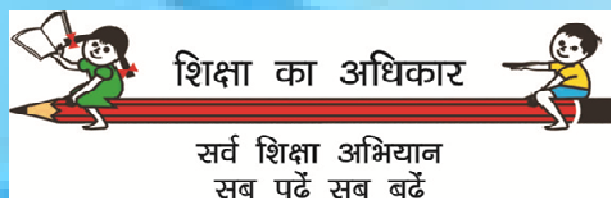# SECOND HALF YEARLY MONITORING REPORT OF YEAR 2014-15 OF
CENTRE FOR DEVELOPMENT COMMUNICATION & STUDIES (CDECS)
ON SSA-RTE FOR THE STATE OF GOA FOR THE PERIOD OF
1st October, 2014 to 31st March, 2015

District Covered - South Goa

शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

FOREWORD

Centre for Development Communication & Studies (CDECS), the Monitoring Institute in charge of monitoring of 02 districts of Goa State feels privileged to be one of the Monitoring Institutions across the country for monitoring of SSA and RTE activities.

As per RTE Act, 2009, *'Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.'* Goa is a State implementing Sarva Shiksha Abhiyan in the ambit of RTE, a National Flagship educational programme which has specific targets to achieve within a specific timeframe. During the last more than 10 years, various kinds of activities have been conducted under this programme throughout the country and every year the progress and problems relating to implementation of this programme have been analyzed and reviewed at National level, allocated with some grants and manpower to conduct the programme related activities with more vigour and enthusiasm. But what have been achieved out of those elaborate, exhaustive programme activities? It is required to examine the progress of this programme. The Government of India, (its Ministry of Human Resource Development) has, therefore, intended to gather data on progress of the programme through a detailed monitoring of some sample districts during the period from 1.10.2014 to 31.03.2015 (six months). The monitoring Team of our organization has been set up under the leadership of Dr. Upendra K. Singh who has prepared this report after collating the relevant data obtained through their monitoring visits to sample schools of 01 District (South Goa) of Goa State.

Being a Monitoring Institute, our role is more of knowing the programme pace and achievement in the light of approved plan of action. We have made an effort to support the programme of SSA as it has been expected from us as a Monitoring Institution. Looking to the roles of various stakeholders, I am highly impressed that Dr. Singh and his team could prepare the report within the time assigned by the Government of India. I hope the findings of the report would be helpful to the Government of India and the SSA, Government of Goa to understand the grassroots level achievements and present system of operation of the programme and accordingly, take measures to improve the overall functioning of the programme to achieve the major targets of SSA and RTE within the specified time period.

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15 May, 2015

ACKNOWLEDGEMENT

This Second Monitoring report of the Year 2014-15 has been prepared for the State of Goa revealing the progress of the Sarva Shiksha Abhiyan (SSA)-RTE in Goa from 1.10.2014 to 31.03.2015. The facts giving details of implementation of the SSA-RTE have been examined and analyzed, especially pertaining to the progress made by the District Programme Coordinators, Project Office of South Goa District and the empirical data have been obtained from the sample respondents like teachers, community leaders & students, etc.

This report has been completed with the kind cooperation of the following persons to whom we acknowledge our gratefulness:

1. Ms. Vrinda Swaroop, IAS, Secretary, Department of Education & Literacy, MHRD, Government of India & Ms. Reena Rai, IAS, Additional Secretary, Department of Education & Literacy, MHRD, Government of India.

2. Mr. D.P.Deweidi, IAS, Secretary, Department of Education, Govt. of Goa.

3. Mr. Mina Nath Upadhaya, State Project Director, Goa, Ms. Sylvia D'souza, Deputy Director, Mr. Narendra Kamat, Coordinator, SSA and all officials of the State office.

4. Mr. Jaquem D'costa, District Project Coordinator, SSA, South Goa and officials of District and Block Project offices.

We also express our thanks to all our sample respondents, teachers, children and SMC members, who have extended their cooperation to us during the process of field level monitoring.

We express our deep sense of gratitude to Shri Virender Singh, Dy. Secretary, MHRD, Shri A.K. Tiwary, Under Secretary, MHRD, for time to time guidance in undertaking the monitoring activities in Goa State. We are thankful to the section officer and his team who are supporting the MI for the task of Monitoring.

We are thankful to Mr. P.P. Ghosh, Project Manager, TSG-EdCIL, Mr. K. Girijashankar, Senior Consultant (Monitoring), SSA, Technical Support Group (TSG), EDCIL, New Delhi who have continuously inspired us at every stage of this study. They also provided guidance to the entire team to write the report as per the half yearly monitoring format. We are, therefore, extremely grateful to them. We have deep sense of acknowledgement for Accounts team for timely financial releases.

Our thanks are also due to the whole team of CDECS for their patience and hard work which really helped in bringing out this report on time.

We hope that the findings of this monitoring report will be useful to various stakeholders having concern for Elementary Education in the State.

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Dr. Upendra K. Singh,
Nodal Officer,
CENTRE FOR DEVELOPMENT
COMMUNICATION AND STUDIES (CDECS)

</div>

15 May, 2015
Jaipur

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SECOND HALF YEARLY MONITORING REPORT YEAR 2014-15 OF CENTRE FOR DEVELOPMENT COMMUNICATION AND STUDIES (CDECS) ON SSA-RTE FOR THE STATE OF GOA FOR THE PERIOD OF 1ST OCTOBER, 2014 TO 31ST MARCH, 2015

General Information

S. No.	Subject	Details
1.	Name of the monitoring institution	CENTRE FOR DEVELOPMENT COMMUNICATION AND STUDIES (CDECS)
2.	Period of the report	1st October, 2014 to 31st March, 2015
3.	No. of Districts allocated	01
4.	District names (write the district names which the MI has monitored)	South Goa
5.	Month of visit to the Districts	March, 2015
	District 1 –South Goa	10th March, 2015 to 22nd March, 2015
6.	MI selected the schools as per the criteria : Yes/No *(Ref: As per the ToR 2013-15 point 4 (iii) under scale of work)*	
	(i) Higher gender gap in enrolment	Yes
	(ii) Higher population of SC/ST students,	Yes
	(iii) Low retention rate and higher dropout rate	Yes
	(iv) The School has a minimum of three CWSN	Yes
	(v) The habitation where the school is located at has sizeable number of OoSC	Yes
	(vi) The habitations where the school is located at witnesses in bound and out bound seasonal migration,	Yes
	(vii) The ward/unit of planning where the school is located at is known to have sizeable number of urban deprived children	Yes
	(viii) The school is located in a forest or far flung area	Yes
	(ix) The habitation where the school is located at witnesses recurrent floods or some other natural calamity	No
	(x) Pupil Teacher Ratio (PTR) at school level	Yes
7.	Types of Schools visited as per the ToR 2013-15: Yes/No *(Ref: As per the ToR 2013-15 point 4(iv) under scale of work)*	
	(i) 8 schools from urban areas visited Yes/No if yes write the number	District -1 (South Goa) -Yes (10)
	(ii) 6 schools from Special Training Centers (3 residential and 3 non-residential) visited : Yes/No if yes write the number	District -1 (South Goa) -Yes (03)
	(iii) 2 schools from civil works sanctioned Yes/No if yes write the number	District -1 (South Goa) -Yes (04)
	(iv) 2 schools from NPEGEL blocks Yes/No if yes write the number	NA
	(v) 3 schools from CWSN (priority to those having other than Orthopaedic Impairment (OI children) Yes/ No if yes write the number	District -1 (South Goa) -Yes (05)
	(vi) 3 schools from Computer Aided Learning (CAL) Yes/No	District -1 (South Goa) -Yes (04)

	if yes write the number	
	(vii) 3 schools from KGBV scheme Yes/No if yes write the number	NA
8.	The selection of schools (for all the districts to be monitored) shall be done on the basis of the latest school report card generated through DISE, HHS data and consultation with the district SSA functionaries: Yes/No *Ref: TOR 2013-15 point 4(v) under scale of work* *(The procedure and criteria adopted, for the selection of schools shall from an essential part of the MIs report.)*	Yes Before taking up the field level study we had discussions with State Officials namely SPD, Deputy Director and Coordinators at State level project office of SSA. The State team helped us by intimating the district about the monitoring and visit date. They also instructed the district for necessary support as per the GOI letter and requirement. The selection of sample schools was done as per the TOR of Ministry of HRD. In total, 40 Schools of various categories have been selected. The purposive sampling technique and stratified random sampling technique have been used. Thus, through random sampling technique the sample schools have been selected. The district and Block officials were also involved.
9.	Total number of elementary schools in each district allocated. Information is to be obtained from SPO/DPO office. *(Information is to be given for district wise i.e. District 1, District 2, District 3 etc)*	
	District 1: (South Goa)	896 (as per district report)
10.	Number of elementary schools (primary and upper primary) covered/ monitored *(Information is to be given for district wise i.e. District 1, District 2, District 3 etc)*	
	District 1 : (South Goa)	40
11.	Number of elementary schools visited by Nodal Officer of the Monitoring Institute *[Ref: As per the MoU 2013-15 signed between MI and MHRD as per point 3 (vi) (the Nodal Officer must visit himself/herself at least one third of the selected schools in every block of 6 months, and make a mention in the report to be submitted to TSG/MHRD)]*	
	District 1: (South Goa)	12
12.	Whether the MI has sent their report to the SPO at the draft level : YES / NO (*Ref: TOR 2013-15 point 5(i) under Reports*)	Yes

13.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office : YES / NO (*Ref: TOR 2013-15 point 5(ii)* under Reports)		Yes
14.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO (*Ref: TOR 2013-15 point 5(iii & iv)* under Reports)		Yes
15.	Items to be attached with the report		
	a) List of Schools with DISE code visited by MI and list of schools visited by the Nodal Officer.- Annexure I		Yes
	b) Any other relevant documents (only circulars/Amendments/Notices) – Annexure II		Yes

Executive Summary of all the District(s)

Consolidated Report for the district of South Goa in Goa (State) for the period –

1st October, 2014 TO 31st March, 2015

1.   Access

1.1   Physical Access

District 1 :(South Goa)	Out of 40 sample schools visited by MI, in 15 sample schools (37.5%) children were coming to school from one habitation only, in 15 sample schools (37.5%) children were coming to school from two to three habitations, in 08 sample schools (20%) children were coming to school from four to five habitations and in 02 sample schools (5%) children were coming to school from more than five habitations. Out of 40 sample schools visited by MI, in 16 sample schools (40%) children come from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-3kms), whereas in 24 sample schools (60%) children from habitations at a distance than what is prescribed for a neighbourhood school. Out of 40 sample schools (including 31 PS and 09 Middle Schools) visited by MI 05 sample schools (12.5%) reported that route to school was not safe; whereas 35 schools (87.5%) reported that route to school was safe. In total, 31 Primary schools in the district were monitored by MI. Out of total Primary schools, in 07 sample schools (23%), the distance of Upper Primary schools from primary schools was 0 km, in 04 sample schools (13%) the distance of Upper Primary schools from primary schools was less than 1 km, in 13 sample schools (42%) the distance of Upper Primary schools from primary schools was between 1-3 kms and in 07 sample schools (22%) the distance of Upper Primary schools from primary schools was more than 3 kms.

1.2 Quality of Access

District 1 :(South Goa)	The total classrooms reported in 40 sample schools (including 31 PS and 09 Middle Schools) visited by MI were 145. Thus, on an average, number of classrooms reported in each school was 3.6. Regarding quality of classrooms in sample schools, 57 classrooms (39%) were good, 84 classrooms (58%) were average and 04 classrooms were poor (3%). Further, student classroom ratio was reported up to 20 students in 32 sample schools (80%), between 21-40 students in 06 sample schools (15%) and between 41-60 students in 02 sample schools (5%). Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 33 sample schools (82.5%), whereas in 07 sample schools (17.5%) the same was reported inadequate. Similarly, availability of sitting space per child was reported adequate in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) the same was reported inadequate. Out of total 40 sample schools, furniture was available in all the 40 sample schools (100%). Regarding quality of available furniture, out of 38 sample schools where furniture for children was available, in 39 sample schools (97.5%) the quality was good and in 1 sample school (2.5%) the quality was average. Lighting was reported proper in all the 40 sample schools (100%). Similarly, ventilation was reported proper in all the 40 sample schools (100%). Availability of blackboard in all classrooms was reported in 39 sample schools (97.5%) visited by MI, whereas in 01 sample school (2.5%) availability of blackboard was not reported. In 38 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom, whereas in 01 sample school (3%) blackboard was not centrally placed. Blackboards were well painted in 35 sample schools (90%), whereas in 04 sample schools (10%) blackboards were not well

| | painted. Similarly, blackboard without glare was reported in 31 schools (79.5%), whereas in 08 sample schools (20.5%) blackboard was with glare. Written matter visible to all children was reported in 37 schools (95%), whereas in 02 sample schools (5%) the same was not reported. Ramp was constructed in 32 sample schools (80%), whereas in 08 sample schools (20%) ramp was not constructed. In case of ramps with handrails, they were found in all the 32 sample schools (100%) out of 32 sample schools where ramps were constructed. Regarding use of ramps where they were constructed, it was reported in 31 sample schools (97%) where ramps were constructed, where as in 01 sample school (3%) use of ramp was not reported. Out of 40 sample schools visited by MI, in all the 40 sample schools (100%) toilets were available. Regarding availability of separate toilets for boys and girls, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 37 sample schools (92.5%) the same was reported adequate for children enrolled in schools, whereas in 03 sample schools (7.5%) availability of toilet was reported inadequate for children enrolled in schools. All toilets in usable condition were reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) all toilets are not in usable condition. Similarly, children were allowed to use toilets was reported in 37 sample schools (92.5%) where toilets were available, whereas in 03 sample schools (7.5%) children were not allowed to use toilets. Drinking water supply was available in all the 40 sample schools (100%) visited by MI. Regarding source of drinking water, in all the 40 sample schools (100%) it was tap water. Regarding availability of drinking water throughout the year, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) availability of drinking water throughout the year was not reported. Children were using drinking water in 32 sample schools (80%), whereas in 08 sample schools (20%) children were not using drinking water. Proper storage & maintenance of drinking water was reported in 35 schools (87.5%), whereas in 05 sample schools (12.5%) proper storage & maintenance of drinking water was not reported. Proper cleanliness of drinking water was reported in 27 sample schools (67.5%), whereas in 13 sample schools (32.5%) proper cleanliness of drinking water was not reported. Playground was available in 27 sample schools (67.5%), whereas in 13 sample schools (32.5%) playground was not available. Out of 27 sample schools where playground was available, it was properly maintained in 23 sample schools (85%), whereas in 04 sample schools (15%) the same was not reported. Organizing regular sports activity was reported in 20 sample schools (50%), whereas in 20 sample schools (50%) the same was not reported. Availability of play materials in adequate quantity was reported in 31 sample schools (77.5%), whereas in 09 sample schools (22.5%) availability of play materials in adequate quantity was not reported. In all the 40 sample schools (100%) visited by MI library facility was available. Regarding use of library by children, the same was reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) the same was not reported. Similarly, regarding arrangement of library facility in the sample schools, the same was reported in classroom in 28 sample schools (70%), in headmaster's room in 06 sample schools (15%), in a separate room in 06 sample schools (15%). As far as availability of books in schools as per children need is concerned, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) the same was not reported. |

1.3 Social Access

District 1 :(South Goa)	The share of SC, ST, Muslim & Girl-children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to was reported in 36 sample schools (90%), whereas in 04 sample schools (10%) the same was not reported. Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was not reported in any of 40 sample schools (100%). Social, cultural, linguistic barriers at the level of teachers, peers, family and community members were not reported in any of the 40 sample schools (100%). Any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is not reported in any of the 40 sample schools (100%).

2. Special Training (for Out of School Children)

District 1: (South Goa)	VER/WER was not reported available in any of 05 STCs (Special Training Centres). In all the 05 sample schools out of school children were enrolled based on survey either conducted by school or by the village / habitation. The drop-out and out of school children enrolled in these sample schools were identified through survey either conducted by school or by the village / habitation. In all the 05 sample schools where STCs were running for drop-out and out of school children, school submitted report on drop-outs on annual basis to the district project office and BECF office. Seasonal migration was reported in all the 05 sample schools where children left school along with their family. District has started Special Training Centre for drop-out and OoSC. These STCs were run by selected schools identified by district. These STCs were being run from July 2014 to March 2015. All the 05 STCs running at government schools were non-residential. At all the 05 STCs, education to out of school and drop-out children was imparted through Education Volunteers appointed by School. Teaching to children of Special Training Centre was similar to teaching of other children of formal schools. Charts, books were used for teaching students. No special TLMs were used for children of Special Training Centre. In the morning children of STCs attend regular classes at government schools and during evening hours these children attend tuition classes at STCs run by NGO.

3. Quality

I. Enabling Condition

District 1: (South Goa)	The total number of sanctioned posts in 40 sample schools visited by MI was 161. Against the sanctioned posts the total number of working teachers was 169 (18 males and 151 females). With regard to the teacher vacancies, in total sample schools, no posts of teachers were vacant. Regarding Pupil Teacher ratio (PTR) in UPS, in 06 sample schools (67%) it was less than 35 students per teacher and in 03 sample schools (33%) it was more than35 students per teacher. Regarding Pupil Teacher ratio (PTR) in PS, in 29 sample schools (94%) it was less than 30 students per teacher, in 01 sample school (3%) it was up to30 students per teacher and in 01 sample school (3%) it was more than 30 students per teacher. In terms of availability of teachers for teaching Science, in 07 sample schools (78%) Science teacher was available, whereas in 02 sample schools (22%) Science teacher was not available. In terms of availability of teachers for teaching Mathematics, in 07 sample schools (78%) Mathematics teacher was available, whereas in 02 sample schools (22%) Mathematics teacher was not available. In terms of availability of teachers for teaching Language, in 06 sample school (67%) Language teacher was available, whereas in 03 sample schools (33%) Language teacher was not available. In all the 40 (100%) sample schools comprising PS and UPS all the teachers were trained. In 37 sample schools (92.5%) visited by MI, text books were received before the commencement of the school, whereas in 03 sample school (7.5%) all the text books were not received before the commencement of the school. Further, all children received textbooks of all the subjects was reported in all the 40 sample schools (100%). All 40 sample schools received School Facility grant. Out of 40 sample schools, only 03 sample schools (7.5%) received SFG within two months of commencement of session, whereas in 37 sample schools (92.5%) the same was not reported. Regarding MRG, 35 sample schools (87.5%) received MRG, whereas 05 sample schools (12.5%) did not receive MRG. Out of 35 sample schools which received MRG, only 01 sample school (3%) received MRG within two months of commencement of session, whereas in 34 sample schools (97%) the same was not reported.
II. Teaching learning Process	Out of the total 40 sample schools, in 29 sample schools (72.5%), teachers opined that students were important in teaching learning process, whereas in 11 sample schools (27.5%), teachers opined that teachers were important in teaching learning process. Similarly, in 39 sample schools (97.5%) teachers opined that student was always given opportunity to speak. Similarly, in all the 40 sample schools (100%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 39 sample schools (97.5%). In all the 40 sample schools (100%) teachers opined that during teaching learning process learner was important. In all the 40 sample schools (100%) during teaching learning process teachers dictate notes to the students. But in real sense during observing the classroom process in the schools by MI, classes were going on the way they had been expected and teachers were using the new methods and TLM. Active participation of children during teaching learning process in classroom was reported in all the 40 sample schools (100%). In all the 40 sample schools (100%) visited by MI Continuous and Comprehensive Evaluation (CCE) system is being followed. Onsite academic support to teachers was reported in 34 sample schools (85%), whereas in 06 sample schools (15%) teachers did not receive onsite

	academic support. In 33 sample schools (82.5%) various classes sit together, whereas in 07 schools (17.5%) children of the same class only sit together. In all the 40 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class. In all the 40 sample schools (100%) teachers decide the management of classroom.

4. Computer Aided learning

District 1: (South Goa)	Computers and other aided materials were kept in HM room in 01 sample school (25%) and in 03 sample schools (75%) computers and other aided materials were kept in separate room. As far as availability of computers and accessories is concerned, in 03 sample CALP schools (75%) monitored by MI some accessories supplied to schools under CAL were found available, whereas in 01 sample school (25%) all accessories supplied to schools under CAL were found available. Further, functional status of all computers and other aided materials was reported in 01 sample school (25%), functional status of some computers and other aided materials was reported in 02 sample schools (50%), whereas functional status of none of computers and other aided materials was reported in. 01 sample school (25%). Availability of list of digital/multimedia teaching learning material was reported in 01 sample school (25%) where CALP has been initiated under SSA, whereas in 03 sample schools (75%) availability of the same was not reported. Regarding teachers' knowledge of digital/multimedia teaching learning material was reported in all the 04 sample schools (100%). The use of activity based digital content TLMs as a part of classroom teaching was reported in 03 sample schools (75%), whereas in 01 sample school (25%) use of activity based digital content TLMs as a part of classroom teaching was not reported. The teachers received training under CALP was reported in 03 sample schools (75%), whereas in 01 sample school (25%) teachers did not receive training under CALP. Teachers' knowledge about computer operation and use of CD was reported proper in all the 04 sample schools (100%). Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 04 schools (100%) visited by MI under CALP.

5. Girls Education, National Programme for education of Girls at Elementary Level (NPEGEL) & Kasturba Gandhi Balika Vidyalaya (KGBV)

NPEGEL & KGBVs were not taken up in the district

6. Inclusive Education

i.   In the Classroom

District 1: (South Goa)	Out of 05 sample schools where CWSN were found, the seating arrangement for CWSN was reported inclusive. In all the 05 CWSN sample schools (100%) level of participation of CWSN children in classroom activities was participatory. The behavior of school children (Peer) towards CWSN was reported friendly in all the 05 sample CWSN schools (100%) visited by MI. In all the 05 sample CWSN schools (100%) teachers' behave equally with all children. Availability of special TLM was not reported in 04 samples CWSN schools (80%), whereas in 01 sample school (20%) the availability of the same was reported. Evaluation process tailored to their needs was reported in 02 samples CWSN schools (40%), whereas in 03 sample schools (60%) the same was not reported. The teachers in the schools undertook evaluation processes based on the need of physically challenged persons.

ii.From teachers

District 1: (South Goa)	Teachers did not receive CWSN training in any of 05 sample CWSN schools. Again, it is a difficult situation for the teachers to handle the physically challenged children. Also, the district does not have any Resource teachers working physically in the schools. In none of the 05 sample CWSN schools (100%) Individualized Educational Plan (IEP) was prepared for CWSN. Parents of CWSN were not counseled in any of 05 sample CWSN schools (100%).

iii From the parents

District 1: (South Goa)	In 04 sample CWSN schools (80%) health check-up camps were organized for CWSN, whereas in 01 sample school (20%) health check-up camps were not organized for CWSN. In 03 sample schools (75%) assistive devices were distributed to CWSN, whereas in 01 school (25%) the same was not reported. In 02 schools (40%) disability certificates were issued to CWSN, whereas in 03 schools (60%) the same was not reported. In 03 CWSN schools where assistive devices were distributed, condition and functionality of assistive devices was reported in all the 03sample CWSN school (100%).

7. Civil Works

District 1: (South Goa)	Adequate training of SMC on civil construction work was not reported in any of 03 sample schools (100%) where civil construction work (toilet) was initiated. Availability of copy of Community manual was not reported in 02 sample schools (67%) and in 01 sample school (33%) availability of the same was reported. Availability of drawing design was reported in 01 sample school (33%), whereas in 02 sample schools (67%) availability of the same was not reported. Separate Account was not maintained in any of 03 sample schools (100%). In 01 sample school (33%) visit of technical person at construction work site was reported, whereas in 02 sample schools (67%) visit of technical person at construction work site was not reported. Daily cement account is not being maintained in any of 03 sample schools (100%) where civil construction work was initiated. Regarding signing of MOU between SSA and SMC, the same was not reported in any of 03 sample schools (100%).

8. Community Awareness

District 1: (South Goa)	In all the 40 sample schools (100%) SMCs have been constituted as mandated by the RTE Act, 2009. In 27 sample schools (67.5%) SMC members were familiar with their roles and responsibilities as notified by the State Government, whereas in 13 sample schools (32.5 %) SMC members were not familiar with their roles and responsibilities as notified by the State Government. In 24 sample schools (60%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 16 sample schools (40%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMC members was reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) training to SMC members was not reported. As far as frequency of SMC meetings is concerned, in 04 sample schools (10%) it was organized occasionally, in 05 sample schools (12.5%) the same was organized monthly and in 16 sample schools (40%) SMC meeting was organized quarterly and in 08 sample schools (20%) SMC meeting was organized half-yearly. In 07 sample schools (17.5%) SMC meeting was organized yearly. Contribution made by the community for the upliftment of school or educational scenario of the habitation was reported in 11 sample schools (27.5%), whereas in 29 sample schools (72.5%) the same was not reported.

9. MIS

District 1: (South Goa)	Availability of data under DISE for the year 2014-15 was reported in all the 40 sample schools (100%). 31 sample schools (77.5%) had a copy of the filled- in Data Capture Format (DCF), whereas 09 sample schools (22.5%) did not have the copy of the filled- in Data Capture Format (DCF). In 38 sample schools (95%) training on filling-up of DCF was provided to the teachers/head teachers (2014-2015 DISE), whereas in 02 sample schools (5%) training on filling-up of DCF was not provided to the teachers/head teachers. Jan-Vacchan (community reading as a measure of social audit) of DISE data reported in the DCF was not conducted in any of the 40 sample schools. Printed Copy of School Report Card (2013-14) was reported only in 24 sample schools (60%), whereas in 16 sample schools (40%) availability of printed Copy of School Report Card was not reported. Out of 31 sample schools where availability of DCF was reported available, in 30 schools (94%) information given in DCF/ School report card matches with the actual position in the school, whereas in 01 school (6%) information given in DCF/ School report card does not match with the actual position in the school. In 31 sample schools (77.5%) records were being maintained and updated regularly, whereas in 09 sample schools (22.5%) they were not maintained regularly.

10. Financial Management

District 1: (South Goa)	In 38 sample schools (95%) Cash Book/ expenditure register was available, whereas the same was not available in 02 sample schools (5%). Updation of Cash Book was reported in 36 sample schools (95%). Bank pass Book was available in all the 40 sample schools (100%). Updation of Bank pass Book was reported in 39 sample schools (97.5%), whereas updation of Bank pass Book was not reported in 01 sample school (2.5 %). Similarly, Stock Registers were available in 39 sample schools (97.5%) whereas the same were not available in 01 sample school (2.5%). Similarly, updation of Stock Registers was reported in 38 sample schools (97%). Mode of transfer of fund to the SMC from the State or District levels was through cheque in all the 40 sample schools (100%). During current financial year (2014-15) all the 40 sample schools received school uniform grant, school facility grant and maintenance grant. The SFG and MRG were released in January, 2015. System for the withdrawal of fund from the SMC account was through cash in 36 sample schools (90%), through cheque in 02 sample schools (5%) and through cash/ cheque both in 02 sample schools (5%). Similarly, the proposals for expenditure and expenditure statements were shared with community in 30 sample schools (75%), whereas in 10 (25%) schools the same was not reported.Instances of community expressing objection/reservation about any transaction were not reported in any of 30 sample schools (100%). Instance of community mobilizing resources for the school was reported in 10 sample schools, (25%) whereas in 30 sample schools (75%) instance of community mobilizing resources for the school was not reported.

3.(a) **District (South Goa) Monitoring/Summary of the School reports covered in the period 1st October 2014 to 31st March 2015.**

The Analytical Report on the following aspects of the programme implementation based on the empirical evidence relating to the indicators given below: -

1. Access:

    I. **Physical Access**:

i.	Name & category of the school visited and distance of the school from each of the habitations it is catering to.

Distance is one of the enabling factors to ensure reach of children to a school. The distance can be made accessible either by reducing the physical distance or providing the transport facilities for easy access to school by children. Although, physical access in terms of travel distance is one of the important enabling factors for elementary education. The most significant provision in the RTE Act is the one that addresses this basic right of access to free elementary education for all children: '*Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.*' In the State as a whole, initial enrolment rates in the first grade is generally high. Also, RTE Act 2009 & Sarva Shiksha Abhiyan emphasizes on improving the access. Thus, universalization of elementary education definitely requires schooling facilities within reasonable reach of all children. If schools are not located in or near the habitations where children reside, children are unlikely to complete schooling, even if they are formally enrolled in schools. Therefore, access is an important indicator to facilitate the reach of school going-age-children into school. The RTE Act also provides children's access to elementary schools within the defined area or limits of neighbourhood. In South Goa, Primary School must be situated within 1 km of habitation, whereas Upper Primary School must be situated within 3 kms of habitation. The details of the catchment areas (villages/ habitations) of the schools are given in the table below:

Table 1: Catchment areas of the sample schools and distances

S.No.	Name of School	Habitation	Distance (km)
1.	GPS Shiroti Khola	Shiroti	0 km
		Ghane	2 kms
2.	GPS Talpan	Talpan	0.5 km
		Kolsar	0.5 km
		Galgibag	2 kms
3.	GPMS Patnem	Colum	1 km
		Patnem	0.5 km
4.	GPS Parvem Agonda	Parvem	0 km
5.	GPS Welwada	Welwada	0 km
		Tamne	1.5 kms
6.	GPS Mashem	Sheli	3 kms
		Polem	3.5 kms
		Amone	6 kms
		Dapot	2 kms
		Mashem	0 km
7.	GPS Aquem Alto/ Bindolem	Navolim	2 kms
		Khareban	3 kms
8.	GPS Moti Dongar	Moti Dongar	1 km
9.	Govt. High School Vidhyanagar	Vidhyanagar	0 km
10.	GPS Varce	Peda Varka	5 kms
		Lasher Varka	2 kms
		Novanguli	1 km
		Chaivado	1 km
		Varka	0 km
11.		Sarzora	3.5 kms
		Chinchinum	4.5 kms
	GMS Dramapur	Cuncolim	5 kms

				Church	1.5 kms
	12.			Arossim	1 km
				Beta Labatim	4 kms
				Nuvem	5 kms
				Seraulim	6 km
		St. Anthony High School Marjoda		Cansaulim	7 kms
	13.			Housing Board	4 kms
		GMS Khareband No. 1 Sirvodem		Shirvade Naveli	2 kms
	14.			Vasco	0.5 km
				Near Ship yard	2 kms
				Vaddem	3 kms
				Chicolim	4 kms
				Mangar	3 kms
				Dabolim	4 kms
		GHS Vasco (Main)		Khariwada	0.5 km
	15.			Dabolim	5 kms
				Baina	4 kms
				Birla	8 kms
				Bogda	2 kms
				New Wadem	4 kms
		Municipal High School		Sada	2 kms
	16.			New Vadem	1 km
		GPS Vademnagar		Vadem nagar	1 km
	17.			Jetty No. 2	3 kms
				MPT Colony	2.5 kms
				Sada Backry	1.5 kms
				Maruthi Temple	1 km
		GMS Jetti		Bogda Bharat chol	1.5 kms
	18.	GPS Bogda		Bogda	0 km
	19.	GPS Sada		Sada	0 km
	20.	GPS Chicolim		Chicolim	0 km
	21.			Shipla Vairna	3.5 kms
		GPS Zuarinagar		Juvari nagar	0 km
	22.	GMS Curpavaddo-Cortalim		Curpavaddo	0 km
	23.	GPS Sanguem		Sanguem town	0 km
	24.	GPS Valkini Colony No. 1		Valkini	0 km
	25.			Piliye	1 km
		GPS Gauthan-Piliye		Gauthan	1 km
	26.	GPS Thatod		Thatod	1 km
	27.			Marad	0 km
		GPS Marad		Sheti Mol	1 km
	28.	GPS Talsai		Talsai	0 km
	29.			Navem	0 km
		GPS Navem		Murge	4 kms
	30.			Tony nagar	800 meter
		Late Wingh Comdr V.B. Savardekar GPS Sanvordem		Bagwada	400 meter
				Dattwadi	500 meter
	31.	GPS Mirabag Sanvorden Sanguem		Mirabag	0 km
	32.	GPS Shelde		Shelde	0 km
	33.	GPS Aamona		Aamona	1 km
	34.			Deao	1 km
		GPS Gaonkarcuado Deao		Gaonkarwada	0.5 km
	35.			Gaonkarwada	0 km
				Palmal	0.5 km
				Tankwada	1.5 kms
		GPS Gaonkarwada Ambaulim		Tembi	0.5 km
	36.			Housing Board	1 km
		GPS Housing Board Gogal		Gogal ward No.2	1 km

		Gogal Kargil	2 kms
37.	GPS Satorlim	Satorlim	1 km
38.	GPS Ziltawadi Gaondongrem	Ziltawadi	0.5 km
39.		Madhegal	1 km
		Kakoda	0 km
		Mestawada	0.5 km
		Shabgiri	0.5 km
	GPS Kakoda	Maruti Gad	1.5 kms
40.		Devtewada	0.5 km
		Bepquegal	1 km
	GPS Curchorem	Pontemol	1.5 kms

Out of 40 sample schools visited by MI, in 15 sample schools (37.5%) children were coming to school from one habitation only, in 15 sample schools (37.5%) children were coming to school from two to three habitations, in 08 sample schools (20%) children were coming to school from four to five habitations and in 02 sample schools (5%) children were coming to school from more than five habitations.

Regarding distance of habitation from the sample schools out of 96 habitations from where children came to the sample schools, 20 habitations (20.8%) had a distance of 0km from the sample schools, 15 habitations (15.6%) had a distance of less than 1 km from the sample schools. 41 (42.7%) habitations had a distance of 1-3kms from the sample schools, whereas 20 habitations (20.8%) had a distance of more than 3kms from the sample schools.

| ii. | **If the children from habitations at a distance greater than what is prescribed for a neighbourhood school are enrolled in the school, reasons thereof.** |

Out of 40 sample schools visited by MI, in 16 sample schools (40%) children come from habitations at a distance greater than what is prescribed for a neighbourhood school (i.e. for PS-1 km,UPS-3kms), whereas in 24 sample schools (60%) children come from habitations at a distance what is prescribed for a neighbourhood school. The reasons for enrolment of children from habitations at a distance greater than what is prescribed for a neighbourhood school are as follows:

Table 1A: Children from habitations at a greater distance

	Number	Percentage (%)
Yes	16	40
No	24	60

- In some sample schools bus facility was provided for children and hence, children came from far distance than the prescribed norms of 1 & 3 kms.

- Urdu/ Marathi School was not situated in the nearby area and therefore, children had to cover some distance for Urdu School.

- In some sample schools quality of education is good and hence, parents send their children to school

- Govt.Upper primary schools/ secondary schools were not situated in the nearby area. Hence, children have to travel distance more than 3 kms.

- Parents were engaged as labourer in the nearby area and therefore, bring their children with them to nearby school.

		• Other children enrolled in the same school and hence, new children also get admitted in the same school despite of its distant location.
iii.		**Presence of any natural or man-made barrier which, in the opinion of teachers, students or SMC members poses any problems to children in reaching the school.**
		Out of 40 sample schools (including 31 PS and 09 Middle Schools) visited by MI 05 sample schools (12.5%) reported that route to school was not safe; whereas 35 schools (87.5%) reported that route to school was safe. Thus, in majority of schools route to the school was safe and children did not face any difficulty in reaching schools. • Children used to cross forest to reach school. • Children used to cross main road & heavy traffic to reach school. Table 2: Route to the school Safe

Table 2: Route to the school Safe

	Number	Percentage (%)
Yes	35	87.5
No	05	12.5

iv.		**Name and distance of the upper Primary school from the habitation, the school is located at.**

In total, 31 Primary schools in the district were monitored by MI. Out of total Primary schools, in 07 sample schools (23%), the distance of Upper Primary schools from primary schools was 0 km, in 04 sample schools (13%) the distance of Upper Primary schools from primary schools was less than 1 km, in 13 sample schools (42%) the distance of Upper Primary schools from primary schools was between 1-3 kms and in 07 sample schools   (22%) the distance of Upper Primary schools from primary schools was more than 3 kms.

Table 3: Distance of UPS to PS

Distance	Number	Percentage (%)
0 km	07	23
Less than 1 km	04	13
1-3 km	13	42
More than3 kms	07	22

The basic requirement for imparting education to children is that schools should be physically accessible to children. Thus, physical access of children to sample schools visited by MI can be summarized as follows:

Distance of UPS from PS

- In 97 percent of sample schools route to the school is safe and children do not face any difficulty in reaching schools.

- Primary schools are situated in majority of habitations and children do not have to cover very long distance for reaching primary schools.

- In case of Upper Primary School, sometimes, children have to cover some distance i.e. more than 3 kms to reach school.

II.   Quality of Access:

i		**Number of classrooms in the school and Student-Classroom Ratio (SCR).**
		As per RTE Act, 2009, there have been provisions of following for ensuring quality access,

- All children have to be enrolled in full-time recognized private/ government/ government-aided schools and be taught by full-time teachers, who need to be qualified by 2015.

- Part-time classes/schools/bridge courses run by NGOs or government, often taught by part-time and unqualified teachers, cannot be considered as legal alternatives to studying in full-time recognised private, government, government aided and specified schools.

- Every school has to be equipped with a basic set of school facilities such as an all-weather building, drinking water, toilets, etc. by 2013.

- Classes 1-5 to have 200 working days and 800 instructional hours, and Classes 6- 8 to have 220 working days and 1000 instructional hours.

Classroom facility

Number of classrooms in the sample schools

Student Classroom Ratio
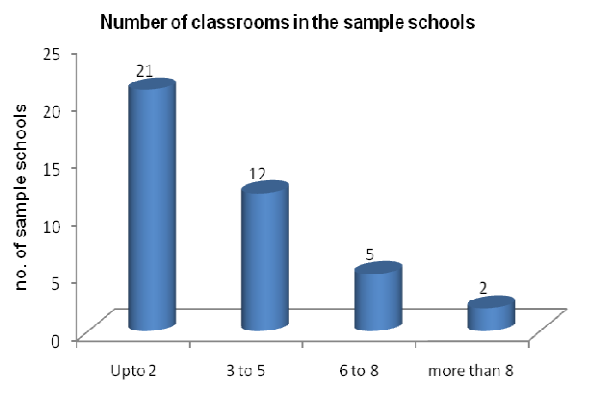
In the light of above, SSA aims to universalize access to elementary education in accordance with the vision of RTE Act. Quality of School building and availability of basic facilities therein is an important determiner of School access. The built environment of the school has to be inviting, attractive and comfortable to the child, so that the child is motivated to enrol in and attend school regularly.

The Schedule to RTE Act lays down the norms and standard for a school building. A school building has to be all weather building comprising:

- Safe and adequate drinking water facility to all children.

- A kitchen where mid-day-meal is cooked in school

- Playground

- Library, at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room.

- Barrier-free access. (to all children)

- Separate toilets for boys and girls.

- Arrangements for securing the school buildings by boundary wall or fencing.

Number of classrooms in the school and Student-Classroom-Ratio (SCR)

Adequate number of classroom provides space for each class comfortably. The orientation of teaching learning place contributes positively in the quality of education and also facilitates greater participation of school children. Classroom of the school also affects the quality of education. It facilitates the proper classroom transactions in which the children and teacher feel comfortable and proper teaching learning situations/ conditions can be created suitable for learning. The ambience and appearance of the classroom facilitates better classroom transaction and attracts interest of the children for education. Regarding number of classrooms available in the sample schools, in 21 sample schools (52.5%) only two classrooms were available, in 12 sample schools (30%) 3 to 5 classrooms were available, in 05 sample schools (12.5%) 6 to 8 classrooms were available and in 02 sample schools (5%) more than 8 classrooms were available. The total classrooms

reported in 40 sample schools (including 31 PS and 09 Middle Schools) visited by MI were 145. Thus, on an average, number of classrooms reported in each school was 3.6. Regarding quality of classrooms in sample schools, 57 classrooms (39%) were good, 84 classrooms (58%) were average and 04 classrooms were poor (3%). Further, student classroom ratio was reported up to 20 students in 32 sample schools (80%), between 21-40 students in 06 sample schools (15%) and between 41-60 students in 02 sample schools (5%). Regarding adequacy of classroom in relation to number of children, the same was reported adequate in 33 sample schools (82.5%), whereas in 07 sample schools (17.5%) the same was reported inadequate. Similarly, availability of sitting space per child was reported adequate in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) the same was reported inadequate.

Table 4: Number of Classrooms in the sample Schools

No. of Classrooms	Number	Percentage (%)
Up to 2	21	52.5
3-5	12	30
6-8	05	12.5
More than 8	02	5

Table 5: Adequacy of available classrooms in school

	Number	Percentage (%)
Adequate	33	82.5
Inadequate	07	17.5

Table 6: Adequacy of Sitting Space per child

	Number	Percentage (%)
Adequate	37	92.5
Inadequate	03	7.5

Table 7: Student Classroom Ratio (SCR)

S.No.	Name of School	Total enrollment	Total classrooms	Student classroom ratio
1.	GPS Shiroti Khola	14	2	1:7
2.	GPS Talpan	27	2	1:14
3.	GPMS Patnem	42	5	1:8
4.	GPS Parvem Agonda	27	2	1:14
5.	GPS Welwada	31	2	1:16
6.	GPS Mashem	23	2	1:12
7.	GPS Aquem Alto/ Bindolem	161	4	1:40
8.	GPS Moti Dongar	105	5	1:21
9.	Govt. High School Vidhyanagar	245	8	1:31
10.	GPS Varce	34	2	1:17
11.	GMS Dramapur	59	4	1:15
12.	St. Anthony High School Marjoda	708	21	1:34
13.	GMS Khareband No. 1 Sirvodem	191	7	1:27
14.	GHS Vasco (Main)	98	4	1:25
15.	Municipal High School	328	9	1:36
16.	GPS Vademnagar	56	5	1:11
17.	GMS Jetti	76	6	1:13
18.	GPS Bogda	22	2	1:11
19.	GPS Sada	63	4	1:16
20.	GPS Chicolim	18	2	1:9
21.	GPS Zuarinagar	84	2	1:42
22.	GMS Curpavaddo-Cortalim	42	5	1:8
23.	GPS Sanguem	118	4	1:30

24.	GPS Valkini Colony No. 1	28	2	1:14
25.	GPS Gauthan-Piliye	136	4	1:34
26.	GPS Thatod	14	2	1:7
27.	GPS Marad	11	1	1:11
28.	GPS Talsai	21	2	1:11
29.	GPS Navem	15	1	1:15
30.	Late Wingh Comdr V.B. Savardekar GPS Sanvordem	62	8	1:8
31.	GPS Mirabag Sanvorden Sanguem	22	2	1:11
32.	GPS Shelde	42	3	1:14
33.	GPS Aamona	52	2	1:26
34.	GPS Gaonkarcuado Deao	19	2	1:10
35.	GPS Gaonkarwada Ambaulim	29	2	1:15
36.	GPS Housing Board Gogal	138	8	1:17
37.	GPS Satorlim	33	2	1:17
38.	GPS Ziltawadi Gaondongrem	14	2	1:7
39.	GPS Kakoda	32	2	1:16
40.	GPS Curchorem	57	3	1:19

Furniture for the children

Furniture is an essential facility in a school. Availability of better sitting arrangement in classroom provides better space to children. Classroom with

Children sitting on furniture

Availability of Furniture and its Quality
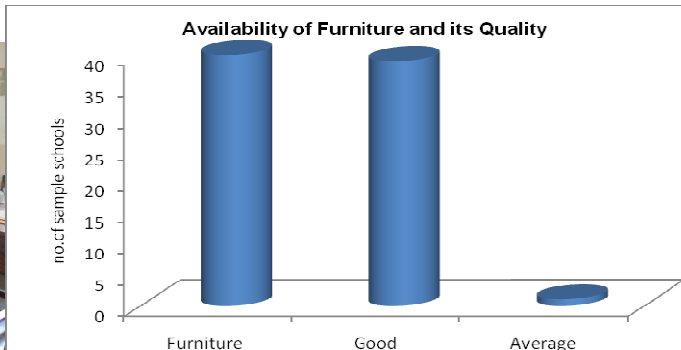
furniture gives the look that the children are lifted from ground mentally, physically & in comfort, too. Availability of furniture in classrooms motivates children for better learning and concentration towards studies. Out of total 40 sample schools, furniture was available in all the 40 sample schools (100%).

Table 8: Availability of furniture for children

	Number	Percentage (%)
Furniture	40	100
Furniture & dari patti	0	0

Regarding quality of available furniture, out of 40 sample schools where furniture for children was available, in 39 sample schools (97.5%) the quality was good and in 1 sample school (2.5%) the quality was average.

Table 9: Quality of available furniture

	Number	Percentage (%)
Good	39	97.5
Average	01	2.5

ii.	Is there proper lighting arrangements in the classrooms and these are properly ventilated?

The environment in the school and classroom defines the learning environment. Proper light and ventilation in classrooms facilitates better teaching and learning. Lighting was reported proper in all the 40 sample schools (100%). Similarly, ventilation was reported proper in all the 40 sample schools (100%).

Proper light & ventilation in the classroom

Table 10: Proper Lighting in Classrooms

	Number	Percentage (%)
Yes	40	100
No	0	0

Table 11: Proper Ventilation in Classrooms

	Number	Percentage (%)
Yes	40	100
No	0	0

iii.	How are the blackboards located in the classrooms?

Amongst the many essentialities of a classroom, Blackboard/ chalkboard is one of the important elements. Chalkboard /Blackboard is one of the most important teaching aids for imparting education to children during classroom teaching. Availability, location and quality of blackboards in class rooms affect the quality of education imparted to children during classroom learning. Availability of blackboard in all classrooms was reported in 39 sample schools (97.5%) visited by MI, whereas in 01 sample school (2.5%) availability of blackboard was not

reported. In this school (Government Primary School Bagoda) the school is being run in rented building since school building of this school was demolished and construction of new school building is in progress. Regarding, whether all children of the classrooms benefit from blackboards was reported in 37 sample schools (95%), whereas in 02 sample schools (5%) the same was not reported.

In 38 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom, whereas in 01 sample school (3%) blackboard was not centrally placed. Blackboards were well painted in 35 sample schools (90%), whereas in 04 sample schools (10%) blackboards were not well painted. Similarly, blackboard without glare was reported in 31 schools (79.5%), whereas in 08 sample schools (20.5%) blackboard was with glare. Written matter visible to all children was reported in 37 schools (95%), whereas in 02 sample schools (5%) the same was not reported.

Table 12: Availability of Blackboards in all classrooms

	Number	Percentage (%)
Yes	39	97.5
No	01	2.5

Table 12 A: Non-availability of blackboard in the sample school

Sl.no.	Name of Schools	Block
1	GPS Bogda	Marmagao

Table 13: Blackboard situated at the centre of the classroom

	Number	Percentage (%)
Yes	38	97
No	01	3

Table 14 (a): Blackboard painted properly

	Number	Percentage (%)
Yes	35	90
No	04	10

Table 14 (b): Blackboard without glare

	Number	Percentage (%)
Yes	31	79.5
No	08	20.5

Table 15: Written matter on blackboard/ chalkboard visible to all children

	Number	Percentage (%)
Yes	37	95
No	02	5

Table 16: Status of blackboard in the sample school

S. No.	Name of School	Availability of blackboard in all classroom	Location/ centrally placed	Well painted	Without glare	Written mater visible to all
1.	GPS Shiroti Khola	Yes	Yes	Yes	Yes	Yes
2.	GPS Talpan	Yes	Yes	Yes	Yes	Yes
3.	GPMS Patnem	Yes	Yes	Yes	No	Yes
4.	GPS Parvem Agonda	Yes	Yes	No	Yes	Yes
5.	GPS Welwada	Yes	Yes	Yes	Yes	Yes
6.	GPS Mashem	Yes	Yes	Yes	Yes	Yes
7.	GPS Aquem Alto/ Bindolem	Yes	Yes	Yes	Yes	Yes
8.	GPS Moti Dongar	Yes	Yes	Yes	Yes	Yes
9.	Govt. High School Vidhyanagar	Yes	Yes	Yes	No	Yes
10.	GPS Varce	Yes	Yes	Yes	Yes	Yes
11.	GMS Dramapur	Yes	Yes	Yes	No	Yes
12.	St. Anthony High School Marjoda	Yes	Yes	Yes	Yes	Yes
13.	GMS Khareband No. 1 Sirvodem	Yes	Yes	Yes	Yes	Yes
14.	GHS Vasco (Main)	Yes	Yes	No	No	Yes
15.	Municipal High School	Yes	Yes	No	No	No
16.	GPS Vademnagar	Yes	Yes	No	No	Yes
17.	GMS Jetti	Yes	Yes	Yes	Yes	Yes

18.	GPS Bogda	No	-	-	-	
19.	GPS Sada	Yes	Yes	Yes	Yes	Yes
20.	GPS Chicolim	Yes	Yes	Yes	No	Yes
21.	GPS Zuarinagar	Yes	Yes	Yes	Yes	No
22.	GMS Curpavaddo-Cortalim	Yes	Yes	Yes	Yes	Yes
23.	GPS Sanguem	Yes	Yes	Yes	No	Yes
24.	GPS Valkini Colony No. 1	Yes	Yes	Yes	Yes	Yes
25.	GPS Gauthan-Piliye	Yes	Yes	Yes	Yes	Yes
26.	GPS Thatod	Yes	Yes	Yes	Yes	Yes
27.	GPS Marad	Yes	Yes	Yes	Yes	Yes
28.	GPS Talsai	Yes	Yes	Yes	Yes	Yes
29.	GPS Navem	Yes	Yes	Yes	Yes	Yes
30.	Late Wingh Comdr V.B. Savardekar GPS Sanvordem	Yes	Yes	Yes	Yes	Yes
31.	GPS Mirabag Sanvorden Sanguem	Yes	Yes	Yes	Yes	Yes
32.	GPS Shelde	Yes	Yes	Yes	Yes	Yes
33.	GPS Aamona	Yes	Yes	Yes	Yes	Yes
34.	GPS Gaonkarcuado Deao	Yes	Yes	Yes	Yes	Yes
35.	GPS Gaonkarwada Ambaulim	Yes	Yes	Yes	Yes	Yes
36.	GPS Housing Board Gogal	Yes	Yes	Yes	Yes	Yes
37.	GPS Satorlim	Yes	Yes	Yes	Yes	Yes
38.	GPS Ziltawadi Gaondongrem	Yes	Yes	Yes	Yes	Yes
39.	GPS Kakoda	Yes	No	Yes	Yes	Yes
40.	GPS Curchorem	Yes	Yes	Yes	Yes	Yes

iv.	**Does the school have ramp with handrails? If yes, pl. comment on its quality.**
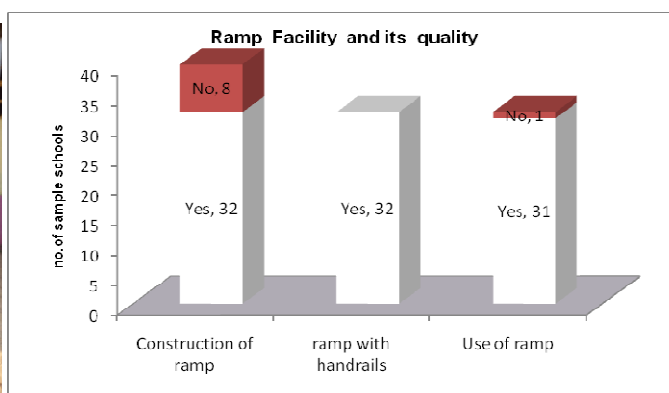
Ramp with handrail

Ramp was constructed in 32 sample schools (80%), whereas in 08 sample schools (20%) ramp was not constructed. In case of ramps with handrails, they were found in all the 32 sample schools (100%) out of 32 sample schools where ramps were constructed. Regarding use of ramps where they were constructed, it was reported in 31 sample schools (97%) where ramps were constructed, whereas in 01 sample school (3%) use of ramp was not reported.

Table 17: Construction of Ramps in Schools

	Number	Percentage (%)
Yes	32	80
No	08	20

Table 18: Ramps with handrails

	Number	Percentage (%)
Yes	32	100
No	0	0

Table 19: Use of Ramps

	Number	Percentage (%)
Yes	31	97
No	01	3

Table 19 A: Non-availability of ramp in the sample schools

S.No.	Name of School	Block
1.	GPS Varce	Salcete
2	St. Anthony High School Marjoda	Salcete
3	GPS Bogda	Marmagao
4	GPS Gauthan-Piliye	Dharbandora
5	GPS Marad	Dharbandora
6	GPS Talsai	Dharbandora
7	GPS Shelde	Quepem
8	GPS Gaonkarwada Ambaulim	Quepem

v.	**Does the school have separate toilet units for boys and girls and are these adequate for the children enrolled in the school? Whether the school has toilets for the needs of physically challenged children?**

RTE Act, 2009 emphasizes on provision of toilets and that, too, of separate for boys and girls with facility of running water in every school. Amongst the facilities, toilet holds important position. Availability of toilet facilities in school is vital in order to attract, retain and provide quality education to children, especially in case of girls. Out of 40 sample schools visited by MI, in all the 40 sample schools (100%) toilets were available. Regarding availability of separate toilets for boys and girls, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 37 sample schools (92.5%) the same was reported adequate for children enrolled in schools, whereas in 03 sample schools (7.5%) availability of toilet was reported inadequate for children enrolled in schools. All toilets in usable condition were reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) all toilets are not in usable condition. Similarly, children were allowed to use toilets was reported in 37 sample schools (92.5%) where toilets were available, whereas in 03 sample schools (7.5%) children were not allowed to use toilets.

Status of toilet facilities in the sample schools

Toilet Facility

Table 20: Availability of toilets in schools

	Number	Percentage (%)
Yes	40	100
No	0	0

Table 21: Availability of separate toilets for boys and girls

	Number	Percentage (%)
Yes	38	95
No	02	5

Table 22: Toilets adequate for Children enrolled in Schools

	Number	Percentage (%)
Yes	37	92.5
No	03	7.5

Table 23: Children allowed using toilets in Schools

	Number	Percentage (%)
Yes	37	92.5
No	03	7.5

vi.	**Do the toilet units have running water supply? If not, are they used and maintained properly?**

Running water supply in toilets was available in 31 sample schools (77.5%), whereas in 09 sample schools (22.5%) running water supply in toilets was not available. Out of 09 sample schools where running water supply was not available in toilets, proper use of toilets was reported in 03 sample schools (33%), whereas in 06 sample schools (67%) proper use of toilets was not reported. Similarly, proper cleaning and maintenance of toilets was reported in 33 (82.5%) schools, whereas in 07 sample schools (17.5%) they were not cleaned properly. Thus, toilets were maintained and cleaned properly in majority of sample schools visited by MI.

Toilet with running water

Table 24: Availability of running water supply in toilets

	Number	Percentage (%)
Yes	31	77.5
No	09	22.5

Table 24A: Non-availability of running water supply in toilets

S.No.	Name of School	Block
1	GMS Khareband No. 1 Sirvodem	Salcete
2	GHS Vasco (Main)	Marmagao
3	GPS Vademnagar	Marmagao
4	GMS Jetti	Marmagao
5	GPS Zuarinagar	Marmagao
6	GPS Gauthan-Piliye	Dharbandora
7	GPS Thatod	Dharbandora
8	GPS Gaonkarcuado Deao	Quepem
9	GPS Gaonkarwada Ambaulim	Quepem

Table 25: If "No" then proper use of toilets in schools

	Number	Percentage (%)
Yes	03	33
No	06	67

vii.	**Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents ?**

Drinking water supply was available in all the 40 sample schools (100%) visited by MI. Regarding source of drinking water, in all the 40 sample schools (100%) it was tap water. Regarding availability of drinking water throughout the year, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) availability of drinking water throughout the year was not reported. Children were using drinking water in 32 sample schools (80%), whereas in 08 sample schools (20%) children were not using drinking water. Proper storage & maintenance of drinking water was reported in 35 schools

(87.5%), whereas in 05 sample schools (12.5%) proper storage & maintenance of drinking water was not reported. Proper cleanliness of drinking water was reported in 27 sample schools (67.5%), whereas in 13 sample schools (32.5%) proper cleanliness of drinking water was not reported.

Drinking water facility

Table 26: Availability of drinking water supply in schools

	Number	Percentage (%)
Yes	40	100
No	0	0

Table 27: Source of Water functional

	Number	Percentage (%)
Yes	39	97.5
No	01	2.5

Table 28: Availability of water throughout year

	Number	Percentage (%)
Yes	38	95
No	02	5

Table 39: Use of Drinking water supply by children

	Number	Percentage (%)
Yes	32	80
No	08	20

Table 30: Proper Cleaning and maintenance of drinking water supply

	Number	Percentage (%)
Yes	27	67.5
No	13	32.5

viii	**Do the schools have a play ground?**

The playground is essential and instrumental in children's physical and mental development. It makes children active and enhances their learning level. Playground was available in 27 sample schools (67.5%), whereas in 13 sample schools (32.5%) playground was not

Playground Facility

Status of playground facilities in sample schools

available. Out of 27 sample schools where playground was available, it was properly maintained in 23 sample schools (85%), whereas in 04 sample schools (15%) the same was not reported. Organizing regular sports activity was reported in 20 sample schools (50%), whereas in 20 sample schools (50%) the same was not reported. Availability of play materials in adequate quantity was reported in 31 sample schools (77.5%), whereas in 09 sample schools (22.5%) availability of play materials in adequate quantity was not reported.

Table 31: Availability of playground in schools

	Number	Percentage (%)
Yes	27	67.5
No	13	32.5

Table 32: Non-availability of playground

S.No.	Name of School	Block
1	GPS Moti Dongar	Salcete
2	Govt. High School Vidhyanagar	Salcete
3	GPS Varce	Salcete
4	GMS Khareband No. 1 Sirvodem	Salcete
5	Municipal High School	Marmagao
6	GPS Bogda	Marmagao
7	GPS Sada	Marmagao
8	GMS Curpavaddo-Cortalim	Marmagao
9	GPS Valkini Colony No. 1	Sanguem
10	GPS Gauthan-Piliye	Dharbandora
11	GPS Aamona	Quepem
12	GPS Gaonkarcuado Deao	Quepem
13	GPS Gaonkarwada Ambaulim	Quepem

Table 33: Proper maintenance of playground in schools		
	Number	Percentage (%)
Yes	23	85
No	04	15

ix. **Do the schools have a library? If yes, whether the books meet the requirement of the children.**

In all the 40 sample schools (100%) visited by MI library facility was available. Regarding use of library by children, the same was reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) the same was not reported. Similarly, regarding arrangement of library facility in the sample schools, the same was reported in classroom in 28 sample schools (70%), in headmaster's room in 06 sample schools (15%), in a separate room in 06 sample schools (15%). As far as availability of books in schools as per children need is concerned, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) the same was not reported.

Status of Library facility in sample schools

1. In 82.5% of sample schools visited by MI number of classrooms available in relation to number of students in the school was adequate. Regarding quality of classrooms in sample schools, 57 classrooms (39%) were good, 84 classrooms (58%) were average and 04 classrooms (3%) were poor. The classroom environment was conducive for teaching learning. Classrooms available in sample schools were used for teaching learning purpose.

2. Out of total 40 sample schools, furniture was available in all the 40 sample schools (100%). Quality of furniture was good in 39 sample schools (97.5%), whereas in 01 sample school (2.5%) quality of furniture was average.

3. Light and ventilation in classrooms were proper in 100 percent sample schools.

4. Out of 40 sample schools visited by MI, in all the 40 sample schools (100%) toilets were available. Regarding availability of separate toilets for boys and girls, the same was reported in 38 sample schools (95%), whereas in 02 sample schools (5%) separate toilets for boys and girls were not available. In terms of adequacy of available toilets, in 37 sample schools (92.5%) the same was reported adequate for children enrolled in schools. Similarly, children were allowed to use toilets was reported in 37 sample schools (92.5%). Running water supply in toilets was available in 31 sample schools (77.5%), whereas in 09 sample schools (22.5%) running water supply in toilets was not available. Out of 09 sample schools where running water supply was not available in toilets, proper use of toilets was reported in 03 sample schools (33%), whereas in 06 sample schools (67%) the same was not reported. Similarly, proper cleaning and maintenance of toilets was reported in 33 sample (82.5%) schools, whereas in 07 sample schools (17.5%) they were not cleaned properly.

5. Availability of blackboard in all classrooms was reported in 39 schools (97.5%) visited by MI. On the response, whether all children can see blackboards easily, it was reported in 37 sample schools (95%). In 38 sample schools (97%) visited by MI blackboards were situated in the centre of the classroom. Blackboards were well painted in 35 sample schools (90%). Similarly, blackboard without glare was reported in 31 sample schools (79.5%). Written matter visible to all children was reported in 37 sample schools (95%).

6. Ramp was constructed in 32 sample schools (80%), whereas in 08 sample schools (20%) ramp was not constructed. In case of ramps with handrails, they were found in all the 32 sample schools (100%) out of 32 schools where ramps were constructed. Regarding use of ramps where they were constructed, it was reported in 31 sample schools (97%) where ramps were constructed, whereas in 01 sample school (3%) use of ramps was not reported.
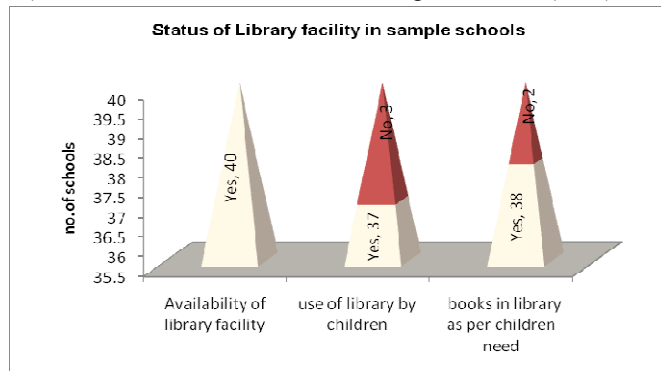
	7.	Playground was available in 27 sample schools (67.5%), whereas in 13 sample schools (32.5%) playground was not available. Out of 27 schools where playground was available, it was properly maintained in 23 sample schools (85%).

III. Social Access:

i.	**If the share of SC, ST, Muslim & Girl children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to.**
	The share of SC, ST, Muslim & Girl-children in enrolment is proportionate to their share in population of the habitation/neighbourhood, being catered to was reported in 36 sample schools (90%), whereas in 04 sample schools (10%) the same was not reported. It has been observed that the children in the catchment area were also going to other schools of government or Govt. aided or private. The above statement is based on the interaction with school administration.
ii.	**Is there any major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children.**
	Major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children was not reported in any of 40 sample schools (100%).
iii.	**Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.**
	Social, cultural, linguistic barriers at the level of teachers, peers, family and community members were not reported in any of the 40 sample schools (100%). The teachers are mostly from the local area and they are conversant with the local language. It has been observed that there were various mediums in the district namely, Urdu, Marathi, Konkani, English and Kannad. While visiting schools by the MI, no language barriers were noticed.
iv.	**If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed.**
	Any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is not reported in any of the 40 sample schools (100%).
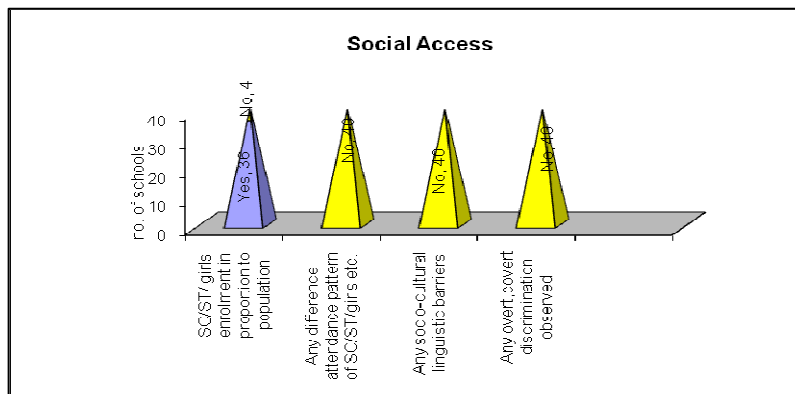
2. Intervention for Out of School Children (OoSC)

In the district, in total there were 229 OoSC who were to be enrolled at the Special Training centre as per the data shared by the District project Office, South Goa district. They reported the enrolment of all the 229 children at 17 sanctioned STCs. The OoSC were enrolled in the neighbourhood schools. After the school hours these children

were taught by the selected NGOs. The district for the first time really takes up the operation of the STCs as per RTE Act.

|		
i.	**No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)**	
	VER/WER was not reported available in any of 05 STCs (Special Training Centres). In all the 05 sample schools out of school children were enrolled based on survey either conducted by school or by the village / habitation.	
	These STCs enrolled the migrant children only who were not in the list of schools.	
ii.	**When was the VER / WER last updated and how frequently is it reviewed and updated?**	
	Not Applicable	
iii.	**No. of children who dropped out from the school. Please comment on the system for identifying a child as a dropout.**	
	The drop-out and out of school children enrolled in these sample schools were identified through survey either conducted by school or by the village / habitation.	
iv.	**Efforts made, if any, to bring them back to school.**	
	Not Applicable	
v.	**Whether school submitted report on drop-outs on monthly, quarterly or half-yearly or annual basis to the higher authorities?**	
	In all the 05 sample schools where STCs are running for drop-out and out of school children, school submitted report on drop-outs on annual basis to the district project office and BECF office.	
vi.	**Did any child leave school because of seasonal migration of the family. If yes, number of children having left school?**	
	Seasonal migration was reported in all the 05 sample schools where children left school along with their family.	
vii.	**Were children of seasonal migrant families held back in the school through seasonal hostels or some other intervention?**	
	Seasonal hostels or some other interventions were not initiated by State for children of migrant families.	
viii.	**If no such arrangement was made, whether migration/ transfer certificate issued to them by the school.**	
	No	
ix.	**Had any special training intervention been started for the OoSC? If yes, please give details covering following points: -**	
	District has started Special Training Centre for drop-out and OoSC. These STCs were run by selected schools identified by district. These STCs were being run from July 2014 to March 2015.	

	• Nature of special training (residential or non-residential)
	All the 05 STCs running at government schools were non-residential.
	• Imparted through regular teachers or Education Volunteers
	At all the 05 STCs, education to out of school and drop-out children was imparted through Education Volunteers appointed by School.

• **No. of children enrolled and found present on the day of visit**

S.No.	Name of STCs	Enrolment		Attendance		Absent
		Boys	Girls	Boys	Girls	
1	GPS Aquem Alto Bindolem	5	5	1	4	5
2	St. Anthony's High School	7	1	5	0	3
3	Municipal High School	7	5	1	5	6
4	GPS Vademnagar	6	3	5	3	1
5	GPS Gauthan Piliye	1	6	1	4	2
	Total	26	20	13	16	17

	• Duration of training received by the EVs.
	No training has been imparted to EVs.
	• TLMs provided to the children.
	Teaching to children of Special Training Centre was similar to teaching of other children of formal schools. Charts, books were used for teaching students. No special TLMs were used for children of Special Training Centre. In the morning children of STCs attend regular classes at government schools and during evening hours these children attend tuition classes at STCs run by NGO.
	• Learning achievement level of the children and if possible, the efforts made to mainstream them within the given time frame.
	At all the 05 Special Training Centres (100%) children were mainstreamed within given time frame. The learning competencies/ levels of children were either satisfactory or below satisfactory level.
	• Whether the fund for honorarium and other expenses were received in time.

	Fund for honorarium and other expenses were not received in time in any of 05 STCs.
	
	Hence, observation of 02 STCs visited by MI can be summarized as follows:
	
	    VER/ WER were not reported available in any of 05 STCs being run by sample schools.
	
	    EVs appointed by sample schools for teaching children at STCs did not receive any training under SSA.
	
	    Curriculum as per STCs mandate was yet to be developed by the State Project Office.
	
	    No special TLMs were used for children at Special Training Centres.
	
	    Fund for honorarium and other expenses were not received in time in any of 05 STCs.

3. Quality

I. Enabling conditions:

| i. | **Number of teachers (Male & Female), PTR and teachers' vacancies at school level. Please provide the list of schools having adverse PTR.** |

The Right to quality elementary education means that children are taught in properly equipped full-time schools by properly qualified teachers. It also involves receiving an all-round education which includes the acquisition of grade-appropriate basic cognitive skills. It is recognized that teacher and teacher- related factors seriously affect students' participation in schools at various levels. Teachers who have inadequate qualifications and training and perhaps do not display a sympathetic and sensitive attitude towards students' needs and differences are likely to impact on students' experiences in class, making them vulnerable

Teacher sanctioned post & working teachers

Pupil Teacher Ratio in UPS

Pupil Teacher Ratio in PS
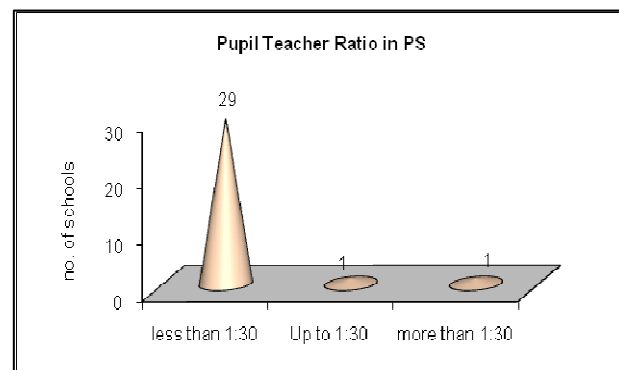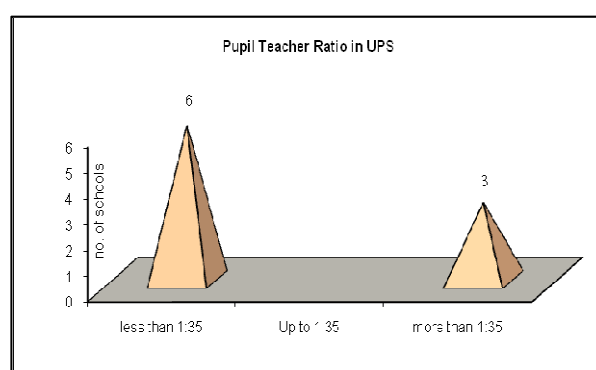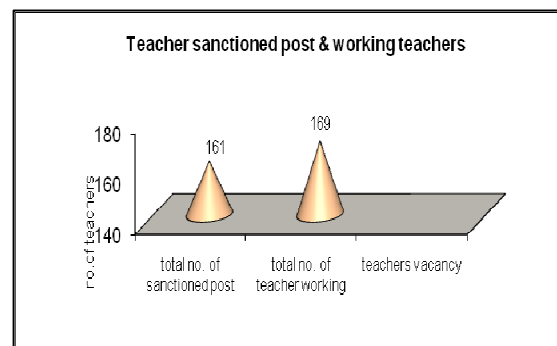
to drop out and/ or low achievement. Moreover, teachers are better able to relate to students with whom they share a common first language and cultural understandings, and to be able to effectively facilitate communication in class and to incorporate students' experiences into classroom practice. It is also argued that teacher's lack of knowledge of students' languages, cultures and communities inhibits the close relationship with students. In a culturally diverse society such as India, it may not always be possible to have a teacher with a similar background to his or her students, so it is important that the teachers be sensitized, educated and trained to acknowledge and be respectful of the various diversities among students. Issues related to teachers and their training also cannot be considered in isolation from the curriculum they teach in schools.

The total number of sanctioned posts in 40 sample schools visited by MI was 161. Against the sanctioned posts the total number of working teachers was 169 (18 males and 151 females). With regard to the teacher vacancies, in total sample schools, no posts of teachers were vacant.

Table 34: Number of sanctioned posts, working teachers and vacancies

	Males	Females	Total
Number of sanctioned posts			161
Number of teachers working	18	151	169
Teacher vacancies	-	-	0

b. Pupil Teacher Ratio (PTR) in UPS

Regarding Pupil Teacher ratio (PTR) in UPS, in 06 sample schools (67%) it was less than 35 students per teacher and in 03 sample schools (33%) it was more than35 students per teacher. Thus, in majority of upper primary sample schools visited by MI, number of students per teacher was less than 35 students.

Pupil Teacher Ratio in Primary schools

Regarding Pupil Teacher ratio (PTR) in PS, in 29 sample schools (94%) it was less than 30 students per teacher, in 01 sample school (3%) it was up to30 students per teacher and in 01 sample school (3%) it was more than 30 students per teacher. The Pupil Teacher Ratio which is reported higher in the sample schools are the Government

aided schools which have good strength may be due to quality education and better management as compared to Government run schools.

Table 35: Student Teacher Ratio

S. No.	Name of School	Teachers working		Teachers vacancies	Student teacher ratio
		Male	Female		
1.	GPS Shiroti Khola	0	1	1	1:14
2.	GPS Talpan	0	2	0	1:14
3.	GPMS Patnem	2	5	0	1:6
4.	GPS Parvem Agonda	0	2	0	1:14
5.	GPS Welwada	0	2	1	1:16
6.	GPS Mashem	0	2	0	1:12
7.	GPS Aquem Alto/ Bindolem	0	7	0	1:23
8.	GPS Moti Dongar	0	5	0	1:21
9.	Govt. High School Vidhyanagar	0	4	0	1:61
10.	GPS Varce	0	2	0	1:17
11.	GMS Dramapur	1	4	0	1:12
12.	St. Anthony High School Marjoda	1	16	0	1:42
13.	GMS Khareband No. 1 Sirvodem	1	7	0	1:24
14.	GHS Vasco (Main)	2	11	0	1:8
15.	Municipal High School	0	9	0	1:36
16.	GPS Vademnagar	0	5	0	1:11
17.	GMS Jetti	5	4	0	1:8
18.	GPS Bogda	0	2	0	1:11
19.	GPS Sada	1	4	0	1:13
20.	GPS Chicolim	0	2	0	1:9
21.	GPS Zuarinagar	1	4	0	1:17
22.	GMS Curpavaddo-Cortalim	0	7	0	1:6
23.	GPS Sanguem	1	3	0	1:30
24.	GPS Valkini Colony No. 1	0	2	0	1:14
25.	GPS Gauthan-Piliye	0	4	1	1:34
26.	GPS Thatod	0	1	0	1:14
27.	GPS Marad	0	1	0	1:11
28.	GPS Talsai	0	1	0	1:11
29.	GPS Navem	1	0	0	1:15
30.	Late Wingh Comdr V.B. Savardekar GPS Sanvordem	2	3	0	1:12
31.	GPS Mirabag Sanvorden Sanguem	0	2	0	1:11
32.	GPS Shelde	0	3	0	1:14
33.	GPS Aamona	0	3	0	1:17
34.	GPS Gaonkarcuado Deao	0	2	0	1:10
35.	GPS Gaonkarwada Ambaulim	0	3	0	1:10
36.	GPS Housing Board Gogal	0	8	0	1:17
37.	GPS Satorlim	0	2	0	1:17
38.	GPS Ziltawadi Gaondongrem	0	1	0	1:14
39.	GPS Kakoda	0	2	0	1:16
40.	GPS Curchorem	0	3	0	1:19

ii.	**Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school). Please provide the list of schools, where vacancy of subject-wise teacher exists.**

In terms of availability of teachers for teaching Science, in 07 sample schools (78%) Science teacher was available, whereas in 02 sample schools (22%) Science teacher was not available.

Table 36: Availability of Teachers for teaching Science in UPS
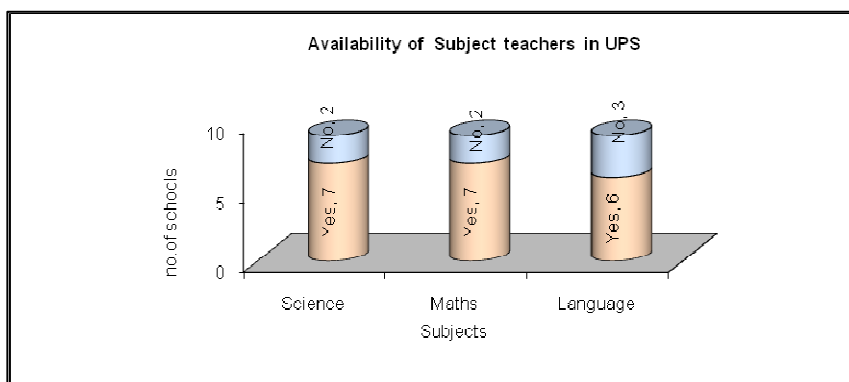
Availability of Subject teachers in UPS

	Number	Percentage (%)
Yes	07	78
No	02	22

In terms of availability of teachers for teaching Mathematics, in 07 sample schools (78%) Mathematics teacher was available, whereas in 02 sample schools (22%) Mathematics teacher was not available.

Table 37: Availability of Teachers for teaching Mathematics in UPS

	Number	Percentage (%)
Yes	07	78
No	02	22

In terms of availability of teachers for teaching Language, in 06 sample schools (67%) Language teacher was available, whereas in 03 sample schools (33%) Language teacher was not available.

Table 38: Availability of Teachers for teaching Language in UPS

	Number	Percentage (%)
Yes	06	67
No	03	33
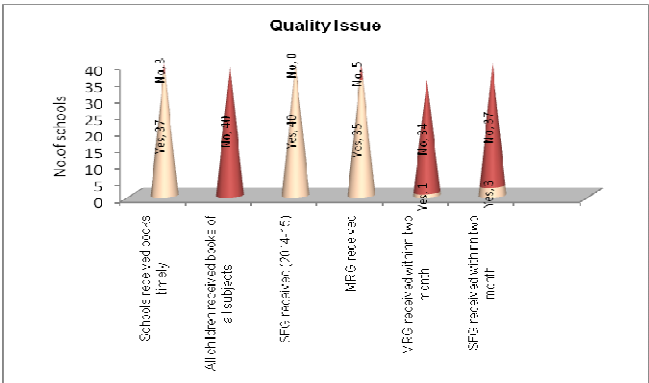
Table 39: Availability of Science, Mathematics and Language teachers in UPS School

S.No.	Name of School	Science	Mathematics	Language
1.	GPMS Patnem	Yes	Yes	Yes
2.	Govt. High School Vidhyanagar	Yes	Yes	Yes
3.	GMS Dramapur	Yes	Yes	Yes
4.	St. Anthony High School Marjoda	Yes	Yes	Yes
5.	GMS Khareband No. 1 Sirvodem	No	No	No
6.	GHS Vasco (Main)	Yes	Yes	Yes
7.	Municipal High School	Yes	Yes	Yes
8.	GMS Jetti	Yes	Yes	No
9.	GMS Curpavaddo-Cortalim	No	No	No

iii.	**No. of untrained teachers, school-wise list may be provided.**
	In all the 40 (100%) sample schools comprising PS and UPS all the teachers were trained.
iv.	**Details of the training received during this year (CRC level, BRC level, induction level or 60 days training**
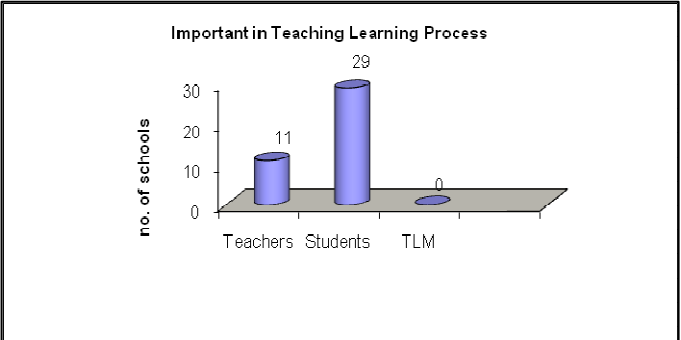
	– residential or non-residential). Year 2014-15		
	• The training in the Year 2014-15 is to be taken up in the district at district level & Blocks. • Subject based trainings were organized for 3 days at Block level for teachers of both primary and upper primary schools in which 2250 teachers were trained against the target of 2724. • Training of SMC members for 02 days in at Block and cluster level in which 343 members of SMC's were trained against the target of 450. • UDISE training was organized for one day.		
v.	**Whether text books were received in time i.e., before the commencement of academic session for all the subjects and all mediums of instruction.**		

In 37 sample schools (92.5%) visited by MI, text books were received before the commencement of the academic session, whereas in 03 sample schools (7.5%) all the text books were not received before the commencement of the session.

Table 40: Schools received books before commencement of academic session

	Number	Percentage (%)
Yes	37	92.5
No	03	7.5

Table 40A: Non-availability of all the text books before commencement of academic session

Sl.no.	Name of School	Block
1.	GPS Marad	Dharbandora
2	GPS Talsai	Dharbandora
3	GPS Mirabag Sanvorden Sanguem	Sanguem

(ii) Have all the children got text books of all subjects

Further, all children received textbooks of all the subjects was reported in all the 40 sample schools (100%).

Table 41 : All Children got textbooks of all subjects

	Number	Percentage (%)
Yes	40	100
No	0	0

vi.	**Whether all grants viz. school grant, maintenance grant and TLM grant were received in time.**

All 40 sample schools received School Facility grant. Out of 40 sample schools, only 03 sample schools (7.5%) received SFG within two months of commencement of session, whereas in 37 sample schools (92.5%) the same was not reported. Regarding MRG, 35 sample schools (87.5%) received MRG, whereas 05 sample schools (12.5%) did not receive MRG. Out of 35 sample schools which receive MRG, only 01 sample school (3%) received MRG within two months of commencement of session, whereas in 34 sample schools (97%) the same was not reported.

 Table 42: Received SFG grants within two months of the commencement of school (2014-15)

	Number	Percentage (%)	
Yes	03	7.5	
No	37	92.5	

II. Teaching Learning Process

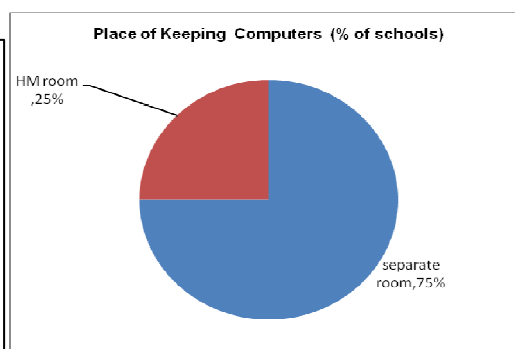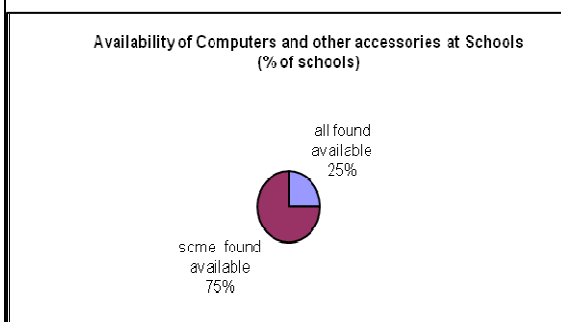| i.	**Teachers' understanding of the constructivist approach to teaching learning process.**
	Only availability of schools does not ensure children's participation and children education. More than schools availability, motivated teachers play an instrumental role in ensuring that children attend school regularly and take an active part in learning process. In the sample schools, very few teachers have understanding and are practicing the approach as desired in classroom teaching. Out of the total 40 sample schools, in 29 sample schools (72.5%), teachers opined that students were important in teaching learning process, whereas in 11 sample schools (27.5%), teachers opined that teachers were important in teaching learning process. Similarly, in 39 sample schools (97.5%) teachers opined that student was always given opportunity to speak. Similarly, in all the 40 sample schools (100%) during teaching learning process teachers provide concrete experiences. Also, teachers relate personal life experiences to learning during teaching learning process in 39 sample schools (97.5%). In all the 40 sample schools (100%) teachers opined that during teaching learning process learner was important. In all the 40 sample schools (100%) during teaching learning process teachers dictate notes to the students. But in real sense during observing the classroom process in the schools by MI, classes were going on the way they had been expected and teachers were using the new methods and TLM.
ii.	**Involvement of children in teaching learning process.**
	Active participation of children during teaching learning process in classroom was reported in all the 40 sample schools (100%). Children involvement in teaching learning process
iii.	**Whether the method of Comprehensive and Continuous Evaluation (CCE) was being followed in the school?**
	In all the 40 sample schools (100%) visited by MI Continuous and Comprehensive Evaluation (CCE) system is being followed.

| | iv. | **Whether onsite academic supports was being provided to teachers through BRCs/CRCs.** |

Onsite academic support to teachers was reported in 34 sample schools (85%), whereas in 06 sample schools (15%) teachers did not receive onsite academic support. The schools reported that the CRCs were more involved in providing the information about SSA. Sometime they took classes, too.

Table 43: Onsite academic support to teachers

	Number	Percentage (%)
Yes	34	85
No	06	15

| v. | **Give your comments on the classroom management with reference to:** |

- **Whether children are made to sit in small groups?**

In 08 sample schools (20%) children were made to sit in small groups, whereas in 32 schools (80%) children did not sit in small groups.

Table 44: Children sit in small groups

	Number	Percentage (%)
Yes	08	20
No	32	80

- **Whether groups are formed of children from the same class or with children from different classes.**

In 33 sample schools (82.5%) various classes sit together, whereas in 07 schools (17.5%) children of the same class only sit together.

Table 45: Various Classes sit together

	Number	Percentage (%)
Yes	33	82.5
No	07	17.5

- **Whether children from disadvantaged groups and children with disabilities sit separately and on the back benches.**

In all the 40 sample schools (100%) children from disadvantaged groups and children with disabilities sit with other children in the class. The opinion of school teachers and children supports the same although the physically challenged children were not reported enrolled in the sample schools.

Table 46: Children from disadvantaged groups and children with disabilities sit separately

	Number	Percentage (%)
Yes	0	0
No	40	100

- **Whether children have any role in the management of classrooms?**

In all the 40 sample schools (100%) teachers decide the management of classroom.

Table 47: Children's role in the management of Classroom

	Number	Percentage (%)
Yes	0	0
No	40	100

Teaching learning process observed by MI in the sample schools can be summarized as follows:

- In 85 percent of the sample schools teachers received onsite academic support.
- Active participation of children in teaching learning process in 100 percent sample schools.
- Various classes' children sit together in 82.5 percent of the sample schools visited by MI.
- In 100 percent sample schools children from disadvantaged groups and children with disabilities sit with other children in school.
- In 100 percent sample schools teachers decide the management of classrooms.

4. Computer Aided Learning (CAL)

i. **The status of upkeep and maintenance of the Computers & other accessories provided under CAL.**

Availability of Computers and other accessories at Schools (% of schools)
- all found available 25%
- some found available 75%

Place of Keeping Computers (% of schools)
- HM room, 25%
- separate room, 75%

The computer education was initiated in Upper Primary Schools for students of classes V, VI, and VII. Digital/ multimedia teaching learning materials were developed for Science, Mathematics and English Subjects for classes V, VI and VII. The main purpose behind starting computer education for students of upper primary classes was to make teaching interesting and joyful (especially lessons of Science, Mathematics and English). Teachers of CALP schools get three day training on e-content.

Computer facility

Computers and other aided materials were kept in HM room in 01 sample school (25%) and in 03 sample schools (75%) computers and other aided materials were kept in separate room.

Table 48: Place of Keeping of Computers and other aided materials

	Number	Percentage (%)
HM room	01	25
Separate room	04	75

As far as availability of computers and accessories is concerned, in 03 sample CALP schools (75%) monitored by MI some accessories supplied to schools under CAL were found available, whereas in 01 sample school (25%) all accessories supplied to schools under CAL were found available. Regarding status of rooms where computer and other accessories were kept, in 02 schools (50%) there was no leakage /seepage on roof in the room, whereas in 02 sample schools(50%). leakage /seepage on roof in the room was reported

Table 49: Availability of Computers and other accessories in schools

	Number	Percentage (%)
All	01	25
Some	03	75

Further, functional status of all computers and other aided materials was reported in 01 sample school (25%), functional status of some computers and other aided materials was reported in 02 sample schools (50%), whereas functional status of none of computers and other aided materials was reported in. 01 sample school (25%).

Table 50: Functional status of computers and other accessories in schools

	Number	Percentage (%)
All	01	25
Some	02	50
None	01	25

ii. **Whether activity based digital content/ teaching learning materials are used as supplementary materials to the course materials OR are integrated with the teaching learning process as part of the classroom transaction?**

Availability of list of digital/multimedia teaching learning material was reported in 01 sample school (25%) where CALP has been initiated under SSA, whereas in 03 sample schools (75%) availability of the same was not reported. Regarding teachers' knowledge of digital/multimedia teaching learning material was reported in all the 04 sample schools (100%). The use of activity based digital content TLMs as a part of classroom teaching was reported in 03 sample schools (75%), whereas in 01 sample school (25%) use of activity based digital content TLMs as a part of classroom teaching was not reported.

Table 51: Use of activity based digital content TLMs

	Number	Percentage (%)
Yes	03	75
No	01	25

iii. **Whether the subject teachers who have been provided with training on use of CAL resources are comfortable on use of CAL resources & equipments?**

The teachers received training under CALP was reported in 03 sample schools (75%), whereas in 01 sample school (25%) teachers did not receive training under CALP. Teachers' knowledge about computer operation and use of

Teachers training under CALP and use of computer digital technique

CD was reported proper in all the 04 sample schools (100%). Regarding use of computer digital technique skills in developing TLM for classroom by teachers was not reported in any of 04 schools (100%) visited by MI under CALP.

Table 52: Teachers received training under CALP

	Number	Percentage (%)
Yes	03	75
No	01	25

Table 53: Teachers' knowledge about computer operation and use of CD

	Number	Percentage (%)
Yes	04	100
No	0	0

Table 54: Use of Computer digital technique skills in developing TLM

	Number	Percentage (%)
Yes	0	0
No	04	100

Thus, Computer Aided Learning Programme (CALP) can be summarized as follows:

- In 25 percent of sample CALP schools visited by MI, all computers and other accessories supplied to schools under CALP were physically available.

- Teachers were trained under CALP in 75 percent of CALP sample schools.

- Also, all computers and their other accessories were reported functional in 25 percent of sample schools.

- Use of activity based digital content TLMs as supplementary materials to the course materials was reported in 03 sample CALP schools (75%).

iv.	**Whether the activities are regularly monitored & support is provided by the state?**
	Various activities under CALP were regularly monitored & support was provided by the state was reported in 01 sample school (25%), whereas in 03 sample schools (75%) various activities under CALP were regularly monitored & support was provided by the state was not reported.

7. **Girls Education, National Programme for education of Girls at Elementary Level (NPEGEL) & Kasturba Gandhi Balika Vidyalaya (KGBV)**

NPEGEL & KGBVs were not taken up in the district

8. **Inclusive Education**

In the district, the State Government in addition to SSA initiatives for CWSN children is also giving support in about 60 aided schools under IED. The schools covered were secondary and senior secondary schools which were are supported with resource rooms and resource teachers for CWSN children. But SSA initiatives were for primary and Upper Primary classes (Up to Middle schools i.e. class 7).

a. **In the classroom**

i.	**Sitting arrangement for the CWSN.**
	Out of 05 sample schools where CWSN were found, the seating arrangement for CWSN was reported inclusive.

Table 55: Sitting arrangements for CWSN in classroom

	Number	Percentage (%)
Inclusive	05	100
Separate	0	0

ii.	**Participation level of the CWSN in classroom processes and efforts made to optimize it.**

		In all the 05 CWSN sample schools (100%) level of participation of CWSN children in classroom activities was participatory.

Table 56: Participation level of CWSN in classroom processes

	Number	Percentage (%)
Participatory	05	100
Passive	0	0

iii.	**Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.**

The behavior of school children (Peer) towards CWSN was reported friendly in all the 05 sample CWSN schools (100%) visited by MI.

iv.	**Type of peer support observed.**

During teaching learning process, co-curricular activities and in interval peer support to CWSN was reported friendly. Peer extend their support, cooperation and help to CWSN during all these activities, namely, taking them to class, serving MDM, giving front row for sitting, etc.

v.	**Teachers' behaviour towards CWSN.**

In all the 05 sample CWSN schools (100%) teachers' behave equally with all children.

Availability of TLM for CWSN

vi.	**Whether the teachers have appropriate kind of TLMs for CWSNs?**

Availability of special TLM was not reported in 04 samples CWSN schools (80%), whereas in 01 sample school (20%) the availability of the same was reported.

Table 57: Availability of TLM with CWSN

	Number	Percentage (%)
Yes	01	20
No	04	80

vii.	**Is the evaluation process tailored to their needs?**

Evaluation process tailored to their needs was reported in 02 sample CWSN schools (40%), whereas in 03 sample schools (60%) the same was not reported. The teachers in the schools undertook evaluation processes based on the need of physically challenged persons.

b. From the Teachers

i.	**Training received and confidence level of the teacher to handle classrooms with CWSN.**

Teachers did not receive CWSN training in any of 05 sample CWSN schools. Again, it is a difficult situation for the teachers to handle the physically challenged children. Also the district does not have

any Resource teachers working physically in the schools.

Table 58: Teachers' CWSN Training

	Number	Percentage (%)
Yes	0	0
No	05	100

| ii. | **Whether the Individualized Educational Plan (IEPs) has been prepared for CWSN?** |

In none of the 05 sample CWSN schools (100%) Individualized Educational Plan (IEP) was not prepared for CWSN.

Table 59: Preparation of IEP by the school for CWSN

	Number	Percentage (%)
Yes	0	0
No	05	100

| iii. | **On-site academic support by the Resource Teachers – frequency of visits, time spent by the resource teachers in the school and nature of support provided.** |

Under IED, one Resource Teacher called BRP for IED was reported looking after two Blocks. The key task of Resource teacher was to attend the children at Block Resource Centre. They also provided home based support to children with special need. In addition to SSA resource Teachers & BRPs (IED), there were resource Teachers appointed by the department who were also supporting CWSN at Resource Centres. The Block Resource Person (IED) undertakes monitoring of the CWSN facilitates activities related to CWSN, trains teachers of schools and counsels parents of CWSN.

In the district out of 767 identified CWSN children 664 children were mainstreamed. Also, 13 camps for screening of children and providing them certificates of disability were organized. 42 children were given disability certificates.

Looking to the availability of Resource teachers / BRP (IED) in the district, situation needs to be improved by appointing more number of subject based resource teachers of MR, VI, & HI etc. without any delay. In present context, Resource teachers hardly find sufficient time to visit schools in required manner to support CWSN children. Also, it needs to see that all the disabled children in the population are enumerated. During monitoring in the schools, it has been observed that there were children specially in the aided schools who were enrolled in the school but their name is not with the SSA resource teachers/ CRC.

The visit of resource teachers in the schools is reported erratic due to their less number in the Block and district. Also, the assistive devices given earlier were hardly reviewed and supported in order to ensure their functional status.

No IED coordinator has been appointed at the district level for coordination and support to BRPs at the Blocks.

| iv. | **Nature and frequency of interaction with the parents of the CWSN.** |

Though the parental awareness programmes are organized, the parents of CWSN in the sample schools are not given any counseling.

Table 60: Status of Parents' Counseling

	Number	Percentage (%)
Yes	0	0
No	05	100

| v. | **What is the additional support or facilities required?** |

In the district the appointment of Resource teachers for IED is not proper. One Resource teacher was appointed for 02 Blocks. It may be of any discipline. The first and foremost requirement is appointment of required number of Resource teachers in the district at BRC level and also at the district level in order to deal the subject in the way it should be with more sensitiveness and commitment.

Then, the second issue is of enumeration of children and providing them the required support to get them enrolled and continues in the schools. Also, the assistive device need should be identified properly by the experts and follow up support should be given in order to use the assistive devices to facilitate the CWSN life in a better way. There is strong need to review the former years given assistive devices so that if there is any non-functional device with CWSN children it should be made functional. If it is required, the non functional assistive device may be replaced with additional one.

Again, there is the issue of distribution of special TLM for the CWSN children which is an important element in order to really serve the CWSNs.

c. From the Parents

i.	**Nature of disability of the child and counselling received by them to tackle that.**

Sr. No.	Type of Disability	Boys	Girls	Total
1	Low Vision	2	0	2
4	Deaf and Dumb	0	1	1
3	Physically handicapped	1	0	1
4	Mentally Retarded	1	0	1
	Total	4	1	5

ii.	**Whether the child had attended any medical assessment camp, was diagnosed to be in need of some assistive device, supplied the assistive device and issued a disability certificate.**

In 04 sample CWSN schools (80%) health check-up camps were organized for CWSN, whereas in 01 sample school (20%) health check-up camps were not organized for CWSN. In 03 sample schools (75%) assistive devices were distributed to CWSN, whereas in 01 school (25%) the same was not reported.

Distribution and Status of Assistive device to CWSN

In 02 schools (40%) disability certificates were issued to CWSN, whereas in 03 schools (60%) the same was not reported.

Table 61: Health Check-up camp organized for CWSN

	Number	Percentage (%)
Yes	04	80
No	01	20

Table 62: Issue of disability certificate to CWSN

	Number	Percentage (%)
Yes	02	40
No	03	60

iii.	**Whether the assistive device is in a working condition or in need of repair/replacement.**	
	In 03 CWSN schools where assistive devices were distributed, condition and functionality of assistive devices was reported in all the 03sample CWSN schools (100%).	
	Table 63: Distribution of assistive devices to CWSN.	

	Number	Percentage (%)
Yes	03	75
No	01	25

iv.	**In case of a child under Home Based Education (HBE), the frequency of visits by the Resource Teacher and care giver and time spent with the child.**
	The availability of resource teacher of IED was not there who may enumerate and provide support to the children who need home based education support. Also, the schools/ SSA do not have list of HBE children may be due to lack of required skill and resource teachers in terms of numbers.
	Inclusive Education with Special Reference to CWSN visited by MI in 05 sample CWSN schools can be summarized as follows:
	• Total number of CWSN present in 05 sample schools was 04 against 05 enrolled CWSN in the school.
	• Seating arrangement was reported inclusive and CWSN children used to sit with other children in classroom.
	• CWSN participate actively in classroom processes.
	• Availability of special TLM for CWSN was not reported in 80 percent sample CWSN schools visited by MI.
	• Teachers did not receive CWSN training in any of 05 sample CWSN schools visited by MI.
	• IEP for CWSN was not prepared in the CWSN Schools visited by MI (100%).
	• Health check-up camp was organized at 04 sample CWSN Schools (80%) visited by MI.

9. Civil Works

i.	**Whether SMC members have been provided training for implementing civil works (minimum 2 to 3 times training during the construction period).**
	Adequate training of SMC on civil construction work was not reported in any of 03 sample schools (100%) where civil construction work (toilet) was initiated.

ii.	**Whether the community manual, design drawings are available with the SMC or within the school premises?**
	Availability of copy of Community manual was not reported in 02 sample school (67%) and in 01 sample school (33%) availability of the same was reported.
	Availability of drawing design was reported in 01 sample school (33%), whereas in 02 sample schools

		(67%) availability of the same was not reported.
iii.		**Whether the separate accounts for civil works are being maintained on daily basis and details available on transparency board installed in the school premises for the purpose.**
		Separate Account was not maintained in any of 03 sample schools (100%).
iv.		**Number of times, the technical persons visited the construction site and whether there is any authentication done or instructions given (visits should be at the time of construction foundation level, plinth level, lintel level, roof level, flooring and finishing level).**
		In 01 sample school (33%) visit of technical person at construction work site was reported, whereas in 02 sample schools (67%) visit of technical person at construction work site was not reported.
v.		**Whether daily cement account is being maintained and is authenticated by Technical persons.**
		Daily cement account was not being maintained in any of 03 sample schools (100%) where civil construction work was initiated.
vi.		**Whether the MOU is being signed between the SSA authorities and SMC before release of funds.**
		Regarding signing of MOU between SSA and SMC, the same was not reported in any of 03 sample schools (100%).
vii.		**Any good practices in civil works which can be replicated in other places/in other States.**
		The quality of construction and its usage is very much reflected in the undertaken civil works in the schools.

10. Community Mobilization
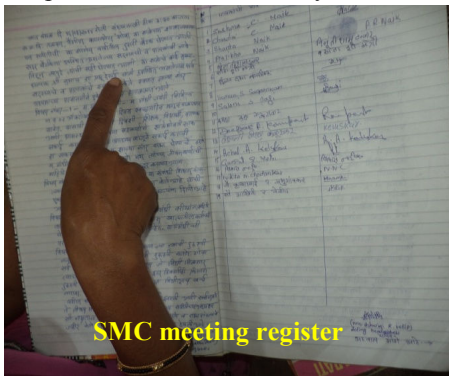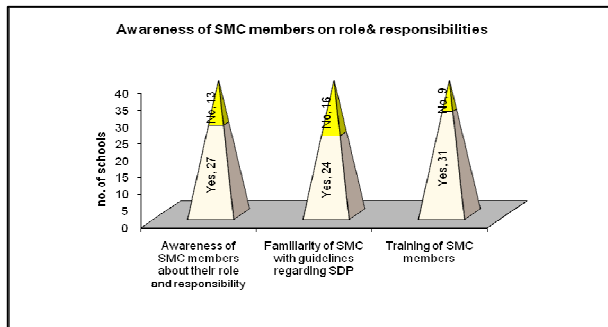
i.		**Whether SMCs have been constituted in schools, as mandated by the RTE Act, 2009?**
		In all the 40 sample schools (100%) SMCs have been constituted as mandated by the RTE Act, 2009.
ii.		**Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.**
		In 27 sample schools (67.5%) SMC members were familiar with their roles and responsibilities as notified by the State Government, whereas in 13 sample schools (32.5 %) SMC members were not familiar with their roles and responsibilities as notified by the State Government.

SMC meeting register

Awareness of SMC members on role & responsibilities

Table 64:

Awareness of SMC members of roles and responsibilities

	Number	Percentage (%)
Yes	27	67.5
No	13	32.5

iii.	**Familiarity of the SMC members with the Data Capture Format, school report card and VER / WER.**					
	S. No	Activities	Poor	Fair	Good	Very Good
	A	Details about SSA & MDM	3 (7.5%)	36 (90%)	01 (2.5%)	-
	B	Funds (civil works, additional classrooms, school grants, maintenance grants etc.)	4 (10%)	33 (82.5%)	03 (7.5%)	
	C	Roles and responsibilities	16 (40%)	22 (55%)	02 (5%)	
	D	School Development Plan	18 (45%)	22 (55%)	-	
	E	Student enrollment and attendance	08 (20%)	30 (75%)	02 (5%)	
	F	Right to education act	11 (27.5%)	29 (72.5%)	-	
	G	School facilities (classrooms, toilets and drinking water etc.)	08 (20%)	29 (72.5%)	03 (7.5%)	
	H	DISE data capture format	23 (57.5%)	15 (37.5%)	02 (5%)	-
	I	School Report Card	26 (65%)	12 (30%)	02 (5%)	

iv.	**Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.**
	In 24 sample schools (60%) SMC members were familiar with the guidelines regarding School Development Plan, whereas in 16 sample schools (40%) SMC members were not familiar with the guidelines regarding School Development Plan. Training to SMC members was reported in 37 sample schools (92.5%), whereas in 03 sample schools (7.5%) training to SMC members was not reported.

v.	**Frequency of SMC's meetings held and issues discussed.**
	As far as frequency of SMC meetings is concerned, in 04 sample schools (10%) it was organized occasionally, in 05 sample schools (12.5%) the same was organized monthly and in 16 sample schools (40%) SMC meeting was organized quarterly and in 08 sample schools (20%) SMC meeting was organized half-yearly. In 07 sample schools (17.5%) SMC meeting was organized yearly. Issues discussed in the SMC's meetings are as follows:

- Initiating sanitation drive.
- Increasing enrollment and attendance of children especially children of deprived sections.
- Improving quality teaching in school.
- Informing parents about their wards
- Distribution of uniforms and text books.
- Arrangement for drinking water.
- Cleanliness of school campus.
- Participation in various school activities.
- Maintenance of school building.
- Organizing co-curricular activities in school.
- Improving performance of weaker students.
- Monitoring of MDM supply

vi.	Role of SMCs members in monitoring teachers' and students' attendance and importance given to their feedback.
	i. Student attendance
	In all the 40 sample schools (100%) SMC members monitored student attendance.
	iv. Teacher absenteeism
	Teachers' absenteeism was not monitored in any of 40 sample schools (100%).
vii.	Contribution made by the community for the upliftment of school or educational scenario of the habitation.
	Contribution made by the community for the upliftment of school or educational scenario of the habitation was reported in 11 sample schools (27.5%), whereas in 29 sample schools (72.5%) the same was not reported. • Donating in school fund to meet school requirements. • Enrolment / bringing back drop-out children to school. • Organizing various other activities in school. • Monitoring of mid day meal. • Participation in school activities

11. MIS

i.	Whether the school supplied data under DISE? If yes, does the school have a copy of the filled-in Data Capture Format (DCF)?
	  School Report card Availability of data under DISE for the year 2014-15 was reported in all the 40 sample schools (100%). 31 sample schools (77.5%) had a copy of the filled- in Data Capture Format (DCF), whereas 09 sample schools (22.5%) did not have the copy of the filled- in Data Capture Format (DCF). Table 65: Schools supplied data under DISE for last year (2013-14) Table 66: Availability of filled-in DCF at school

Table 65: Schools supplied data under DISE for last year (2013-14)

	Number	Percentage (%)
Yes	40	100
No	0	0
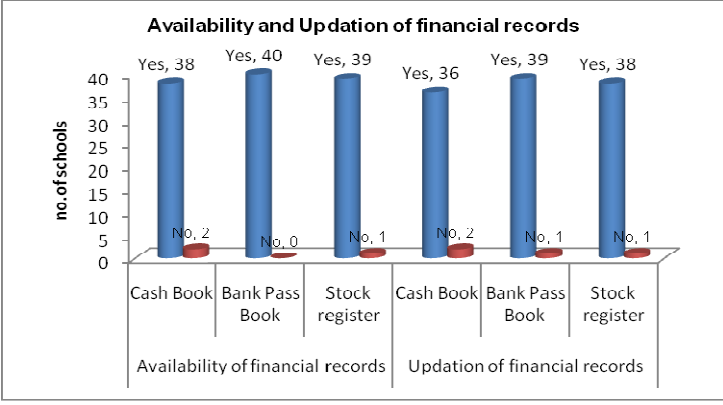
Table 66: Availability of filled-in DCF at school

	Number	Percentage (%)
Yes	31	77.5
No	09	22..5

ii.	**Whether any training on filling up of DCF was provided to the teacher/head teacher?**
	In 38 sample schools (95%) training on filling-up of DCF was provided to the teachers/head teachers (2014-2015 DISE), whereas in 02 sample schools (5%) training on filling-up of DCF was not provided to the teachers/head teachers.
	Table 67: Training to teachers on filling of DCF

	Number	Percentage (%)
Yes	38	95
No	02	5

iii.	**Whether the CRC coordinator/headmaster conducted the Jan- Vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan?**
	Jan-Vacchan (community reading as a measure of social audit) of DISE data reported in the DCF was not conducted in any of the 40 sample schools.
iv.	**Whether the school received the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?**
	Printed Copy of School Report Card (2013-14) was reported only in 24 sample schools (60%), whereas in 16 sample schools (40%) availability of printed Copy of School Report Card was not reported.
v.	**Whether the DCF/School report card is available with the school? Does it match with the actual position in the school?**
	Out of 31 sample schools where availability of DCF was reported available, in 30 schools (94%) information given in DCF/ School report card matches with the actual position in the school, whereas in 01 school (6%) information given in DCF/ School report card does not match with the actual position in the school.
vi.	**Whether the schools records are being maintained and updated regularly?**
	In 31 sample schools (77.5%) records were being maintained and updated regularly, whereas in 09 sample schools (22.5%) they were not maintained regularly.
	Management Information system (MIS) in sample schools visited by MI can be summarized as follows:
	▪ All 40 sample schools (100%) had supplied data under DISE for the year 2014-2015.
	▪ Printed Copy of School Report Cards was not reported in 40 percent of the sample schools.
	▪ In 38 sample schools (95%) training on filling-up of DCF was provided to the teachers/head teachers.

12. Financial Management

i.	**Whether the financial records and registers are maintained as per SSA financial manual?**
	In 38 sample schools (95%) Cash Book/ expenditure register was available, whereas the same was not available in 02 sample schools (5%). Updation of Cash Book was reported in 36 sample schools (95%). Bank pass Book was available in all the 40 sample schools (100%). Updation of Bank pass Book was reported in 39 sample schools (97.5%), whereas updation of Bank pass Book was not reported in 01 sample school (2.5 %). Similarly, Stock Registers were available in 39 sample schools (97.5%) whereas the same were not available in 01 sample school (2.5%). Similarly, updation of Stock Registers was reported in 38 sample schools (97%).
	Availability and Updation of financial records
	In the district, there is general practice of submitting the utilization of SSA grants on the format given and schools keep a copy of the same in the file which was observed by the MI.
ii.	**Mode of transfer of fund to the SMC from the state or district levels. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC.**
	Mode of transfer of fund to the SMC from the State or District levels was through cheque in all the 40 sample schools (100%).
iii.	**Type of funds/grants received and the month of receipt.**
	During current financial year (2014-15) all the 40 sample schools received school uniform grant, school facility grant and maintenance grant. The SFG and MRG were released in January 2015.
iv.	**System for the drawl of fund from the SMC account.**
	System for the withdrawal of fund from the SMC account was through cash in 36 sample schools (90%), through cheque in 02 sample schools (5%) and through cash/ cheque both in 02 sample schools (5%).
v.	**If the proposals for expenditure and expenditure statements are being shared with the community members. If yes, is there any instance of community expressing objection/reservation about any transaction?**
	Similarly, the proposals for expenditure and expenditure statements were shared with community in 30 sample schools (75%), whereas in 10 (25%) schools the same was not reported.
	Instances of community expressing objection/reservation about any transaction were not reported in any of 30 sample schools (100%).
vi.	**Whether the SMC is covered by audit. If yes, has the audit observations been shared with the community.**
	In 06 sample schools (15%) SMCs are covered by audit, whereas in 34 sample schools (85%) SMCs are not covered by audit. Audit observations were not shared with the community in any of 06 sample schools where SMCs is covered by audit.

vii.	**Any instance of community mobilizing resources for the school.**
	Instance of community mobilizing resources for the school was reported in 10 sample schools, (25%) whereas in 30 sample schools (75%) instance of community mobilizing resources for the school was not reported.
	Thus, financial management in the sample schools visited by MI can be summarized as follows:

- ■ In 38 sample schools (95%) cash book was available. Bank pass book was available in all the 40 sample schools (100%). Stock registers were found available in 39 sample schools (97.5%). Also, updation of these financial records was reported 95, 97.5 and 97 percent of the schools respectively.

- ■ Although, there is general practice of submitting the utilization of SSA grants on the format given and schools keep a copy of the same in the file which was observed by the MI.

- ■ Mode of transfer of fund to the SMC/ VEC from the state or District levels was through cheque.

13. **Any other (items which are not included in the ToR and MI wants to give observation based on the school visit) MI can write 2-3 pages under this heading only.**

In South Goa district it was experienced that the education amongst children at large is passion. Under SSA the district is getting financial and programmatic support from the SSA State Project Office and Directorate of Education to the schools upto elementary level i.e. primary (classes 1-4) and upper primary level (classes 5-7). District Project Office has clear mandate of RTE Act in the intervention of activities as per the AWP&B-2014-15. The officials associated with the programme have diverse experiences and have commitment to implement SSA in the framework of RTE Act, 2009. Physical facilities like drinking water, additional classrooms, and toilets have been better in the sample schools visited by MI.

Monitoring of implementation of Sarva Shiksha Abhiyan (SSA) in the ambit of Right to Education Act has been undertaken to review the system, process and initiatives at the district, Blocks and schools in order to implement the activities under SSA in order to ensure Right to Education of a child in the purview of RTE Act, 2009. This part of the Monitoring report will discuss the various dimensions of overall management of the SSA in the schools. The instrumental in the whole process is support the schools received from district and blocks to really undertake the issue of RTE Act.

One of the great jobs the State did was that the posts in the district and block level were largely filled during the period of monitoring i.e. October, 2014 to March, 2015 except the IED coordinators and Resource teachers.

Sarva Shiksha Abhiyan under the umbrella of RTE, Act 2009 facilitated in availability of facilities in the schools & has created positive environment of learning in schools. Also, the maintenance, to a great extent, is better in case of drinking water, toilets, blackboards, classrooms, etc. It shows that the educational inputs and processes are better placed in the schools. The schools acknowledge the support from the SSA.

CALP: The component related to CALP still needs to be made effective and of greater academic use for children. LCD with CD operating facilities is given in the schools but it was not reported in use for the computer aided learning. Also, most of computers were not reported working. Still lot more is to be done for linking the digital / multimedia with academic sessions.

Out-of-School-Children: With regards to the earlier experience the efforts made by the district can be appreciated where we have come across the children at the STCs. The OoSc were enumerated and enrolled at the regular schools/ neighbourhood school. The OoSc enrolled at the regular come to attend school regularly and then go to STCs run by the NGOs after the school hours.

The State and district have to really work on the proper strategy, inputs in the form of curriculum and books for OoSC which will drive the OoSC in achieving the competency level of the class in 3 months' time for one class. In the district, it has been reported that in total, there were 207 OoSC who were to be enrolled at the Special Training centers.

There is need to develop the course materials for the OoSCs. Also, the training to the EVs appointed for STCs is an important element which needs to be taken care of.

Process Teaching learning: Children educational level in Mathematics, English and Science was average in Government run schools and good in private aided schools. Teachers need training/ orientation so that they can understand their responsibility towards children and should take pain in imparting qualitative education among children.

Role of SMC: SMC was constituted in every school but its formation and working was just a formality. The awareness level of SMC members regarding school activities, MDM, financial details and expenses etc. was average. SMC members were less aware about SMC meetings and minutes. The training of SMC members was reported which needs to be taken up in more planned way with proper preparation so that the real purpose of SMC members' training can be met.

Usage of Grants under SSA: The classrooms, blackboards and usable facilities in majority of schools are there and properly utilized by the teachers and children. In most of the schools children bring utensils / plastic Tiffin boxes from their home for MDM. The available grant of school facility can be utilized for the same so that the schools may have proper and adequate number of plates for children for taking mid-day-meal.

CWSN: In the district, the State Government in addition to SSA initiatives for CWSN children is also giving support in about 60 aided schools under IED. The schools covered are secondary and senior secondary schools which are supported with resource rooms and resource teachers for CWSN children. But SSA initiatives were for primary and Upper Primary classes (upto Middle schools i.e. class 7). The SSA functionaries/ coordinators at District/ Block and cluster may utilize the opportunity for better implementation of inclusive education in the district.

In the District, CWSN are important and they need to be taken care of in terms of appointment of adequate number of Block Resource Persons and Resource teachers in the ratio of number of CWSN. Also, the district has to work on the strategic listing of CWSN children rather than working on bits and pieces. Thus, the district needs to be more strategic in terms of enumeration for CWSN children, mobilizing them, providing support from project as well as leveraging support from other Government departments and organizations engaged into it. Regular monthly /fortnightly review of the inputs, processes, outputs, gaps, strengths and weaknesses needs to be assessed at district and block level to bring quality in the CWSN programme in the district.

There is an urgent need that the enumerated CWSN should be supported and provided with the assistive devices as per the provisions made under AWP&B.

Also, there is strong need to provide support of text books to the visually impaired/ Blind children who were reported in the schools but were attending schools without any text books.

Monitoring is an important aspect, especially in social development programmes where matching between the investment and the outcome is really tough. There should be regular monthly monitoring meeting which really helps to understand the mechanism of monitoring at district and Block level.

The district and Block with its highly motivated team are making efforts to implement the whole SSA as per RTE norms. They also have deep concern for the programme. The real challenge is to translate the motivation and dedication into real action to have timely qualitative delivery which really impacts upon the education quality, addressing the issue of OoSC and CWSN.

There is greater need to push the SSA initiatives and activities in the light of RTE Act. The officials/ stakeholders at

all the levels should be given responsibility with certain amount of power rather than working in the fixed compartment where the quality and real outcome may be the opportunity cost.

Lastly, the coordination and convergence need to be practiced by SSA officials at all the levels with full enthusiasm and adequate planning to realize the effect and understanding the contextual situation and realities.

ANNEXURE

## 3(b) List of Schools with DISE code visited by MI (District Name-South Goa)

S. No.	School Name	DISE Code	Category of school	urban areas	Special training centres	Civil works sanctioned	NPEGEL Schools	Minimum of 3 CWSN	CALP	KGBV
	List of Schools - District South Goa			**Sample Schools**						
1	GPS Shiroti Khola	30020502004	PS							
2	GPS Talpan	30020501809	PS			1				
3	GPMS Patnem	30020504301	UPS						1	
4	GPS Parvem Agonda	30020500305	PS							
5	GPS Welwada	30020501811	PS							
6	GPS Mashem	30020500505	PS							
7	GPS Aquem Alto/ Bindolem	30020103303	PS		1					
8	GPS Moti Dongar	30020103302	PS					1		
9	Govt. High School Vidhyanagar	30020102402	UPS					1		
10	GPS Varce	30020102901	PS							
11	GMS Dramapur	30020100501	UPS	1						
12	St. Anthony High School Marjoda	30020105302	UPS		1					
13	GMS Khareband No. 1 Sirvodem	30020100601	UPS						1	
14	GHS Vasco (Main)	30020203001	UPS	1						
15	Municipal High School	30020200806	UPS							
16	GPS Vademnagar	30020200703	PS							
17	GMS Jetti	30020200301	UPS						1	
18	GPS Bogda	30020201401	PS	1						
19	GPS Sada	30020200902	PS	1						
20	GPS Chicolim	30020202603	PS	1						
21	GPS Zuarinagar	30020200502	PS							
22	GMS Curpavaddo-Cortalim	30020200401	UPS						1	
23	GPS Sanguem	30020400201	PS	1						
24	GPS Valkini Colony No. 1	30020409104	PS	1						
25	GPS Gauthan-Piliye	30020600103	PS		1					
26	GPS Thatod	30020600707	PS					1		
27	GPS Marad	30020500709	PS			1				
28	GPS Talsai	30020600704	PS			1				
29	GPS Navem	30020601507	PS			1				
30	Late Wingh Comdr V.B. Savardekar GPS Sanvordem	30020407301	PS							
31	GPS Mirabag Sanvorden Sanguem	30020407601	PS					1		
32	GPS Shelde	30020300403	PS							
33	GPS Aamona	30020301604	PS							
34	GPS Gaonkarcuado Deao	30020302402	PS							
35	GPS Gaonkarwada Ambaulim	30020303403	PS							
36	GPS Housing Board Gogal	30020102101	PS	1						
37	GPS Satorlim	30020503206	PS							
38	GPS Ziltawadi Gaondongrem	30020503209	PS					1		
39	GPS Kakoda	30020303301	PS	1						
40	GPS Curchorem	30020301107	PS	1						
				10	**3**	**4**	**0**	**5**	**4**	**0**

Annexure II

3(c) Any other relevant documents

Please enclose the documents duly giving the title as Annexure II i.e. whenever only circulars/Amendments/Notices planning to provide in the report.

Order for Home based education of CWSN

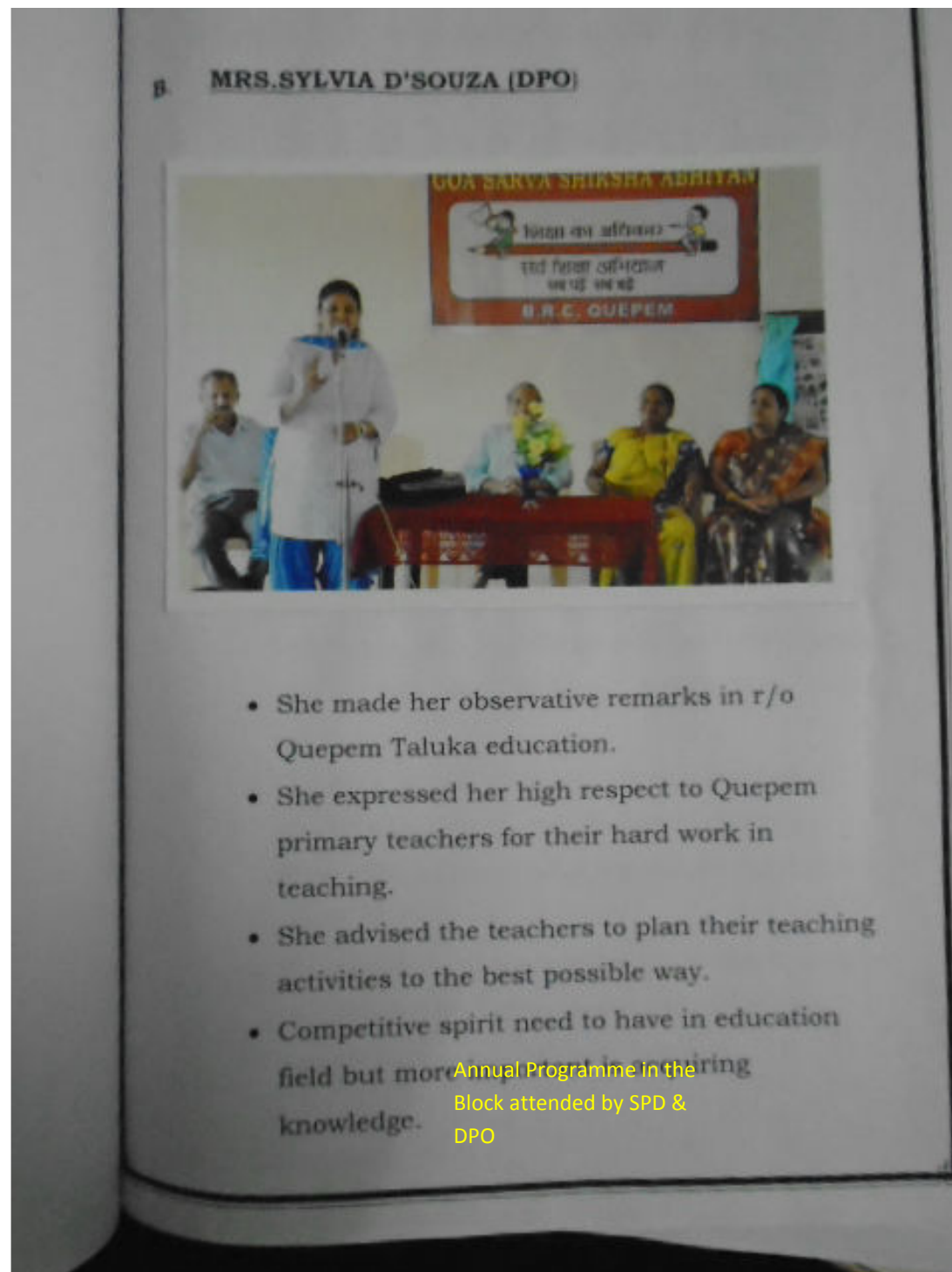## (c) Any other relevant documents

Please enclose the documents duly giving the title as Annexure II i.e. whenever only circulars/Amendments/Notices planning to provide in the report.

Annual Programme in the Block attended by SPD & DPO
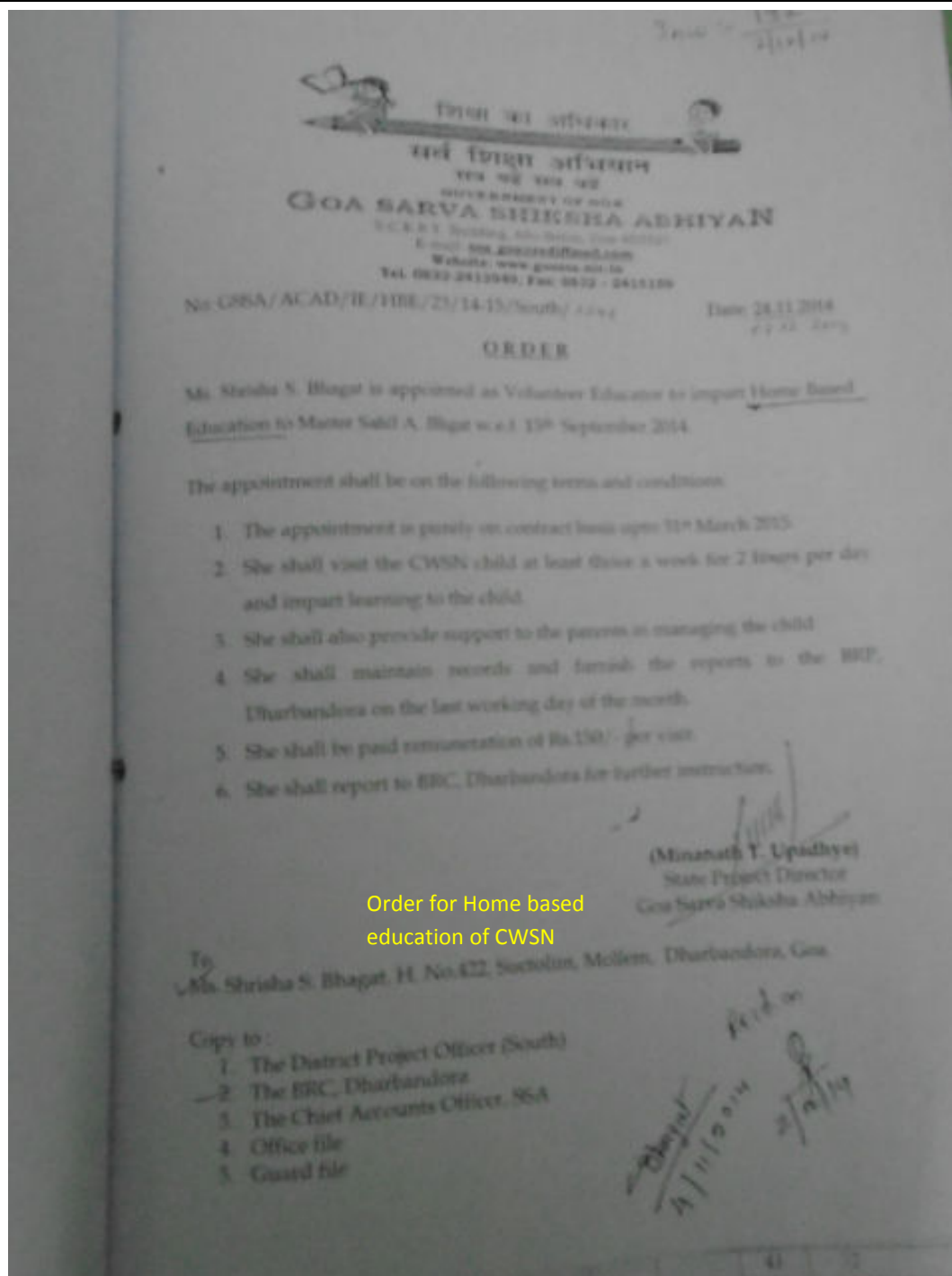
LIST OF ABBREVIATIONS		
AIE	-	Alternative and Innovative Education
ACRs	-	Additional Classrooms
APC	-	Assistant Project Coordinator
BRC	-	Block Resource Centre
BRP	-	Block Resource Person
BRCF	-	Block Resource Centre Facilitator
CRC	-	Cluster Resource Centre
CWSN	-	Children with Special Need
CDECS	-	Centre for Development Communication & Studies
DEO	-	District Education Officer
DIET	-	District Institute of Education and Training
DPO	-	District Project Office
EGS	-	Education Guarantee Scheme
JE	-	Junior Engineer
KGBV	-	Kasturba Gandhi Balika Vidyalaya
MDMS	-	Mid Day Meal Scheme
MI	-	Monitoring Institute
MRG	-	Maintenance & Repair grants
NGOs	-	Non Government Organizations
NPEGEL		National Programme For Education of Girls at Elementary Level
OBCs	-	Other Backward Castes
PHED	-	Public Health Engineering Department
OoSC	-	Out of School Children
PRIs	-	Panchayat Raj Institutions
RTE	-	Right To Education
SCs	-	Scheduled Castes
SFG	-	School Facilities Grants
SPO	-	State Project Office
SMC	-	School Management Committee
SSA	-	Sarva Shiksha Abhiyan
STs	-	Scheduled Tribes
STCs	-	Special Training Centres
SFG	-	School Facility Grant
SCERT	-	State Council For Educational Research and Training
TLM	-	Teaching Learning Material

Second Half Yearly Monitoring Report of the year 2014-15 of CDECS on SSA-RTE for the South Goa District for the period from 1-10-2014 to 31-03-2015

COMMENTS

1. The report reveals the implementation and progress of SSA-RTE.
2. MI has examined and analyzed the progress made by South Goa District.
3. Empirical data have been obtained from the respondents like teachers, Community leaders, SMC members, student etc during the field level monitoring.
4. Dr. Upendra K. Singh, the Nodal Officer for the state of Goa, along with his team, visited the State several times in the past for half yearly reports and presented a very objective report based on empirical studies and constructive suggestions for improvement have been offered.
5. There are innumerable observations in respect of the following intervention which we should bring to the notice of the Block level and District level functionaries of GSSA for further improvement and higher level achievement :
    1. Access
    2. Special training for out of school children
    3. Quality and enabling conditions
    4. Computer aided learning (CAL)
    5. Inclusive Education
    6. Civil Works
    7. Community Awareness
    8. MIS
    9. Financial Management

However, it is pertinent that we may bring the following observation to the notice of the concerned BRP/CRP/BRCC, with clear indication that these observation are made by impartial third party for better performance in future.

(A): Some of the positive observations are as under. The concerned functionaries of GSSA/Teachers/SMCs need complements for the same:

1. In all 100% sample schools, CCE system is being followed. (Pg. 11)
2. In all the 100% sample schools children from disadvantaged groups and children with disabilities sit with other children in the class. (Pg. 12)
3. In all 100 sample schools teachers decide the management of the classrooms. (Pg. 12)
4. Seating arrangement for CWSN was reported inclusive. (Pg. 13)
5. The level of participation of CWSN children in classroom activities was participatory. (Pg. 13)
6. The behavior of school children (peer) towards CWSN was reported friendly in all sample CWSN schools. (Pg.13)
7. Teachers in the schools undertook evaluation process based on the need of physically challenged person. (Pg.13)
8. In schools where assistive devices where distributed, condition and functionality of assisted devices were reported in 100% sample schools. (Pg.13)
9. 100% SMC's has been constituted as mandated by RTE Act 2009. (Pg.14)
10. Data under DISE for the year 2014-15 was reported available in 100% schools (Pg.14)
11. The number of students per teacher was less than 35 students (PTR) in 67% Upper Primary School (Pg. 34)

12. The number of students per teacher was less than 30 students (PTR) in 94% Primary School (Pg. 34)

(B): Some of the observations that need follow-up action by GSSA functionaries are as under:

13. In all the 40 sample schools teachers dictate notes to the students during teaching learning process. But in real sense during observing the classrooms process in the schools by MI, classes were going on the way they had been expected and teachers were using the new methods and TLM. (Pg.11).

14. Availability of SPECIAL TLM was not reported in 80% sample CWSN schools. (Pg.13)

15. The district does not have any Resource Teachers working physically in schools. (Pg.13.)

16. Parents of CWSN are not counseled in any of the sample schools. (Pg. 13)

17. Adequate training in civil construction was not reported in any of the sample schools (Pg.14)

18. Separate account was not maintained in any of the sample schools in respect of Civil Works. (Pg. 14)

19. Printed copy of school report cards was available in only 60% schools (Pg. 15)

20. In 67% sample schools playgrounds were available. (Pg. 29)

21. Only 7.5% schools received schools facility grants within two months of commencement of session. (Pg. 37)

22. In the sample schools very few teachers have understanding and are practicing the constructivist approach in teaching. (Pg. 38)

23. 80% Schools reported onsite academic support to teachers. (Pg.39)

(C) Some of the suggestions prompting further improvement are as follows:

24. Library facility was available in 100% schools but the use of library by children was reported in 92.5% schools. (Pg. 30)

25. The share of SC, ST, Muslim and girl children in enrolment is proportionate to their share in population of the habitation was reported 90%. (Pg. 31)

26. Textbooks were received before the commencement of the schools in 92.5% schools (Pg. 37)

It is further suggested that during the capacity building workshops of the BRCC/BRP/CRP the above point need to be discussed for effective implementation.

As the observations are agreed upon, we may ask the MI to go ahead with the finalization of the report in respect of the South Goa District.

However, point no: 16 above needs to be modified as under:

16. Though the Parental Awareness Programmes are organised, the parents of CWSN in the sample schools are not given any counseling.

Sd/-
Narendra Kamat
Chief State Co-ordinator