plant.
- Only one-fourth of the students can interpret a distance-time graph.
- Only 43 percent students can give the reason why loamy soil is good for growing plants.
- Two-third of the students cannot state why detergent solution changes the colour of red litmus but not that of blue litmus.
- Only one student out of every four students can state the reason for depletion of water table.
- Only 30 percent students can explain the principle involved in transfer of heat.
- Only 43 percent students can correctly calculate the time period of a simple pendulum completing 20 oscillations in 40 seconds.
- About three-fifths of the students cannot apply the principle involved in transfer of heat in a new situation.
- Barely 16 percent students of Goa can determine the distance between an object and its image when the object is moved away from the original position.

d) History

- Only 30 percent students can say (remember) that Babur captured Delhi by defeating Ibahim Lodhi.

- About three-fifths of the students are able to state that Surat was called the gate-way to Mecca.
- Less than two-fifths of the students can name the tribes spread across the Central India.
- Only 26 percent students are able to say that Basavanna initiated Virashaiva Movement.
- Only 29 percent students can identify the year in which Pritviraja III defeated Momhammad Ghori.
- Forty-six percent students can give the reason behind Sambhaji giving up the conquest of Tiswadi.
- Only 29 percent students can clarify why Aurangzeb faced a lot of rebellions.
- Only 18 percent students can cite the reason behind the authors of Tawarikh criticized the Sultans.

e) Social and Political Life

- Three-fourths of the students of Class-VII can state that adult franchise is based on equality.
- Only 44 percent students of the State are able to say the meaning of majority of a political party in a State legislative assembly.
- Only 28 percent students can identify the year in which a law was passed to provide legal protection to women facing physical and mental violence.
- Only 43 percent students can provide the reason behind making provision of crèches by an organisation having 30 or more women employee.
- Only one-third of the students of Goa can explicate why Indian media fails to give balanced views.
- Only one out of every five students know the reason behind calling constitution of India as a living document.

f) Geography

- Eighty-two percent students can identify that cycle is non-polluting vehicle.
- Around two-fifths of the students cannot identify the most expensive means of transport.
- Around three-fifths of the students cannot name the thinner most layer of the earth.
- Only one-third of the students can name the animals found in deciduous forest.
- Only one-third of the students can name the place where the movement of earthquake starts.
- Sixty-four percent students can cite the reasons for setting up of food processing industries in the Prairies.
- Only about half of the students of Class-VII are able to explain the effect of increased volume of carbon dioxide in air.
- Only about half of the students of Class-VII are able to explain how marble is formed.
- Two-third of the students cannot reveal the reason behind breaking up of rivers in to distributaries.
- Only one-fourth of the students can divulge the reason behind trees shedding leaves in dry seasons.
- Two-third of the students can use the knowledge of high altitude in a practical situation.
- Forty-seven percent students can use the knowledge of relative advantages of different means of transport in choosing the appropriate one in a given situation.
- Nearly half of the students can take the right decision while on a seashore by observing the movement of sea water.

iii) Student Related Variables and Academic Attainment

1. Nearly equal percentages of boys and girls are enrolled in Class-VII in Goa. But gender difference in enrolment exists in each district.
2. In Goa, only 1.5 percent of the students enrolled in Class- VII are SC, 20.9 percent ST, 21.3 percent OBC and 56.3 percent general category. Compared to North Goa district, the percentage of ST students is higher in South Goa

- district. The reverse is true as far as enrolment of OBC students is concerned. The other categories students are almost equally enrolled in both the district.
3. Most of the students (three-fourths) of Class-VII are from Konkani speaking home background. Substantial percentages of students are from Marathi and Hindi speaking background. Negligible percentages of students used to speak in Kannada, English and Urdu languages at home. Differences exist between the two districts as far as language background of students is concerned.
 4. Nearly half of the students of Class-VII have either one or no sibling and about one-third have two siblings. More students from North Goa than South Goa district are from small families.
 5. A small percentage of students (two percent) studying in Class-VII of both the districts are physically challenged.
 6. Majority of the students' parents are educated up to secondary/higher secondary. Only a small percentage of parents possess Bachelor's/Master's degrees. But a considerable percentage of parents of the students of Class-VII are illiterate. No substantial difference exists in educational qualifications of parents of the students of North Goa and South Goa districts.
 7. One-fifth of the students of the State studying in Class-VII are from BPL families. Higher percentage students from North Goa than South Goa district belong to BPL families.
 8. Majority of the students have calculator, study desk and dictionary at home. More than two-fifths of the students have computer and news papers at their home. Only about one-fifth of the students have access to internet and magazines at home.
 9. Majority of the students have 1-10 books at home. About four –fifths of the students have books other than text books at home.
 10. Nearly half of the students go to school by school bus and about one-third reach school by walking. A significant percentage (10 percent) of students goes to school by their own (parents'/guardian') vehicle.
 11. Highest percentage of students gets help relating to their study from their siblings. Nearly one-fifth of the students get such help from their mothers and

- the rest from their fathers and tutors except 18 percent students who do not receive help from any one.
12. Mostly the family members used to check the homework of students. But nobody checks the homework of about one-fourth of the students.
 13. Only about one-fifth of the students of Class-VII attend private tuition classes.
 14. Unpleasant incidents like theft, hit/hurt by other students, forcing students to do things against wish, insulted by others and left out of activities by others happen to a substantial number of students of both the districts of the State.
 15. Most of the students remain absent from school for less than 5 days only in a year. Negligible percentage of students remain absent for more than 15 days.
 16. In school majority of the students use computer only once in a week. Students of North Goa schools get more access to computer than the students of South Goa schools.
 17. Most of the students borrow books once in a week from school library.
 18. Activities like answering question in works/book sheet, writing what is read, answering question aloud and talking with other students are mostly conducted 'sometimes' after reading something in language classes.
 19. In Mathematics class activities like measurement of something, making charts, learning about shapes, memorizing Mathematics problem, working in small groups, explaining answer and solving problem alone are mostly done "Sometimes".
 20. In Science and Social Science subjects activities such as looking at change, watching teacher doing experiment, design/ plan experiment, doing own experiment, working with other students, memorizing lessons, giving explanation, independently working on problems and using of computer are mostly conducted "Sometimes".
 21. Majority of the students occasionally read comic books, story books/novels, news papers, books that explain things and books on directions/instructions. Substantial number of students never read these reading materials.
 22. Watching of T.V./Videos, interaction with students, playing of games/sports, doing homework, discussion with friends about what is learnt in School and

telling family about what is learnt in school are the activities in which most of the students of Class-VII are engaged in on a regular basis outside the school hours. Majority of the students occasionally use computer and internet outside the school/at home.

23. Most of the students of Class-VII of the State look after their family members on a daily basis. Nearly one-fourth of the students used to prepare food at home daily and about two-fifths do so at least once a week. Nearly half of the students clean their house everyday and one-third of the students do so once a week.
24. Gender of students is a factor not associated with academic attainment of students of Class-VII in any of the subjects.
25. Caste/social class category is a factor related to academic performance of students. The SC students underperform compared to general category students in English and Mathematics. The ST students score better in Mathematics but underperform in English than the general category students.
26. Being physically challenged negatively influence academic attainment of students in all school subjects.
27. Educational qualification of parents has positive impact on academic attainment of students of Class-VII. Higher the educational qualifications of parents, higher the academic performance of children and vice versa.
28. Availability of computer, study desk, dictionary, internet, newspaper and magazine at home has positive effect on academic attainment of students in school subjects.
29. Availability of books other than text books has positive impact on academic attainment of students. Higher the number of books available at home, betters the performance of statements in school subjects.
30. Mode of transport to school influences academic performance of students. Students using public bus and own vehicles perform better than those who go walking to school. Students going by school bus or by bi-cycle do not perform better than those who walk to school.

31. Unpleasant incidents (like theft, hit/hurt by other students, forcing students to do things against wish, insulted by others and left out of activities by other students) happening with students in school negatively affects their academic performance in different subjects.
32. Remaining absent from school for more than 15 days has negative impact on academic performance of students particularly in Mathematics and Science
33. Use of computer in school by students has positive effect on their academic performance in different school subjects.
34. Academic performance of students is negatively related to borrowing of books by students from school library. The students who borrow books from school library underperform compared to those who never borrow books from library.
35. Students taking private tuition underperform compared to those who do not attend private tuition classes.
36. Reading of different reading materials other than text books such as story books/novels, news papers, books that explain things and books on directions/instructions helps students in improving their academic performance.
37. Engagement of students in different activities outside the school hours such as watching of T.V./Videos, working with computer, interaction with friends, playing of games/sports, reading books for enjoyment, using of internet, doing homework, discussion with friends about what is learnt in School and telling family about what is learnt in school have positive impact on academic attainment of students.
38. Positive attitude of students towards a school subject contributes for their better academic performance in the said subject.
39. Conducting of various academic activities in school in each subject has positive effect on academic attainment of students in the same subject.

iv) Teacher-Related Variables and Students' Academic Attainment

1. Nearly half of the teachers teaching Class-VII in the State are below 40 years of age.
2. Age of the teachers has no significant relation with the academic attainment of their students.
3. The percentage of SC, ST and OBC teachers at the elementary stage is very less compared to their share in the population of the State.
4. Almost all the teachers teaching Class-VII are Bachelor's or Master's degree holders.
5. All the teachers of the State teaching at the elementary stage are trained and more than four-fifths hold Bachelor's degree in education.
6. Educational and professional qualifications of teachers influence academic attainment of students positively.
7. Most of the teachers teaching in Class-VII are regular and full time. But a substantial percentage of teachers of the State are holding the posts on temporary basis.
8. Employment status of teachers, i.e. Whether temporary or permanent has no significant relation the academic performance of students.
9. Most of the teachers have participated in in-service training programme during the last two years. The teachers teaching in South Goa district schools are better than their counterparts in North Goa district as far as their participation in in-service programmes is concerned.
10. Participation of teachers in in-service training programme helps in improving academic performance of students in some subjects.
11. Most of the teachers of both the districts used to assign homework to students regularly.
12. Frequency of assignment of homework to students by teachers has no association with academic performance of students.
13. Almost all the teachers of both the districts used to maintain teachers diary.
14. Maintenance of teachers' diary has positive effect on academic attainment of students in some subjects.

15. Majority of the teachers have 31 and above periods per week. Teachers of North Goa district have more workload than the teachers of South Goa district.
16. Almost all the schools have TLM and majority of the schools have teacher's handbooks and A.V. facilities.
17. Availability of instructional aids for teachers like teacher's handbooks, TLM and A.V. facilities has positive influence on academic attainment of students.
18. Very few teachers received TLM grants in 2013-14.
19. Receiving of academic support by teachers from resource persons contribute for better academic performance among students in some subjects.
20. Almost all the teachers of both the districts agree that their schools are located in safe neighbourhood and they feel safe in the school. Most of the teachers of both the districts agree that security policies and practices of their schools are sufficient.
21. Though statistically not significant, overcrowded classroom, inadequacy of working space for teachers and non-availability of materials for conducting investigation have somewhat negative influence on academic performance of students.
22. Teachers' job satisfaction, teachers' understanding of curricular goal, teacher's success in implementing curriculum, teacher's expectation for student achievement, parental support for student achievement, parents' involvement in school activities, students' regard for school properties and students desire to do well in school are the factors which positively affect students' performance in one or the other school subjects.

v) School -Related Variables and Students' Academic Attainment

1. In majority of the schools of the State majority of the students are from economically disadvantaged families. In higher percentage of schools of South Goa than North Goa district majority of students are from poor families. In very few schools more than half of the students are from economically affluent homes.

2. Family economic condition of children has significant positive influence of their academic attainment.
3. Most of the schools of the State have adequate physical facilities. Except T.V, Mini Tool kit and Science kit, all other teaching learning resources are available in most of the schools of both the districts.
4. There exists no significant relationship of availability of physical, instructional and analysis facilities with academic attainment of students.
5. School inspection has no significant impact on academic attainment of students.
6. Almost all the schools of both the district used to ask parents to attend special functions in schools, ensure completion of their child's home work and serving on school committees.
7. Asking parents to participate in different activities/ contribute in various ways has no effect on academic performance of students.
8. Teachers' understanding of curricular goals, teacher's expectation of students' achievement, students' regard for school property and students' desire to do well in school significantly (positively) influence academic performance of students.
9. Almost all the schools of the State have textbooks and TLM in all the subjects. But most of the schools of the State do not have workbooks and teachers' handbooks. The schools located in North Goa district are better than South Goa district as far as availability of instructional materials is concerned.
10. Availability of instructional materials such as textbooks, TLM, workbooks and teachers' handbooks in different subjects in school does not significant influence academic performance of students.
11. All schools of both the districts have computers but no internet connection is available in all schools and in all computers of the schools having such facility.
12. Access to computer and internet facility in school has significant positive effect on academic attainment of students in all subjects.

13. Nearly half of the schools have the provision for ability grouping of students in Mathematics and Science. All most all the schools conduct remedial and enrichment programmes in these two subjects.
14. Ability grouping of students in Mathematics and Science has no association with academic performance of students in these subjects.
15. Remedial and enrichment programmes in Science and Mathematics do not contribute for significant improvement of academic performance of students of Goa in these subjects.
16. In all most all the schools of the State, Principals used to observe the practices of teachers. The other methods of teacher evaluation include teacher peer review (83 Percent), Student achievement (94 percent) and observation by inspectors (68 percent). Different methods of assessing practices of teachers are not significantly associated with higher academic attainment of students.
17. Inadequacy/shortage of different facilities/resources/materials affects teaching capacity to some extent and a lot in a substantial number of schools of the State. Shortage/inadequacy of different things affect teaching – learning process more in schools of North Goa district than in South Goa district.
18. Inadequacy/shortage of different facilities/resources/materials in schools not only adversely affects teaching capacity of the school but also it has significantly (negatively) affects academic performance of students in all the four subjects under study.
19. Behavioural problems among students never/rarely occur in most of the schools of the State
20. Occurrence of different problem behaviours among students negatively influenced their performance in Science, not in other subjects.
21. Involvement of Science and Mathematics teachers in different professional activities contributes towards improvement of performance of students in these two subjects.

ACKNOWLEDGEMENTS

Goa Sarva Shiksha Abhiyan has strived hard during the reporting year to maximize its impact on the state's educational system. With a 200+ staff strength at all the various hierarchical levels, GSSA tried its level best to achieve the set targets within the stipulated time-frame. With the support of the state and district coordinators, much was achieved in terms of teachers training, SMC training, and all required aspects of Quality interventions. Our sincere thanks to all concerned who pooled in their efforts to bring overall success in the achievement of our targets. Children with special needs, and out of school children were our special focus of attention.

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

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

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

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

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

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

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

With grateful thanks

Sd/-

Shri Minanath Upadhye,
STATE PROJECT DIRECTOR
GOA SARVA SHIKSHA ABHIYAN