



Goa Sarva Shiksha Abhiyan Annual Report

2016-17



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Administrative Map of
Goa

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1. STATE PROFILE

1.1 (Geographical and Socio-economic Profile)

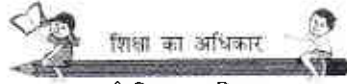
Goa is India's smallest state by area and the 4th smallest by population yet it is richly endowed with great natural beauty, verdant and scenic to the eye, at the same time abounding in natural resources too, helping her attain great heights of economic prosperity. It is one of India's richest states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

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

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

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

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



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GOA SARVA SHIKSHA ABHIYAN

Goa encompasses an area of 3702 sq. m and lies between the latitudes 14.53' N and 15.40' S and longitudes 73.40' E and 74.20' E. Most of Goa is a coastal plain which is part of the overall Konkan region which is an escarpment rising up to the Western Ghats which separate it from the Deccan Plateau. The highest point is the Sonsogor with an altitude of 1167 meters (3829 ft). Tourism is Goa's primary industry: it handles 12% of all foreign tourist arrivals in the country.



1.2. DEMOGRAPHIC PROFILE:

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

The following table gives the demographic indicators at a glance:

Demographic indicators (as per Census 2011)	
Total Population	14.58 lakhs
% urban population	62.2
%SC population	1.7
% ST population	10.2
% Muslim Population (source census 2001)	6.84
Literacy Rate	88.7
Female Literacy rate	84.7
Male Literacy rate	92.6
Sex ratio (0-6 yrs)	920
Sex ratio (6-14 yrs)	973
Sex ratio (overall)	960
Density of population	363 per sq.km
Decadal growth rate in population	14.9%
Birth rate (as in 2007)	15.70 per 1000 people

As regards languages spoken, a variety of languages are spoken with schools in the state having 7 different media of instruction right from Konkani, Marathi and English to Kannada, Hindi, Urdu and Telegu. The Goa, Daman & Diu Official Language Act, 1987 makes Konkani in the Devanagiri Script the sole official language of the state of Goa, but provides usage of Marathi for all or any of the official purposes.

1.3. EDUCATIONAL INDICATORS:

I- Educational Indicators (based on UDISE 2016-17):

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

The state has submitted the DISE data for 2016-17:

	2016-17
Primary schools (Govt.+Aided)	846
Upper Primary schools (Govt.+Aided)	453
Total Primary Enrolment (In lakh)	1.22
Total Upper Primary Enrolment (In lakh)	0.71
Total Elementary Enrolment (In lakh)	1.94
GER Primary	101
NER Primary	96
GER Upper Primary	97
NER Upper Primary	87
Teachers in Govt. Schools	2881
Out of School Children	673

There has been a marginal decline in number of Govt . & Govt aided Primary schools in the year 2016-17 as compared to 2015-16. Though the number was less only by **13** it has sounded an alarm for the authorities. However the slender increase of 5 schools in the number of Govt. & Govt. Aided Upper Primary Schools can be considered as a normal fluctuation which might be caused due to a few Primary schools having been upgraded. The total number of enrollment in Govt. & Govt. Aided Primary Schools and upper primary level has fallen by a 3 thousand. The GER at primary in the current year stood at 101 as against 103 last year and the NER stood at 96 in this year. The GER at upper primary moved from 99 last year to 97 this year and NER from 85 to 87 this year. The number of teachers in Govt Schools stood at 2881. The number of Out Of School children in the age group of 6 to 14 years has come down to 673 as against 728 last year.

Percentage of underage and overage children to total enrolment

Year	Primary level			Upper primary level		
	Under-age	Over-age	Total grossness	Under-age	Over-age	Total grossness
2016-17	2.81	2.42	5.23	4.66	5.61	10.27
2015-16	2.08	4.65	6.73	3.30	2.93	6.23
2014-15	2.38	4.35	6.73	3.18	10.33	13.51
2013-14	2.07	5.19	7.26	2.40	13.18	15.58
2012-13	1.94	5.99	7.93	2.43	15.03	17.46
2011-12	2.44	7.10	9.54	3.87	12.38	16.25
2010-11	1.88	9.86	11.74	2.93	14.64	17.57
2009-10	1.71	9.77	11.48	3.24	15.46	18.70
2008-09	2.11	10.11	12.22	2.71	15.97	18.68

The above table shows that there are 5% under-aged and over-aged children at primary level and 10% at upper primary level.

Enrolment (in lakh)

Year	All Management				Govt.+Aided Schools			
	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease	Primary Enrolment	% Increase /decrease	Upper Primary Enrolment	% Increase /decrease
2016-17	122290	-1.21	71294	-1.69	95912	-0.81	68144	-1.78
2015-16	123788	-0.05	72521	-0.21	96699	0.46	69378	-0.69
2014-15	123855	0.84	72673	-3.44	96255	1.45	69859	-3.84
2013-14	122820	0.31	75264	0.65	94883	0.58	72650	2.82
2012-13	122443	7.18	74778	4.19	94334	-1.55	70659	0.33
2011-12	114236	2.61	71769	1.67	95816	-2.21	70429	1.74
2010-11	111330	-1.47	70593	7.49	97984	-2.69	69223	7.90
2009-10	112994		65673		100696		64154	

The trend of enrolments in Govt. and Aided schools at Primary and upper primary level is declined.

Total Enrolment (I-VIII)

Year	General	SC	ST	OBC	Muslim
2016-17	150877	3935	16960	21812	24422
2015-16	158700	2835	16309	18465	22690
2014-15	157520	3029	17084	18895	21547
2013-14	157443	3196	18239	19206	22120

The above table shows enrolment has decreased in general category and is increasing in other categories.

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

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2016-17	18264	18390	18190	18070	22998	22691	22825	22628
2015-16	18179	17729	17687	17857	22418	22598	22230	22617
2014-15	18399	18097	18214	18313	23232	22968	23285	23606
2013-14	17758	17910	18054	18297	22864	23401	23568	25681
2012-13	17736	17966	18151	17918	22563	22959	25083	22617
2011-12	18324	18116	18082	18213	23081	25573	23071	21785
2010-11	18416	17667	17782	18338	25781	23401	21994	23828
2009-10	19277	18705	18318	19791	24605	22670	21378	20106
2008-09	21273	20174	20939	20365	24229	22370	17664	23638

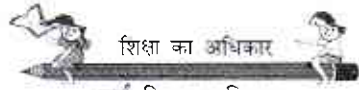
The above table shows the class wise i.e. I to VIII enrolment of Govt & Aided Schools.

Class-wise number of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2016-17	24846	24757	24208	24177	24302	23883	23921	23490
2015-16	25371	24728	24571	24711	24407	24492	23902	24127
2014-15	25297	24635	24764	24673	24486	24016	24267	24390
2013-14	24722	24768	24694	24659	23977	24378	24389	26497
2012-13	24750	24831	24773	23875	24214	24351	26544	23883
2011-12	23165	22820	22275	22288	23688	26164	23493	22112
2010-11	21865	20882	20907	21309	26367	23934	22415	24244
2009-10	22253	21646	21116	22688	25291	23263	21865	20545
2008-09	22145	20971	21713	21043	24317	22410	17677	23662

Class-wise percentage of Enrolment: All Schools

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2016-17	12.83	12.79	12.51	12.49	12.55	12.34	12.36	12.13
2015-16	12.92	12.60	12.52	12.59	12.43	12.48	12.18	12.29
2014-15	12.87	12.54	12.60	12.55	12.46	12.22	12.35	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38
2012-13	12.55	12.59	12.56	12.11	12.28	12.35	13.46	12.11
2011-12	12.45	12.27	11.98	11.98	12.74	14.07	12.63	11.89
2010-11	12.02	11.48	11.49	11.71	14.49	13.16	12.32	13.33
2009-10	12.46	12.12	11.82	12.70	14.16	13.02	12.24	11.50



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Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2016-17	12.83	12.79	12.51	12.49	12.55	12.34	12.36	12.13
2015-16	12.92	12.60	12.52	12.59	12.43	12.48	12.18	12.29
2014-15	12.87	12.54	12.60	12.55	12.46	12.22	12.35	12.41
2013-14	12.48	12.50	12.47	12.45	12.10	12.31	12.31	13.38
2008-09	12.73	12.06	12.48	12.10	13.98	12.88	10.16	13.60

Percentage of girls to total enrolment and GPI in enrolment

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
% Girls to total enrolment	Primary	48.27	48.2	47.92	47.98	48.04	48.0	47.78
	UP	47.18	46.92	47.05	47.21	47.62	48.0	47.57
Gender Parity Index(GPI)	Primary	0.93	0.93	0.92	0.93	0.92	0.92	0.92
	UP	0.89	0.88	0.89	0.89	0.91	0.91	0.91

Gender Parity Index Class-wise

Year	Classes							
	I	II	III	IV	V	VI	VII	VIII
2016-17	0.90	0.92	0.91	0.93	0.90	0.92	0.91	0.90
2015-16	0.92	0.93	0.94	0.92	0.91	0.92	0.91	0.91
2014-15	0.93	0.94	0.91	0.92	0.91	0.91	0.90	0.92
2013-14	0.94	0.92	0.92	0.92	0.90	0.90	0.92	0.87

Percentage enrolment and population by social category

Category	% population share (Census 2011)	% Enrolment share						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
SC	1.7	1.97	1.74	1.85	1.61	1.54	1.44	1.94
ST	10.2	9.12	9.06	7.64	9.20	8.69	8.30	8.10
Muslim*	8.3	9.81	9.48	9.60	9.50	10.96	11.55	13.05

*Muslim Census-2001

Table above presents the share of SC, ST and Muslim children in enrolment compared to their share in population as per Census 2011.

Transition Rate (Primary to Upper Primary Level)

Year	Boys	Girls	Total
2015-16	99.36	99.57	99.46
2014-15	100.10	100.21	100.15

The transition rate represents percentage of children moving from terminal grade of primary stage to first grade of upper primary stage. The overall transition rate in the state is almost 99%, which means 99% children of previous year grade V enrolment are admitted in grade VI this year. This is a healthy percentage.

Annual Average Dropout Rate

Category	2014-15			2015-16			2016-17		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All	0.1	0.3	0.2	0.7	0.6	0.7	0.00	0.00	0.00
SC	0.0	0.0	0.0	2.7	0.0	1.3	0.00	0.00	0.00
ST	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00	0.00
Muslim	2.4	2.3	2.3	0.0	0.0	0.0	0.00	0.00	0.00

Dropout rates in special focus districts (SFDs) if any

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

Sl. No.	District	2016-17		
		Boys	Girls	All
1	South Goa	1.82	1.99	1.90

No. of Teachers

Year	Total			Govt.			Aided		
	Primary	UP	Composite	Primary	UP	Composite	Primary	UP	Composite
2016-17	2077	544	6955	1576	346	959	501	198	5996
2015-16	2123	574	6953	1658	366	1015	465	208	5938
2014-15	1880	504	6843	1443	355	1051	437	149	5792

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

Schools with adverse PTR (Govt. Schools)

District Name	Primary					Upper Primary				
	Total School	Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers	Schools With Surplus Teachers	Total School	Schools With Adverse PTR	% Of Schools With Adverse PTR	Surplus Teachers	Schools With Surplus Teachers
2016-17	737	8	1.08	445	336	120	0	0	140	61
2015-16	756	6	0.79	577	402	121	0	0	301	121
2014-15	774	7	0.90	127	85	46	2	4.35	128	36
2013-14	812	391	48.15	133	86	47	5	10.64	124	38

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

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

No. of School without infrastructure facilities (Govt. Schools)								
Year	Total School	Girls toilet	Boys toilet	Drinking Water	Ramp	Boundary wall/Fencing	Play Ground	Library
2016-17	857	0	0	0	177	172	557	0
2015-16	886	0	0	0	245	192	578	1
2014-15	916	122	16	10	351	208	619	14
2013-14	944	0	0	1	385	214	658	0
2012-13	959	331	59	7	460	233	658	185
2011-12	1040	308	175	6	491	293	644	142
2010-11	1057	408	175	15	541	300	631	142

The state has schools with 100% basic facility like drinking water, separate toilets for girls & boys. However, the RTE Act clearly spells out certain facilities to be available in all the schools. All the schools have separate toilets for boys and girls. However schools as mentioned in the table above have no ramps, boundary walls and playgrounds. Under this reporting year only one school is not having a library.

2. ANNUAL REPORT OF SSA INTERVENTIONS CARRIED OUT IN THE YEAR 2016-17 (as per SSA framework)

THE YEAR THAT WAS.....

2.1. GENERAL INFORMATION

2.1.1 INTRODUCTORY NOTE:

The academic year 2015-16 for GSSA was a special year for GSSA as it sailed into its 10th year of institutional voyage. From the national level too, SSA was climbing new heights with many of the interventions being recast over new trajectories, especially in the sphere of Quality, where new thrust areas with renewed perspectives were propelling the mission towards fine-tuning the intervention. Over the last three years, teacher training based on Focused programs in Early Literacy & Numeracy, and teaching of Maths and Science has charted out a definite course for the Juggernaut of elementary education across the country to edge closer to the goal of Quality Education as never before.

With new wings added to the overall programme, GSSA was ready to take off full-steam, as the year began on a welcome note with most of the proposals referred by the state to the MHRD through its AWP&B 2015-16, having been sanctioned by the PAB (Project Approval Board) of SE&L wing of MHRD. PAB Minutes conveying the sanctions, though received a little late by the state, nevertheless helped GSSA to embark on its charted course for the year through the planned activities. A total budget of 2423.75 lakhs was sanctioned for the state setting the targets to be achieved within the set timeframe. Before we take you along the journey of our achievements for the year under reporting, it is fitting to introduce you to GSSA as it has evolved down the years since its inception in 2005.

2.1.2 BRIEF BACKGROUND:

The Goa Sarva Shiksha Abhiyan is a registered Society formed for the sole purpose of implementing the national level SSA programme which is GOI's flagship programme for achievement of UEE (Universalization of Elementary Education) in a time bound manner, as mandated in the 86th

amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group a Fundamental Right.

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

2.1.3. CHALLENGES:

A) Schooling of out of school children:

The Goa Sarva Shiksha Abhiyan was launched in the state of Goa on 2nd October 2005 for the purpose of UEE in the state with a specific timeframe for achievement of the UEE goal. As far as enrolment, attendance and retention of children at the elementary stage of education in Goa is concerned, there are not many challenges. The biggest challenge however, is the need to refine the mainstreaming techniques for out of school children who are basically children of migrant labourers who constitute the floating population. A major chunk of this segment hails from the neighbouring states of Karnataka, and Maharashtra from where they descend upon the state for seasonal jobs in the fishing, tourism & construction industry. A substantial number of these also come from other states like Orissa, Andhra Pradesh, Tamil Nadu and even from Bihar, and are found concentrated in considerable numbers along the coastal belts during the fishing season, and in the urban pockets of the four main cities of Mormugao, Margao, Panaji and Mapusa.

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

B) INCLUSION:

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

C) EFFECTIVE TEACHER TRAINING:

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

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

D) COMMUNITY MOBILISATION:

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

2.1.4. ORGANISATIONAL STRUCTURE OF GOA SARVA SHIKSHA ABHIYAN

GOVERNING COUNCIL

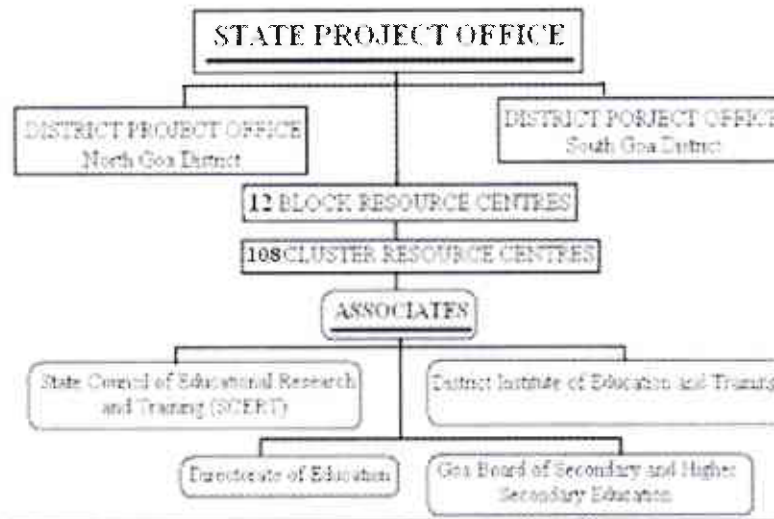
Chief Secretary	Chairman, Goa SSA Society
Secretary Education	Chairman, Executive Committee
Secretary Finance	Member
Secretary PWD	Member
Secretary Planning	Member
Secretary Rural Development Agency	Member
Secretary Social Welfare	Member
Secretary, Women and Child Development	Member
Secretary Panchayat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

EXECUTIVE COMMITTEE OF GOA SARVA SHIKSHA ABHIYAN SOCIETY

1. Addl. Secretary, MHRD, New-Delhi.....
2. Chairman E.C./Secretary (Education)
3. Pr. Secretary Finance or his nominee not below the rank of Jt. Secretary or Director.....
4. Pr. Secretary Planning or his nominee not below the rank of Jt. Secretary or Director.....
5. Pr. Secretary Social Welfare or his nominee not below the rank of Jt. Secretary or Director....
6. Secretary Woman and Child or his nominee not below the rank of Jt. Secretary or Director...
7. Pr. Secretary Panchayats or his nominee not below the rank of Jt. Secretary or Director.....
8. Pr. Secretary PWD or his nominee not below the rank of Chief Engineer.....
9. Director of Education/ Vice Chairman E.C.
10. State Project Director
11. Director SCERT.....
12. Director Women and Child Development.....
13. Ms. Rajani Konantanmbig, Asst. Professor, Tata Institute of Social Sciences, Maharashtra
14. The Superintending Engineer, PWD (South).....
15. The Superintending Engineer, PWD(North) Monitoring & Evaluation Unit, Altinho, Panaji..
16. The Dy. Director of Education (Adult).....
17. The Dy. Director of Education (North).....
18. The Dy. Director of Education (South).....
19. The Dy. Director of Education (Central).....
20. Principal DIET.....
21. Shri B. G. Naik , Ex- Dy. Director of Education
22. Shri R. N. Naik, Ex-Dy. Education Officer/Principal
23. Dr. Luis Vernal, Ex- Principal GVM's B.Ed College Ponda
24. Shri Ashok Dessai, Ex- Director of Education
25. Shri Ramchandra Garde, Ex- Headmaster of Ideal High School, Piligao, Bicholim
26. Shri Chandrakant Hede, Ex- Headmaster, Dr. Sakaram Gude High School, Vazanal Shiroda
27. Shri Vilas Satarkar, Headmaster Dr. K. B. Hedgewar High School
28. Dr. Nandita De Souza, Director SETHU
29. Dr. Ajay Vaidya, Mahalaxmi Chambers, 18th June Road, Panaji Goa

GOA SARVA SHIKSHA ABHIYAN

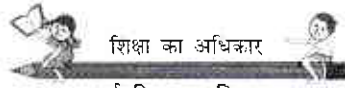
ORGANOGRAM



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

2.1.5. ADMINISTRATIVE STRUCTURE

The administrative set-up of Goa SSA comprises of the SPO office at the headquarters linked by its subsidiary district offices, in the north district and south district. Each of the district offices are further linked by subordinate Block Resource Centers, 6 in each district, comprising a total of 12 BRCs which in turn are linked to 105 clusters across the states. The below map locates the various administrative offices of the Goa Sarva Shiksha Abhiyan.



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2.1.6. ORGANISATIONAL HIERARCHY:

- **At state level:** Goa Sarva Shiksha Abhiyan Society is governed by the Governing Council at the apex and is headed by the Chief Secretary of the State who is its Chairman. The Executive Council of the Society steers and monitors the schemes, interventions and activities of the Goa Sarva Shiksha Abhiyan. The administrative structure of the Goa SSA is given in the above figure. The State Project Office of Goa SSA is situated at Porvorim while the District Head Quarters of North Goa functions from Panaji and the District Head Quarters of South Goa functions from Margao. The State Project Office is headed by the State Project Director who is assisted by the Dy. Director of Education, Chief Accounts Officer and State Programme Coordinators dealing with different Interventions of SSA.
- **At District level:** The District Project Offices are headed by the District Project Officers who are drawn from amongst the regular cadre of Assistant Directors from the Education Department who head the Central and South Zones of Education under the Directorate of Education.

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

- **At Block level:** At the block level, the block office is headed by the BRC who is assisted normally by 5 to 6 more BRPs and other technical staff like the DEO (Data entry Operator, 2 Accountants, and an MIS Coordinator who is the custodian of the block's educational database.
- **At Cluster level:** At the grassroots/field-level there are 105 Cluster Resource Persons to hold fort and suitably linked to BRCs under whose direct control they function and duly report.

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

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

2.2.1. ACCESS AND ENROLMENT

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

2.2.2. A FORWARD LOOKING STATE POLICY

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

2.2.3. IMPLEMENTATION OF RTE ACT

- State RTE Rules were notified on 2nd August, 2012.
- Universal coverage of CCE at elementary level.
- Procedures in place for age appropriate admission to the children as per RTE Mandate
- Arrangement of special training for children admitted in the age appropriate class through the NGOs and regular teachers in the State
- Initiatives for Curriculum Reforms and Textbook Development in place

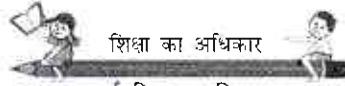
- However, state has yet to notify 25% admissions for the EWS category to Private unaided schools as per section 12(c) of the RTE Act, 2009.
- State needs to first notify the 'Per child Expenditure' for elementary education which is currently under process.
- Similarly Grievance Redressal Mechanism for RTE Act violations is yet to be notified. Cabinet approval to that effect has already been obtained, and the process of notifying the same is currently underway.

STATUS OF RTE NOTIFICATIONS AT A GLANCE:

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

SCHOOLING FACILITIES IN THE STATE:

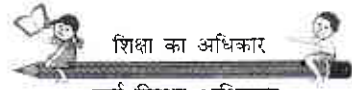
There were 1647 primary and upper primary schools in the State during the year 2016-17. Of these, 780 Primary schools and 120 Upper Primary schools were state-run schools under the department of Education. In the Aided sector, there were 582 Primary and Upper primary schools in the State. As for schools in the Unaided sphere the number of Primary schools and Upper primary schools in the State stood at 136 and 29 respectively, leading to a total of 165 unaided schools. The below table reflects the tabulated figures at a glance:



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SCHOOLING FACILITIES: (BLOCK-WISE DISTRIBUTION OF SCHOOLS)

S. No	Block	Primary Schools/ Primary Section in UPS or Secondary School				Upper Primary Schools/ Upper Primary Section attached to Primary or Secondary School				Total (Primary and Upper Primary)			
		Govt. including local bodies	Govt. aided	Unaided Private	Total	Govt. including local bodies	Govt. aided	Unaided Private	Total	Govt. including local bodies	Govt. aided	Unaided Private	Total Govt. and Aided schools
1	PERNEM	72	21	4	97	15	28	2	45	87	49	6	142
2	BARDEZ	69	50	31	150	9	53	6	68	78	103	37	218
3	BICHOLIM	80	12	4	96	14	20	0	34	94	32	4	130
4	SATTARI	106	7	1	114	21	8	0	29	127	15	1	143
5	TISWADI	38	31	27	96	5	39	4	48	43	70	31	144
6	PONDA	114	31	13	158	7	40	3	50	121	71	16	208
	NORTH	479	152	80	711	71	188	15	274	550	340	95	985
7	SALCETE	44	55	38	137	11	60	7	78	55	115	45	215
8	MORMUGAO	22	22	15	59	11	28	5	44	33	50	20	103
9	QUEPEM	61	14	2	77	10	12	1	23	71	26	3	100
10	SANGUEM	56	3	0	59	7	5	0	12	63	8	0	71
11	CANACONA	66	16	1	83	8	13	1	22	74	29	2	105
12	DHARBANDORA	52	5	0	57	2	9	0	11	54	14	0	68
	SOUTH	301	115	56	472	49	127	14	190	350	242	70	662
	Total	780	267	136	1183	120	315	29	464	900	582	165	1647



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2.3 Activity wise Expenditure Statement of SSA for the period ending 31.03.2017

Sr. No.	Expenditure by Activity	PAB Approval		Achievements	% of Achievements
		Physical	Financial	Financial	
1	Intervention for out of school children	673	33.650	19.76	59%
2	Teachers Salary	254	1237.170	529.08	43%
3	Teacher Grant	5753	28.770	0.000	
4	Block Resource Centre	12	336.530	269.28	80%
5	Cluster Resource Centre	105	294.000	200.50	68%
6	Teachers Training	5799	39.420	15.22	39%
7	Free text book	138011	274.480	279.05	102%
8	Provision of 2 sets of Uniforms	19622	65.120	57.02	88%
9	Intervention for CWSN(IED)	1367	41.010	24.57	60%
10	Civil Works	7412	53.070	43.70	82%
11	Civil Works (PWD)		0.000	0.00	0%
12	Maintenance Grant	877	53.500	51.72	97%
13	School Grant	1490	83.120	81.38	98%
14	Research and Evaluation		22.350	6.99	31%
15	Management and MIS	1490	163.020	162.84	100%
16	Innovative Activity	2	150.000	0.00	0%
17	Community Training		12.000	5.17	43%
18	SMC Training	5526	16.580	1.98	12%
19	Prior Period Expenses		0.000		0%
TOTAL		188393	2903.790	1748.26	60%

3. BRIEF HIGHLIGHTS OF ALL KEY INTERVENTIONS AND INITIATIVES OF GSSA FOR 2016-17

3.1. QUALITY COMPONENT

3.1.1. TEACHER TRAINING:

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

Teachers' Training	Targets		Achievement	
	Phy.	Fin.	Phy.	Fin.
In-Service Training at BRC level				
Class I & II	817	4.09	618	3.09
Class III to V	1258	11.33	931	8.37
Class VI to VIII	742	3.71	177	1.06
Follow up Meeting at CRC level				
Class I & II	817	4.09	598	2.99
Class III to V	1258	11.33	709	6.38
Class VI to VIII	742	3.71	137	0.82

School Leadership Programmes

Progress for 2016-17

	Targets		Achievement	
	Physical	Financial (In Lakhs)	Physical	Financial (In Lakhs)
Training of SRG members	5	0.10	5	0.10
Training of Head Teachers	12	0.19	12	0.19

3.9. REMS

In the year 2016-17 a sum of Rs 22.35 lakhs was sanctioned for REMS activities. Out of which a sum of Rs 8.16 lakhs was spent (36.51%). State expects to utilize nearly 63.49% of the total amount sanctioned by 31st march, 2017.

State Learning Achievement Survey for the year 2016-17 was granted for class III. The entire work of SLAS right from designing the evaluation tools up to the Report preparation was executed under the able guidance of Dr. G. C. Pradhan, Associate Professor from SCERT. The State Level Steering

Committee for conduct of the SLAS continued to be the same Committee constituted for SLAS 2013-14, as the committee had been granted 3-year tenure at the time of its formation. This committee was formed and approved in the 23rd executive committee meeting of GSSA held on 2nd December 2013. The EC had also approved State Council of Educational Research and Training (SCERT) as the State Institute for the purpose of SLAS. The Steering Committee and The State Institute were notified in official Gazette of the Government of Goa on 16th January 2014. The details of members are as follows:

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

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

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

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

Data entry of the student responses in all the above mentioned subjects commenced from 12/04/2016 in Quality Cell of GSSA with the help of 12 MIS Coordinators and lasted for about 1 month. The work of data entry was completed in August 2016. Dr. G. C. Pradhan of SCERT analyzed data during a period of three months. Preparation of SLAS Report was finalized by January 2017.

Work of setting testing tools for SLAS of Classes IV and VI commenced in November 2016 and SLAS with a view to administer the test in March 2017. It was felt that this would right time as the syllabus would be completed and enabling the students to answer the test.

Progress for SLAS

2016-17			
Name of the Agency	Agency	SCERT:	
Sample	Sample	No taken in the sample-	
		Districts	2
		Schools	101
		Students	3030
Test	Test	ITR/CTT	CTT
If IRT	If IRT	number of anchor items	40
If IRT	If IRT	Forms of Test used	1
Classes		Classes	IV, VI

CLASS	SUBJECTS	Average Scores 2015-2016 (Out of 30)	Average Scores 2016-17
II	Language	-	-
	Mathematics	-	-
III	Language	23.21	-
	Mathematics	22.38	-
	EVS	21.17	-
IV	Language		-

	Mathematics	-	In Progress
	EVS	-	In Progress
V	Language	-	-
	Mathematics	-	-
	EVS	-	-
VI	Language	-	-
	Mathematics	-	In Progress
	Science	-	In Progress
	Social Science	-	-
VII	Language	-	-
	Mathematics	-	-
	Science	-	-
	Social Science	-	-
VIII	Language	-	-
	Mathematics	-	-
	Science	-	-
	Social Science	-	-

STATUS OF SLAS

AS PER SLAS FINDINGS:

The state has so far conducted four State Learning Achievements Surveys (SLAS) commencing from the year 2013-14 till 2015-16. Two SLAS are in progress during 2016-17. Details in respect of each are given in the table below:

Sr. No	Year	Class	No. of Students Surveyed	No. of Schools	Medium	Subjects (Max. marks)	Average score	%age score
1	2013-14	VII	2293	102	English	1.English (50)	22.30	44.60
						2.Maths (50)	18.27	36.54
						3.Science (50)	21.80	43.60
						4.Soc.Science(50)	20.56	41.12
2	2014-15	VIII	1481	61	English	1. Science(50)	23.50	47.00
						2. Maths (50)	16.00	32.00
3	2014-15	V	1483	61	English	1.English (50)	25.66	51.32
						2.Maths (50)	20.44	40.88
						3.EVS (50)	19.82	39.64
4	2015-16	III	1471	91	Marathi	1.Marathi (30)	23.21	77.36
						2.Maths (30)	22.38	74.60
						3.EVS (30)	21.17	70.56
5	2015-16	III	188	12	Konkani	1.Konkani(30)	20.22	67.40
						2.Maths (30)	21.19	70.63
						3.EVS (30)	19.28	64.26
	2015-16	III	Marathi & Konkani medium combined scores			1.Maths (30)	22.20	74.00
						2.EVS (30)	21.00	70.00
6	2016-17	IV	In Progress			1.Maths (40)		
						2.EVS (40)		
7	2016-17	VI	In Progress			1.Maths (50)		
						2.Science (50)		

The findings of the SLAS for Classes V, VII and VIII are compatible with the NAS results. However, results of SLAS of class III indicates higher performance than the National level. Classes VII & VIII indicate Maths to be weak areas of learning where fruitful intervention through available mechanisms requires serious thought and application of well-devised pedagogic processes.

CONCLUSION/COMPARISON OF SLAS AND NAS FINDINGS:

The findings of both NAS and SLAS seem compatible with each other with both surveys pointing out Maths as the key area of concern at both primary and upper primary level. Hence state needs to intensify efforts in building capacities of Maths Teachers and promote proactive Maths learning among early graders as well as children in higher grades. However, the scores of class III in all subjects have shown major shift towards improvement, the scores ranging from 64.26% to 77.36%.

SHAALA SIDDHI – PROGRESS

State Resource Group (SRG) was notified. Mr. Gajanan Bhat, the Director of Education was the Chairman of the SRG that consisted of the following members –

1. Shri. Nagaraj G. Honnekeri, Director, SCERT
2. Shri. Anil V. Powar, State Project Director, GSSA
3. Shri. J. R. Rebello, Chairman, Goa Board of Secondary & Higher Sec. Education
4. Shri. S. K. Patnekar, Chairman, GEDC
5. Shri. Ramkrishna Samant, Dy. Director of Education (Planning Section), Directorate of Education
6. Shri. Shailesh Zingade, Dy. Director of Education(Academic), Directorate of Education
7. Shri. Bhagirath Shetye, Asstt. Director of Education, North Education Zone, Mapusa
8. Shri. Narendra J. Kamat, Chief State Quality, Co-ordinator, GSSA

The NUEPA supported the SRG in capacitating its members and all officials of the Department of Education including the heads of the Government and Government Aided Secondary and Higher Secondary Schools in the State.

As per the recommendations of the NUEPA 554 school were targeted by this intervention while actually 526 schools were covered.

A detailed plan in phased manner was developed and proposed aligning the State Commitment Point: ***To make Shaala Siddhi an integral part of the Education System*** in the State. The following activities were taken up in five different phases at the level of implementation and completed.

- Institutional arrangement to oversee the implementations of Shaala Siddhi
- Constitution of State Level Core Group
- Consultation with NUEPA Shaala Siddhi
- Adaption, Contextualization and Translation where necessary
- Capacity Building for Self and External Evaluation (Master Resource Persons and External Evaluators)

- Making available School Standards and Evaluation Framework. Dashboard and Guidelines through online and print copy
- Capacity building of Schools using available facilities, using teleconferencing of decentralized approach.
- Engaging the schools in Self Evaluation. (the schools would contact members of Core Group Online and Master Resource Person at Districts and Block levels)
- Filling up School Evaluation Dashboard (Online and Offline) by all schools

The following points were monitored for their progress.

- External evaluation of 10 percent of the schools covered under self-evaluation low up and Monitoring of self-evaluate Grading of the schools on the basis of summative scores on seven key domains and forty five core standards; Grading reports will be available to all ion at the Block level b9.1
- Schools would prioritise areas of improvement and take action for improvement with support from the system BEOS' and DEO's
- Making consolidated School Evaluation Dashboard for the Blocks, Districts and State for necessary support and action .

Overall Progress for 2016-17

	Year 2016-17			
	Target		Achievement	
	Physical	Financial	Physical	Financial
SLAS	State level achievement Survey was not conducted in GOA.			
Research Projects	No research Studies was approved in Goa in 2016-2017.			
PINDICS	NIL.			
QMT	QMT was not approved in 2016-2017.			

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

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

Two Capacity building workshops, totally 3 days, were conducted for 55 BRPs (including BRP CWSN) and 94 CRPs during the year.

Children's Magazine in Marathi language titled 'Tarang' was developed on the lines of "Firkee" developed by NCERT under the guidance of Dr. Usha Sharma. The same was printed and supplied to all Government and Govt. Aided Primary schools in Marathi (totally 853 schools - 100%).

3.2. ACADEMIC SUPPORT THROUGH BRCs AND CRCs:

	Block Resource Centre/ CRC	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
1	Block Resource Centre	114	336.53	114	217.78
2	Cluster Resource Centre	105	294.00	105	147.61
	Sub Total	219	630.53	219	365.39

3.3. DISTRIBUTION OF FREE TEXTBOOKS

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

During the year 2016-17, totally 1,36,827 students were supplied sets of textbooks in all subjects with 82.05% achievement.

The target and achievement under this intervention was as follows:

7	Free Text Books	Target (2016-17)		Achievements	
		Physical	Financial (In Lakhs)	Physical	Financial (In Lakhs)
7.01	Free Text Books (P)				
	(a) Class I & II	24657	36.99	24657	36.99
	(b) Class III to V	45896	68.84	45916	68.84
	Braille Books (P)				
	(a) Class I & II	1	0.0015	1	0.0015
	(b) Class III to V	3	0.045	2	0.00
	Large Print Books (P)				
	(a) Class I & II	0	0	0	
	(b) Class III to V	0	0	0	
7.02	Free Text Books (UP)	67445	168.61	66245	119.36
7.03	Braille Books (UP)	6	0.015	6	0.015
7.04	Large Print Books (UP)	3	0.01	0	0.00
	Sub Total	138011	274.47	136827	225.21

3.4. PROVISION OF UNIFORMS:

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

17,559 students (All girls, SC Boys & ST Boys) from classes I to VIII were provided one/two sets of uniforms (19,622 physical units) with 100% achievement. The total budget allocation was Rs. 65.12 lakhs, and utilization was Rs. 57.73 lakhs.

TARGET AND ACHIEVEMENT UNDER TEXTBOOKS:

8	Free Uniforms	Targets		Achievement	
		Phy.	Fin.	Phy.	Fin.
	Uniforms	19,622 units	65.12	17,559 students	57.73

3.5 ANNUAL GRANTS:

All schools in the State were provided School Grants and Government Elementary schools were provided Maintenance Grants. School Grants were provided to all Government and Aided schools @ Rs. 7000/- per school. Similarly, Maintenance Grants were provided @ Rs. 5000/- per school with less than 3 classrooms, and @ Rs. 10,000/- per school for those with more than 3 classrooms. The below mentioned summary reflects the physical and financial progress of this intervention:

- ▶ 1473 Elementary schools were given *School grants* at a total cost of Rs. 82.27 lakhs with 98.98% achievement.
- ▶ 866 Elementary schools were given *Maintenance Grants* at a total cost of Rs. 53.15 lakhs with 99% achievement.

TARGET, PROGRESS AND ACHIEVEMENT

	ANNUAL GRANTS	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
17	School Grants	1490	83.12	1473	82.27
19	Maintenance Grants	877	53.50	866	53.15
	Total	2367	136.62	2339	135.42

3.5 ACCESS

3.5.1. INITIATIVES FOR OUT OF SCHOOL CHILDREN

State had a target of covering 673 out of school children for the year 2016-17. However the coverage under special training was 328 children who were provided special training in 24 Special Training Centres across the state out of which 11 were School-based Special Training centre and 13 were non School based special training centres run by NGOs in the state. The district-wise coverage of these students was as follows:

**PHYSICAL AND FINANCIAL ACHIEVEMENT FOR OUT-OF-SCHOOL CHILDREN
FOR 2016-17**

Intervention	TARGET		ACHIEVEMENT	
	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
NRSTC	673	33.65	328	15.79
TOTAL	673	33.65	328	15.79

▪ **SPECIAL TRAINING CENTERS APPROVED FOR 2016-17:**

- 24 centres had been approved for North & South Goa District.
- 13 centres were Non-School Based STCs (run by NGOs) & 11 centres are School Based STCs.
- A total of 328 children were provided Special training at these centres

LIST OF APPROVED NRSTCS FOR NORTH GOA FOR 2016-17:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School Based/ Non school Based
NORTH GOA				
1.	Moving School, Pernem	8	1	Non School Based (run by NGO)
2.	Elshaddai Charitable Trust	57	1	Non School Based (run by NGO)
3.	Asha Kiran Society	20	1	Non School Based (run by NGO)
4.	Lions Club of ANP	16	1	Non School Based (run by NGO)
5.	Society of St. Vincent De Paul	7	1	Non School Based (run by NGO)
6.	GPS Dandopilar	5	1	School Based
7.	GPS Goa Velha	6	1	School Based
8.	GPS Kumbharjua	6	1	School Based
9.	GPS Sulebhat	2	1	School Based
	Total	149	9	

LIST OF APPROVED NRSTCS FOR SOUTH GOA FOR THE YEAR 2016--17:

Sr. No.	Name of the NGOs/ Schools	No. of OoSC	No. of centres	School based/ Non school based
SOUTH GOA				
1.	Kiranniketan Social Centre	43	4	Non School Based (run by NGO)
2.	GPMS, Satrant, Cortalim	8	1	School Based
3.	GPS, Vadenagar	9	1	School Based
4.	Our Lady of Candilaria	20	1	School Based
5.	GHS, Baina	12	1	School Based
6.	Vidya Vihar Primary School	10	1	School Based
7.	Infant Jesus Academy	9	1	School Based
8.	El Shaddai Charitable Trust	2	1	Non School Based (run by NGO)
9.	GPS, Gauthan	14	1	School Based
10.	Nitya Sevaniketan , Rivona	22	1	Non School Based (run by NGO)
	Total:	149	13	

DISTRICT-WISE ENROLMENT OF OoSC IN NRSTCS FOR THE YEAR 2016-17

Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	66	45	10	6	76	61	127
SOUTH:	49	50	18	32	67	82	149
GOA	115	95	28	38	143	133	276

OoSC ENROLLED IN MADARASAS AND PROVIDED SPECIAL TRAINING:

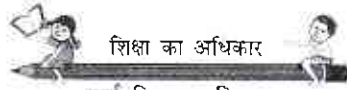
Blocks	Fresh		Continued		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	
NORTH:	0	8	0	14	0	22	22
SOUTH:	11	4	6	9	17	13	30
Total	11	12	6	23	17	35	52

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

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

- 7 Block Resource Persons for CWSN – have been appointed against the approval of 9 BRP (CWSN)
- Conduct of medical camps to identify and gauge extent of disability in the CWSN
- Provision of recommended Assistive Aids and Devices thereafter
- Facilitating Home-based Education for those CWSN who could not physically access school
- Provisioning Physiotherapy and speech therapy for identified CWSN
- Celebrating important events like World Disability Day to promote the ideal of Inclusive Education
- Conduct of Parental awareness programmes for parents of CWSN Conduct of workshops for teachers on curricular adaptations, in Inclusive schools

Sr. No.	Activities	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
1.	Medical assessment camps for identification of CWSN	12 blocks	2.40	19 camps	2.40



शिक्षा का अधिकार

सर्व शिक्षा अभियान

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2.	Provision of aids and appliances /ICT material/Resource Centre activities/ learning corners	150 CWSN	4.50	190 CWSN (ALIMCO + Spectacles)	3.50
3.	Assistance for corrective surgery per district	2 districts	2.00	17 CWSN	1.77
4.	Escort and Transport allowance for existing HBE & other CWSN to attend school	775 CWSN	19.375	181 (CWSN + Escort)	5.39
5.	Additional cost of large print books	3	0.075	3	0.075
6.	Additional cost of Braille books	10	1.1	10	1.10
7.	3 days training of teachers on classroom management	302 Teachers	1.812	302 Teachers	1.812
8.	1 day parental awareness program at block level	12 blocks	0.61	633 participants	0.61
9.	2 days teacher training on curricular adaptation	350 Teachers	1.40	13 Teachers	0.05
10.	Hiring of therapist services	12 Blocks	2.40	22 CWSN	3.36
11.	Celebration of World Disability Day	2 Districts	2.40	824 participants	2.40
12.	3 days training on teaching children with VI, HI, SI, AUT, LD, MD	490 teachers	2.94	490 teachers	2.94
		Total	41.01	Total	25.40 lakhs

CONDUCT OF MEDICAL CAMPS FOR CWSN CHILDREN



HIGHLIGHTS OF THE INTERVENTION:

- Total budget allocation for CWSN for the year 2016-17 was Rs.41.01 lakhs for 1367 CWSN after reducing the number of children with Learning Disabilities (LD). Total utilisation of the budget stood at Rs. 25.40 lakhs.

CONDUCT OF MEDICAL CAMPS FOR GAUGING EXTENT OF DISABILITY:

- Medical Camps for identification of CWSN was carried out at Block level. Grant of Rs.2,40,000/- was released in September 2016 to all blocks @ Rs.20,000/- per block to conduct Medical Camps for identifying CWSN in the block and to take the identified CWSN to the referral hospitals for diagnosis of category of disability, percentage of disability, certification and prescription of aids and appliances.

3 DAYS TRAINING OF TEACHERS ON CLASSROOM MANAGEMENT:

- 3 days teachers training on Classroom Management has been conducted in the month of October 2016. Total 302 Primary teachers, from North Goa and South Goa District attended the training.

3 DAYS TRAINING ON TEACHING CHILDREN WITH VISUALLY IMPAIRED, HEARING IMPAIRMENT, SPEECH IMPAIRMENT, AUTISM LEARNING DISABILITY AND MULTIPLE DISABILITY

- 3 days training on teaching children with visually impaired, Hearing impairment, Speech impairment, Autism Learning disability and Multiple disability has been conducted in the month of November 2016 . Total 490 teachers attended the training.

CELEBRATION OF WORLD DISABILITY DAY “TALENT SHOW”

- As a part of celebration of World Disability Day, State has organized World Disability day at North and South Goa District for CWSN.
- Total 824 CWSN have participated from different Schools.

HOME BASED EDUCATION:

- An amount of Rs.32,250/- was released to 5 CWSN from North and South Goa District for Home Based Education. The student beneficiaries were as follows:
 - Ajit Gaonkar - OI - Canacona
 - Usha U. Gaonkar - OI - Canacona
 - Nikhil N. Goankar - MR - Canacona
 - Venissa Fernandes - MD - Pernem
 - Mugdha Shirodkar - MD - Bardez

AIDS AND APPLIANCES

Sr. No.	Block	No. of CWSN provided Aids & Appliances	
		ALIMCO	Spectacles
1.	Tiswadi	18	9
2.	Bardez	1	0
3.	Pernem	5	13
4.	Ponda	17	10
5.	Bicholim	9	0

6.	Sattari	9	0
7.	Mormugao	9	2
8.	Canacona	21	0
9.	Dharbandora	18	9
10.	Quepem	5	0
11.	Salcete	15	0
12.	Sanguem	5	15
	Total:	132	58

Total 190 CWSN were provided Aids and Appliances. Rs.3,50,244.40 was released towards the purchase of aids and appliances

Surgery cases

Sr. No.	District	Male	Female	Amount released
1	North Goa	5	4	97,022.00
2	South Goa	6	2	80,000.00
	Total	11	6	1,77,022.00

PHYSIOTHERAPY & SPEECH THERAPY CASES:

Sr. No.	Block	No. of the CWSN	Type of Therapy	Amount released
1.	Tiswadi	2	Physiotherapy	38,000.00
2.	Bardez	11	Physiotherapy	1,77,100.00
3.	Pernem	3	Physiotherapy	57,840.00
4.	Ponda	5	Speech therapy	50,000.00
5.	Salcete	1	Physiotherapy	13,800.00
			Total:	3,36,740.00

ESCORT & TRANSPORT PROVIDED TO CWSN:

Sr.No.	Block	No. of CWSN	Amount released
1.	Saksham (North/ South)	10	15,100.00
2.	Pernem	15	39,548.00
3.	Ponda	25	1,64,050.00
4.	Dharbandora	10	1,06,550.00
5.	Mormugao	10	35,894.00
6.	Salcete	10	83,450.00
7.	Sanguem	8	63,060.00
	Total:	88	5,07,652.00

**Total 88 CWSN were provided Escort and Transport facility to attend school.
Rs. 5,07,652/- was released to provide Escort and Transport facility to CWSN.**

1-DAY PARENTAL AWARENESS PROGRAMME:

Sr.No.	Block	No. of Parent
1.	Tiswadi	48
2.	Bardez	30
3.	Pernem	15
4.	Ponda	55
5.	Bicholim	91
6.	Sattari	70
7.	Mormugao	45
8.	Canacona	44

9.	Dharbandora	49
10.	Quepem	88
11.	Salcete	50
12.	Sanguem	48
	Total:	633

Total 633 parents attended the 1 Day Parental Awareness Programme across the blocks. Rs.61,000/- was released for the programme.

3.7 COMMUNITY MOBILIZATION:

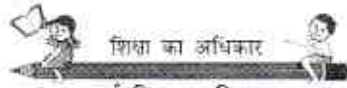
3.7.1 SMC TRAINING

School Management Committees have been trained in various aspects of RTE 2009 and in helping schools to perform better with Community support. Encouraging Proactive involvement of SMCs and Community involvement in school improvement was the focus of the Training Programme. Provisions of RTE Act 2009, Role of Community & SMC in school development, Shala Siddhi, Vidyanjali, SDP, Social Audit were the main points discussed in the Training Programme.

- In all 1375 male SMC members & 2976 female SMC members were trained on RTE Act 2009
- TOTAL NO. of members trained was – 4351

SMC TRAINING TARGET & ACHIEVEMENT FOR THE YEAR 2016-17

Type of Training	Target for 2016-17		Achievement 2016-17	
	Physical	Financial	Physical	Financial
Non-Residential	5526 X 3 days	16.58 lakhs	4351 X 2 days	Rs. 5,74,035/-
Total	5526 X 3 days	16.58 lakhs	4351 X 2 days	Rs. 5,74,035/-



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3.7.2 MEDIA Component

Sr. No	District	Name of the Activities	Target		Achievement	
			Physical	Financial (in lakhs)	Physical	Financial (in lakhs)
1	North Goa	Awareness Programme for Head Teachers on RTE	782	Rs. 1,74,600/-	721	Rs. 1,48,533/-
2	South Goa		490	Rs. 1,08,100/-	452	Rs. 97,055/-
Total			1272	Rs. 2,82,700/-	1173	Rs. 2,45,588/-

3.8. Civil Works

Details of PAB 2016-17 (Civil Works)		
Intervention Sanctioned	Physical Target	Budget Allocation
Major Repairs of Primary School (Flooring)	10	16.06
Furniture for Govt. UPS (per child)	7402	37.01

10 Major Repairs of Primary School (Flooring) were sanctioned @ unit cost of Rs. 1.606 (in lakhs) for PAB 2016-17, Out of which 5 are in North district and 5 are in South District. Further, the work orders have been dispatched, since, funds was not allotted the work could not be started.

7402 Furniture for Govt. Upper Primary School (per child) were sanctioned @ unit cost of Rs. 500/- for PAB 2016-17, Out of which 3998 are in North district and 3404 are in South District. Further, the work orders have been dispatched, since, funds was not allotted the work could not be started.

Sr. No	State	Intervention Sanctioned	Budget approved in PAB 2016-17		Status of Sanctioned Work
			Physical	Financial	
1	GOA	Major Repairs of Primary School (Flooring)	10	16.06 Lakhs	Work not started due to paucity of funds
2		Furniture for Govt. UPS (per child)	7402	37.01 Lakhs	Work not started due to paucity of funds

1. Management and MIS

Details of Management and Monitoring Information Services (MIS) are as cited here. An amount of Rs. 197.37 Lakhs was sanctioned under this head and it was utilized to the extent of Rs. 160.73 Lakhs.

Targets and achievement under this budget head are as under:

	PROJECT MANAGEMENT & MIS	Target		Achievement	
		Phy.	Fin.	Phy.	Fin.
	STATE COMPONENT		102.35		101.90
	DISTRICT COMPONENT		95.02		58.83
	Sub Total		197.37		160.73

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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

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

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

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

With grateful thanks



Shri Nagaraj G. Honnekeri,
STATE PROJECT DIRECTOR
GOA SARVA SHIKSHA ABHIYAN

State Project Director

Goa Sarva Shiksha Abhiyan-Society
Panaji - Goa

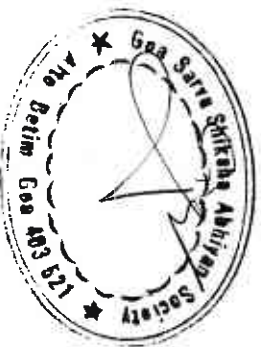


**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

PAPERS TO BE LAID ON THE TABLE OF LOKSABHA/RAJYA SABHA

**REASONS FOR DELAY IN LAYING THE ANNUAL REPORT AND AUDITED ACCOUNTS OF GOA SARVA SHIKSHA ABHIYAN, GOA FOR THE
YEAR 2016-17**

S. No.	Stage involved in completion of the work	Normative time limit each year	Time taken by the State Govt./UT Admn.	Reason for Delay
1	Closing of Cash Book	31st March 2017	31st March 2017	In Time
2	Final adjustment	31st May 2017	30th June 2017	In Time
3	Completion of final accounts and balance sheet	30th June 2017	30th June 2017	In Time
4	Commencement of Audit	1st July 2017	1st August 2017	
5	Completion of Audit	31st August 2017	30th september 2017	
6	Submission of Draft Audit Report by the auditor	15th September 2017	30th October 2017	
7	Submission of replies by the State to the Auditor	20th September 2017	15th November 2017	
8	Issue of Statutory Audit Report (SAR) (English Version)	30th September 2017	20th November 2017	
9	Issue of Statutory Audit Report (SAR) (Hindi Version)	31st October 2017	20th November 2017	
10	Translation of Annual Report and Accounts in Hindi, printing and binding etc.	30th November 2017	20th March 2018	



11	Date of obtaining approval of Executive Committee SSA	15th October 2017	06th December 2017 for Annual Audit Report and 02nd April 2018 for Annual Report in English and Hindi	The file was submitted to EC Chairman through file movement on 06th December 2017 for submission of Annual Audit Report to the Ministry and was duly approved. The file was agains submitted to the EC Chairman through file movement on 02nd April 2018 for submission of Annual Report in English and Hindi Version to the Ministry and was duly approved.
12	Submission of 35 copies of Annual Report in English and Hindi Version to the Ministry	1st November 2017	04th April 2018	Soft copy of English version and Hindi Version of Annual Report of Goa SSA along with the delay statement was submitted to Ministry and also to TSG group by email and by speed post on 04th April 2018. The delay caused was due to delay in translation in Hindi.



State Project Director
Goa Sarva Shiksha Abhiyan
State Project Director
Goa Sarva Shiksha Abhiyan-Society
Panaji - Goa