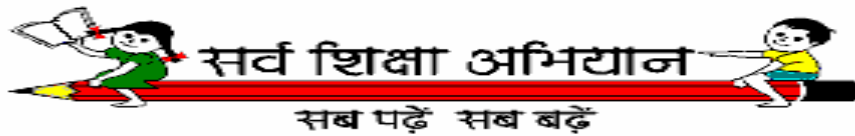


**HALF YEARLY
MONITORING REPORT OF
S.N.D.T. COLLEGE OF EDUCATION (IASE),
PUNE
ON SSA FOR
UNION TERRITORY OF GOA
FOR THE PERIOD
1st October 2006 to 31st March 2007**

DISTRICT COVERED

**North Goa
South Goa**



**SSA Monitoring Project Report
For the State of Goa
(North Goa and South Goa)**

**By
Post graduate Department of Education
S.N.D.T. College of Education (IASE)
Pune.**

**Dr.Hemlata Parasnis
Consultant**

**Principal Dr.Leena Deshpande
Director**

March 2008

SSA Monitoring Project Report: Goa

- **Name of the Monitoring Institution: Post Graduate Department of Education,
S.N.D.T. College of Education, Pune.**
- **Period of the Report: September 07 to February 08**
- **Number of Districts Allocated: Two (North Goa and South Goa)**
- **Date of visits to Schools/Districts : September 07 to February 08**
- **Total no. of Elementary schools covered : 200**
- **Whether 5% of schools covered: Yes**
- **Atleast 1% schools were visited within one month of the start of academic year: No**
- **Whether MI sent the report to SPO at the draft level : Yes**
- **After submission of the draft report whether the MI received any comments from
SPO Office: Yes, some additional data was provided which was not provided earlier.**
- **Before sending the report to GOI whether the MI has shared the report with SPO: No**
- **Whether your institution comes under Lead Institutes: No**

Executive Summery

(North Goa and South Goa)

North Goa and South Goa districts from the State of Goa were surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Total 200 schools from different tahsils of Goa were surveyed by the field researchers with the help of elaborated questionnaires. The data is mainly classified into two parts, the first part dealing with the information collected from DPO, while the second part dealing with the information about actual implementation of SSA strategies at the school level. This data was collected from teachers, principal, VEC members, etc.

As Goa is a very small state not much difference was observed in 2 districts with respect to different aspects of SSA implementation , eg. the progress of civil work in the district, school grants, TLM (teaching learning material), CWSN (Children with special needs), Staffing at the district level, district information system, teacher training to mention a few.

Implementation of SSA program has been started just two years back in Goa. Even in this short period the data collected from schools reflects the accomplishment of some of the SSA strategic programs. The Directorate of Education, Goa provides mid-day meals to all primary students. Provision of infrastructure, text books, attendance and enrollment of students through SSA funds is up to the satisfactory level. The problem of universalization of primary education is mainly pertained only to the children of migrant laborers from other states. There is an enormous scope for improvement in the practicing SSA programs, especially quality of teacher training, teaching-learning process to mention a few. There is a need for setting up a proper system for effective implementation of SSA. Goa also has a unique feature of having more classrooms and less students in some places as against multiple classes in one classroom in some places. Proper Restructuring of the infrastructure may help in effective implementation.

SSA Report: Goa

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The other goal of SSA is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- Community Ownership - The program calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Program will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

North Goa and South Goa districts of Goa were surveyed keeping in view the aims, objectives and strategies laid down for SSA.

Objectives of the Present Study

- To assess the progress of implementation of approved plans at district level (**North Goa and South Goa**).
- Sample check progress in achievement of some key outcome indicators.
- Verify process and procedures undertaken for implementation of SSA

The state of Goa is divided into two districts: North Goa and South Goa. Panaji is the headquarters of the north Goa district and Margao of the south district. Each district is governed by a district collector, an administrator appointed by the Indian government.

The districts are further divided into eleven talukas – Talukas of North Goa are Bardez, Bicholim, Pernem, Ponda, Satari and Tiswadi, the talukas of South Goa are Canacona, Mormugao, Quepem, Salcete and Sanguem. Headquarters of the respective talukas are Mapusa, Bicholim, Pernem, Ponda, Valpoi, Panjim, Chaudi, Vasco, Quepem, Margao and Sanguem.

Education

According to the 2001 census, Goa has a literacy rate of 82% with 89% of males and 76% of females being literate. Each taluka is made up of villages, each having a school run by the government. However, many of the state's residents prefer to enrol in privately run schools, which offer better facilities. All schools come under the state SSC whose syllabus is prescribed by the state Education department. There are also a few schools run by the all-India ICSE board. Most students in Goa complete their high school using English as the medium of instruction. Primary schools, on the other hand are largely run in Konkani or Marathi (but government-aided schools).

The report of the study has been divided into two parts.

1. Data collected from Dy. Director of Education and SPO about the delegation of the responsibilities, financial monitoring, etc.
2. Data collected from schools, that is, teachers, principal, school records, VECs, about the midday meals, enrollment, attendance, available facilities to mention a few.

Part 1. Data collected from Dy. Director of Education and SPO about the delegation of the responsibilities, financial monitoring, etc. (North Goa and South Goa).

The first part of the data included the information collected from the Dy. Director of Education and SPO with respect to number of schools, number of teachers, number of VECs, information regarding Kasturba Gandhi Balika Vidyalaya (KGBVs) and so on which has been given in the following tables.

1.a Information related to Opening of New Schools

Table 1 New schools (South Goa)

Item description	
No. of new schools sanctioned in the current financial year	N.A.
No. of schools actually opened in the district	N.A.
Is the land for schools has been identified	N.A.
Has the construction of school building started	N.A.
The stage of construction	N.A.
Have teachers been put in position in new schools	N.A.
Whether one time learning and teaching grant has been received by VEC	N.A.
Whether any guidelines have been provided for using these grants	N.A.

- **No new schools were sanctioned in the district in the current financial year so this question was not applicable and hence not answered.**

Table 2**New schools (North Goa)**

Item description	
No. of new schools sanctioned in the current financial year	N.A.
No. of schools actually opened in the district	N.A.
Is the land for schools has been identified	N.A.
Has the construction of school building started	N.A.
The stage of construction	N.A.
Have teachers been put in position in new schools	N.A.
Whether one time learning and teaching grant has been received by VEC	N.A.
Whether any guidelines have been provided for using these grants	N.A.

- **No new schools were sanctioned in the district in the current financial year so this question was not applicable and hence not answered.**

1.b Information regarding Civil Works

Table 3 Civil Works (South Goa)

Item description	Target	complete	Not completed
No. of school buildings/ classrooms	–	–	–
Number of additional classrooms	68	6	60
Drinking water facilities	145	60	85
Toilets	220	50	170
BRCs	5	1	4
CRCs	90	0	90
Electrification	58	42	16
Compound wall	188	80	108
Whether VEC / SMC has been trained for execution of civil works		No	Work has been assigned to State PWD
Whether community manual for civil works has been prepared and is available with VECs	Yes		
Is ramp constructed	Yes		
Are VECs keeping separate account for funds For materials	N.A.		Work has been assigned to State PWD
Who is designated for technical supervision of civil works	–		
Any convergence with swajaldhara and TSC for drinking water facilities	No		Work has been assigned to State PWD
Construction of drinking water facility by specialized agency	No		

Table 3

Civil Works (South Goa) contd.

Any convergence with TSC for toilet facilities	No		Work has been assigned to State PWD
Quality of construction	Good		
Was there any third party evaluation of civil works	No		

- All the civil work has been assigned to the State PWD for the year 2005-06 and 2006-07.
- Completed civil work is much less than the targeted civil work.

1.b Information regarding Civil Works

Table 4

Civil Works (North Goa)

Item description	Target	complete	Not completed
No. of school buildings/ classrooms	–	–	–
Number of additional classrooms	68	7	61
Drinking water facilities	150	61	89
Toilets	233	59	174
BRCs	6	1	5
CRCs	90	0	90
Electrification	58	42	16
Compound wall	188	91	97
Whether VEC / SMC has been trained for execution of civil works		No	Work has been assigned to State PWD
Whether community manual for civil works has been prepared and is available with VECs	Yes		

Table 4

Civil Works (North Goa) (contd.)

Is ramp constructed	Yes		
Are VECs keeping separate account for funds For materials	N.A.		Work has been assigned to State PWD
Who is designated for technical supervision of civil works	–		
Any convergence with swajaldhara and TSC for drinking water facilities	No		Work has been assigned to State PWD
Construction of drinking water facility by specialized agency	No		
Any convergence with TSC for toilet facilities	No		Work has been assigned to State PWD
Quality of construction	Good		
Was there any third party evaluation of civil works	No		

- All the civil work has been assigned to the State PWD for the year 2005-06 and 2006-07.
- Completed civil work is much less than the targeted civil work.

1.C Information related to Free Textbooks

Table 5 Textbooks (South Goa)

Total no. of children to whom free text books were given (2006-07)	450010
Out of the above	
SC girls	850
ST girls	3150
SSA funds	50.26 lakhs
State Govt. Funds	54.17 lakhs
When were the textbooks received	May- June 07
When were the textbooks distributed	June- October 07
Any instructions received from SPO office	Yes
Any delay in distributing the books	Yes, Some subjects.
Whether textbooks distributed to	
• all eligible students,	Yes
• for all subjects	Yes
• for all classes	Yes

- **Most of the textbooks were distributed in time to all eligible students, only EVS and in some schools Mathematics textbooks could not reach in time.**
- **The state government supplies free textbooks to all Government Primary School Students.**

1.C Information related to Free Textbooks

Table 6 Textbooks (North Goa)

Total no. of children to whom free text books were given (2006-07)	470019
Out of the above	
SC girls	801
ST girls	3203
SSA funds	50.25 lakhs
State Govt. Funds	55.20 lakhs
When were the textbooks received	May- June 07
When were the textbooks distributed	June- October 07
Any instructions received from SPO office	Yes
Any delay in distributing the books	Yes, Some subjects.
Whether textbooks distributed to	
• all eligible students	Yes
• for all subjects	Yes
• for all classes	Yes

- **Most of the textbooks were distributed in time to all eligible students, only EVS and in some schools Mathematics textbooks could not reach in time.**
- **The state government supplies free textbooks to all Government Primary School Students.**

1.D Information related to the School Grant

School Grant (South Goa)

- No. of schools with approved grant: 770
 - Primary Schools : 565
 - Upper Primary Schools :205
- Funds released to PTA directly from SPO.
- Guidelines were provided regarding utilization of school grant.
- Grant of Rs. 2000 was given for betterment to all schools.
- Almost all the schools have utilized 100% of the last year and almost 60% grant of the current financial year. Detailed guidelines were provided for utilization of grants.

1.D Information related to the School Grant

School Grant (North Goa)

- No. of schools with approved grant: 797
 - Primary Schools : 570
 - Upper Primary Schools :227
- Funds released to PTA directly from SPO.
- Guidelines were provided regarding utilization of school grant.
- Grant of Rs. 2000 was given for betterment to all schools.
- Almost all the schools have utilized 100% of the last year and almost 70% grant of the current financial year.

1.E Information related to Teachers And Teachers' Training

Table 7 Teachers and Teachers' Training (South Goa)

• No. of additional teachers sanctioned under SSA	N.A.
• No. of teachers in position	
▪ In primary schools	1650
▪ In upper primary schools	1410
▪ Mode of recruitment	

Information related to Teachers And Teachers' Training

Table 7 Teachers and Teachers' Training (South Goa) (contd)

• Level of recruitment	Nil
• Procedure followed in recruitment of teachers	Nil
• Nature of appointment of teachers	N.A.
• Is VEC / Panchayat empowered for teacher recruitment	No
• The target no. of teachers to be given in-service training	3300
• No. of teachers who received in-service training	2800
• Is there a training calendar	Yes
• Venue of training	Taluka level
• Is there a regular feedback	Yes
• Targeted no. of newly recruited teachers to be given training	85
• Actual no. of teachers received training	85
• Target no. of teachers to receive 60 days refresher training	Not applicable
• Satisfaction level of teachers with the training	Very good
• Areas in which teachers would like to get training	NCF 2005, New approach to teaching
• Academic support given by BRC/CRC to teachers	
a)	
• To what extent role discharged	Satisfactory
• Is there a training calendar	Yes
• Follow up programs	Yes
b)	
• Expected no. of school visits made by BRC/CRC	10-15 Units
• Is the no. fulfilled	Yes
• What do BRC/CRC do during the visit	
▪ Pedagogic improvement	Yes
▪ Administrative matters	No

<ul style="list-style-type: none"> ▪ Model lesson plans ▪ Help teachers in difficulties ▪ Random tests for children ▪ Any innovative steps 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>c)</p> <ul style="list-style-type: none"> • Does DIET interact with BRC • What is DIET's role <ul style="list-style-type: none"> ▪ Academic supervision ▪ Guidance ▪ Action research ▪ Monitoring of BRC/CRC 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p>
<p>d)</p> <ul style="list-style-type: none"> • Does BRC/CRC give academic support to EGS/AIE <p>If so, how and in what manner</p>	<p>Yes</p> <p>By training teachers</p>
<ul style="list-style-type: none"> • Does the S.P.O. have quality coordinator • Is there any system and format to review district wise program? • Coordination with SCERT and DIET 	<p>Yes</p> <p>No</p> <p>Yes</p>

- **2800 teachers received in-service training for an average of 5-8 days.**
- **The duration and quality of training was satisfactory but can be improved to a large extent.**
- **205 Para teachers were given 8 days induction training (They are preferably appointed in single teacher schools).**

1.E Information related to Teachers And Teachers' Training

Table 8 Teachers and Teachers' Training (North Goa)

<ul style="list-style-type: none"> • No. of additional teachers sanctioned under SSA • No. of teachers in position <ul style="list-style-type: none"> ▪ In primary schools ▪ In upper primary schools ▪ Mode of recruitment 	<p>N.A.</p> <p>1662</p> <p>1442</p>
<ul style="list-style-type: none"> • Level of recruitment • Procedure followed in recruitment of teachers 	<p>Nil</p> <p>Nil</p>
<ul style="list-style-type: none"> • Nature of appointment of teachers 	<p>N.A.</p>
<ul style="list-style-type: none"> • Is VEC / Panchayat empowered for teacher recruitment 	<p>N.A.</p>
<ul style="list-style-type: none"> • The target no. of teachers to be given in-service training • No. of teachers who received in-service training • Is there a training calendar • Venue of training • Is there a regular feedback 	<p>3364</p> <p>2858</p> <p>Yes</p> <p>Taluka level</p> <p>Yes</p>
<ul style="list-style-type: none"> • Targeted no. of newly recruited teachers to be given training • Actual no. of teachers received training 	<p>97</p> <p>97</p>
<ul style="list-style-type: none"> • Target no. of teachers to receive 60 days refresher training 	<p>Not applicable</p>
<ul style="list-style-type: none"> • Satisfaction level of teachers with the training 	<p>Very good</p>
<ul style="list-style-type: none"> • Areas in which teachers would like to get training 	<p>NCF 2005, New approach to teaching</p>

1.E Information related to Teachers And Teachers' Training

Table 8 Teachers and Teachers' Training (North Goa) (contd)

<ul style="list-style-type: none"> • Academic support given by BRC/CRC to teachers a) <ul style="list-style-type: none"> • To what extent role discharged • Is there a training calendar • Follow up programs b) <ul style="list-style-type: none"> • Expected no. of school visits made by BRC/CRC • Is the no. fulfilled • What do BRC/CRC do during the visit <ul style="list-style-type: none"> ▪ Pedagogic improvement ▪ Administrative matters ▪ Model lesson plans ▪ Help teachers in difficulties ▪ Random tests for children ▪ Any innovative steps c) <ul style="list-style-type: none"> • Does DIET interact with BRC • What is DIET's role <ul style="list-style-type: none"> ▪ Academic supervision ▪ Guidance ▪ Action research ▪ Monitoring of BRC/CRC d) <ul style="list-style-type: none"> • Does BRC/CRC give academic support to EGS/AIE • If so, how and in what manner 	<p>Satisfactory</p> <p>Yes</p> <p>Yes</p> <p>10-15 Units</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>By training teachers</p>
<ul style="list-style-type: none"> • Does the S.P.O. have quality coordinator • Is there any system and format to review district wise program? • Coordination with SCERT and DIET 	<p>Yes</p> <p>No</p> <p>Yes</p>

- 2858 teachers received in-service training for an average of 5-8 days in North Goa.
- The duration and quality of training was satisfactory but can be improved to a large extent.
- 212 Para teachers were given 8 days induction training (They are preferably appointed in single teacher schools).

1.f Information regarding Teaching-Learning material (T.L.M.) grants

T.L.M. Grants (South Goa)

- Grant of Rs. 500 was given to 3610 teachers.
- In many schools (around 70%) the TLM has been displayed in the classroom. Teachers' training was also conducted for making TLM.

T.L.M. Grants (North Goa)

- Grant of Rs. 500 was given to 3718 teachers.
- In many schools the TLM has been displayed in the classroom. Teachers' training was also conducted for making TLM.

1.g Information related to EGS and AIE / NRBC / RBC

Table 9 EGS and AIE / NRBC / RBC (South Goa)

• No. of EGS	5
• No .of AIE	N.A.
• No. of NRBC	9
• No. of RBC	Nil
• Target no. of children to be covered in the above centers	172
• No. of children enrolled in the centers	146
• No. of children actually attending	146

Table 10 Information about E.V. (South Goa)

• No. of EVs working	5
• No. of EVs trained	2
• Duration and kind of training for EVs	2 days
• Training by whom	CRP
• Modules used	Yes
• Are modules appropriate	More training required
• E.V.s feedback	
Educational qualification of EVs	10 th pass/ D.Ed.
• Monthly honorarium	Rs.1000
• Paid in Cash / Bank	Cash
• Date on Which last months honorarium received	–
• Is there a designated EGS/ AIE coordinator	Yes
• Is the coordinator oriented	Yes

Table 10**Information about E.V. (South Goa) contd**

Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Monthly
<ul style="list-style-type: none">• Are EGS /AIE centers upgraded• Are funds released for upgradation• Has DPO issued instructions in this respect	No N.A. N.A.
The no. of children mainstreamed from EGS / AIE centers	10
Material available in EGS/AIE centres <ul style="list-style-type: none">• Durries• Blackboards• Books• TLM	Yes Yes Yes Yes
Is mid-day meal provided in EGS/AIE centers	No
No.of children enrolled in EGS/AIE centers	146
Achievement level of children	Good
Whether EGS is using textbooks and any other material	N.A.

Information related to EGS and AIE / NRBC / RBC

Table 11 EGS and AIE / NRBC / RBC (North Goa)

• No. of EGS	6
• No .of AIE	N.A.
• No. of NRBC	8
• No. of RBC	No
• Target no. of children to be covered in the above centers	153
• No. of children enrolled in the centers	141
• No. of children actually attending	141

Table 12 Information about E.V. (North Goa)

• No. of EVs working	6
• No. of EVs trained	3
• Duration and kind of training for EVs	2 days
• Training by whom	CRP
• Modules used	Yes
• Are modules appropriate	More training required
• E.V.s feedback	
Educational qualification of EVs	10 th Pass/ D.Ed.
• Monthly honorarium	Rs.1000/-
• Paid in Cash / Bank	Cash
• Date on Which last months honorarium received	—
• Is there a designated EGS/ AIE coordinator	Yes
• Is the coordinator oriented	Yes

Table 12**Information about E.V. (North Goa) contd.**

Is there any monitoring format with DPO on which EGS / AIE information is taken	Yes
Frequency with which information is furnished to SPO	Monthly
<ul style="list-style-type: none"> • Are EGS /AIE centers upgraded • Are funds released for upgradation • Has DPO issued instructions in this respect 	<p style="text-align: center;">No</p> <p style="text-align: center;">N. A.</p> <p style="text-align: center;">N.A.</p>
The no. of children mainstreamed from EGS / AIE centers	8
Material available in EGS/AIE centres <ul style="list-style-type: none"> • Durries • Blackboards • Books • TLM 	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>
Is mid-day meal provided in EGS/AIE centers	No
No.of children enrolled in EGS/AIE centers	141
Achievement level of children	Good
Whether EGS is using textbooks and any other material	N.A.

- **At present 2 mobile schools are functioning in Goa catering 172 children.**
- **There are no EGS centres in Goa (as per MHRD guidelines).**

1.h. Information regarding Children with Special Needs(CWSN)

(South and North Goa together)

- Blockwise identification was to be completed by 27th November 2007
- Blockwise no. of resource teachers identified in the districts : Nil
- The NGOs associated with CWSN- 4 (Setu, Sangathan, NAB and Jyot)
- The number of CWSN who have been provided with aids and appliances :1360
- No. of disabled children in South Goa:800
- No. of disabled children in North Goa:1245
- Rs. 1200/- are given to each CWSN.(total 24.54 lakhs)

1. h.The District does not have an IED coordinator, rest of the related questions were not answered

1.i NPEGEL : Not Applicable for North Goa as well as South Goa

1. j Kasturba Gandhi Balika Vidyalaya (KGBV): Not applicable for North Goa as well as South Goa

1.k District Information System for Education.

Table13

DISE

(South Goa and North Goa together)

Whether EMIS are set up in the each block of the district	Yes
Whether requisite computer operators have been put in the positions	Yes

- Requisite no. of computers : 8
- No. of actual computers : 8
- Requisite operators: 8
- Actual number of operators: 8

- The time schedule for DISE is Yearly for the current year.
- Data capture format have been supplied to all schools.
- The training has been imparted to teachers for filling data in November 07 for 1 day at State Project Office.
- CRC/BRC coordinators have been given task of verifying 5% data and have been oriented for this in November.
- The SPO is not engaged in independent verification of data.
- The collected data was passed onto the state well in time.
- Programmer is made in-charge of MIS, he has attended one workshop.

1.l Research and Evaluation (North Goa and South Goa)

House hold survey has been conducted in January 2007. report was prepared.

1.m The information regarding VECs / SMCs.

The circular was issued in September 2007 for forming VECs.The process has started very recently.

Table 14 VECs (South Goa)

Name of the Block	No. of VECs
Sangvem	12
Murmagoa	6
Canacoma	8
Quepem	11
Salcete	32
Total	181

Table 15 VECs (North Goa)

Name of the Block	No. of VECs
Pernem	19
Tiswadi	17
Bardez	33
Bicholom	12
Ponda	19
Sattari	12

1.n Information related to Staffing at District Level (DPO)

Table 16 Staffing at District level (South and North Goa)

Category	Sanctioned posts	No. on position
Dy. Director of education	1	1
Quality coordinator	-	-
Pedagogy and Training (State Program Coordinator)	1	1
Gender And Girls Education Coordinator	-	-
Civil Works	2	2
Inclusive Education and Interventions	1	1
Accounts/ Financial Management	6	3
Research and Evaluation	-	-
MIS Planning	N.A.	
Community Mobilization	N.A.	

Table 17 Category wise Sanctioned At Block and Cluster Level Staff

Category	Sanctioned posts	No. on position
BRC coordinator	33	31
CRC coordinator	177	81
J.E.	State level	
Programmer	State level	
Clerk	State level	

- Meetings held of general Body and EC level during last year: 3 meetings
- The program coordinators are oriented and knowledgeable about their tasks: Yes
- Does SPO have clearly laid down rules and regulations for filling up of SSA posts: Yes

Part 2. Data collected from schools (teachers, principal, school records, VECs) the midday meals, enrollment, attendance.

Two Hundred schools were selected randomly and surveyed from all tahsils of North Goa and South Goa (100 schools each). The survey was conducted with the help of an elaborated, comprehensive questionnaire as well as some on the spot observations keeping in view the objectives of the study. The analysis of the data is as follows

**Table 18 Classification of Schools
(South Goa)**

Management	No. of schools	Educational level	No. of schools
Government	80	Primary	35
		Upper primary	15
Private aided	20	Primary & upper primary	30

**Table 19 Classification of Schools
(North Goa)**

Management	No. of schools	Educational level	No. of schools
Government	85	Primary	42
		Upper primary	18
Private aided	15	Primary & upper primary	25

2.1. Evaluation of the Mid-Day Meal Scheme

The mid day meals scheme has been operated by Directorate of Education and not through SSA.

2.2 Evaluation of Operation Blackboard program

The data collected for evaluating Operation Blackboard program is further classified as

- I. Information related to the physical facilities available/ provided, for example school building, light, ventilation, electricity, etc.
- II. Information related to the enrollment and attendance of students of different categories.
- III. Information related to the scholastic achievement of students and role of the school and teachers.

The information has been tabulated below in table 28.

**Table 20 Information related to the physical facilities available/ provided
(South Goa)**

Item description		
Ownership of the school building	Owned by 100 % schools	
Condition of school building	Good in 90% schools	Poor in 10% schools
Proper light in the classrooms	Good in 80%	Poor in 20%
Proper ventilation	Good in 80%	Poor in 20%
Proper flooring	Good in 95%	Poor in 5%
Electricity in classrooms	Available in 100% schools	
Blackboard in classrooms	Good condition in 98%	Poor condition in 2 %
Availability of T.L.M.	Available in 80% schools	Not available in 20%
Seating arrangement	Benches in 100% schools	
Schools with a play ground	85 % schools have	15% schools do not have
Schools providing health camp facility	95% schools had medical check up	5% schools did not have

**Table 21 Information related to the physical facilities available/ provided
(North Goa)**

Item description		
Ownership of the school building	Owned by 100 % schools	
Condition of school building	Good in 84% schools	Poor in 16% schools
Proper light in the classrooms	Good in 90%	Poor in 10%
Proper ventilation	Good in 90%	Poor in 10%
Proper flooring	Good in 95%	Poor in 5%
Electricity in classrooms	Available in 100% schools	
Blackboard in classrooms	Good condition in 98%	Poor condition in 2 %
Availability of T.L.M.	Available in 80% schools	Not available in 20%
Seating arrangement	Benches in 100% schools	
Schools with a play ground	90% schools have	10% schools do not have
Schools providing health camp facility	95% schools had medical check up	5% schools did not have

**2.3 Information related to enrollment of Students (in percentages)
(South and North Goa)**

- In most of the schools (almost 70%) the percentage of students from general and OBC category is around 85 to 90%. The remaining categories of students constitute 5-10%. The local population mostly falls under general category. The migrated population falls under different categories, but as the students do not have cast certificates, its difficult to classify them in different categories and know their percentages.

- The percentage of SC/ ST and VJ/NT students is seemed to be significantly less.
- The percentage of girls and boys is mostly equal .
- Some schools have very low enrolment, as the number of schools is much more. Most of the migrated population enroll their children in Government schools.

2.4 Information related to attendance of students

(South and North Goa)

- The attendance of students from all the categories is generally 80 to 90%.
- Almost 60% schools show 75% attendance.
- Around 10% schools had 100% attendance on the day of the visit.
- There is no difference in the percentage of attendance of boys and girls.
- The attendance lowers down because of the migratory population. Generally the students do not turn up sometimes almost for 3 months once they go to their original town with their parents.
- Generally parent meetings are held to create an awareness about the importance of schooling and attendance, in some cases principal or teachers visit homes and talk to parents.

2.5 Information related to the scholastic achievement of students and role of the school and teachers

- Most of the schools do not face problem of low attendance.
- The achievement level of local students varies from average to good while that of migrated population ranges from poor to average.
- The rapport of children with teachers was found to be good in most of the schools.
- 50%schools reported drop outs (1-2 students). The drop out students are mostly of the migrated parents. The main reason for drop outs is

poverty. Parent's meet, special programs are arranged to deal with the problem.

- There is no retention till class 4th. Retained students are mostly from the upper primary schools. Almost 90% upper primary schools reported retained students in the range of 2-10 .
- Almost all the schools are conducting examinations, tests, competitions for assessing students.

2.6 information regarding the grants, teacher training, role of BRCs , CRCs.

(South Goa and North Goa)

- Majority of the schools received and could distribute free textbooks to students in time. Only some textbooks like EVS and mathematics for standard 4th was distributed late in October.
- 85% schools received school grants in July, as against 15% schools with delayed grants. 100% schools have utilized almost 100% grants in the last financial year. The grant was mainly utilized for betterment of the school building, or picnics or prizes.
- VEC / Panchayat are not empowered to make recruitment of teachers in most of the schools.
- The number of teachers in position was in line with the number of teachers sanctioned in 90% of the schools. Many primary schools have multiple classroom arrangements (2 classes engaged in one classroom). In such cases sometimes Para teachers assist the teachers.
- Almost all teachers have received 8-10 days of refresher training . The training areas included New NCERT Maths, English and Science syllabus, EVS and preparation of TLM. The training was satisfactory.
- BRPs / CRPs visit school at least once in a week. BRCs and CRCs give academic support to teachers to some extent, and those teachers who have received the support are satisfied with the interaction.

- The main areas of support from BRCs and CRCs have been related to
 - Pedagogic improvement (the nature of support was not made clear)
 - Help teachers in difficulties
 - Collection of data capture format

III Concluding Remarks

(South Goa and North Goa)

- **As Goa is a very small state with only 2 districts, not much difference was observed with respect to various aspects of SSA implementation.**
- **The sample survey of SSA monitoring affirms fulfillment of the SSA objectives to some extent with respect to some of the aspects like provision of infrastructure (but many primary schools do not have toilets) , free textbooks, provision of education facilities for children having special needs, mainstreaming of students in a very short period.**
- **In- service and pre-service teacher training, provision of TLM, are aiding to the quality of teaching.**
- **The duration of the training imparted to teachers was too short. The quality of the training imparted was satisfactory and there is a scope for improvement.**
- **The average achievement level of students is fair. There is a scope for enhancing quality.**
- **Most of the schools have utilized 100% funds.**
- **The data provided by the Dy. Director of Education and SPO was in line with the data collected from schools.**

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