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Government of Goa

NATIONAL EDUCATION POLICY (NEP) - 2020

State Task Force Committee Report (School Education)

Submitted by

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Chairman – NEP 2020 Task Force Committee

&

**Minister of Water Resource Development, Co-Operation &
Providoria, Govt. of Goa.**

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A. Introduction:

The National Education Policy 2020 (NEP-2020) has been approved by Union Cabinet, Govt. of India on 29th July 2020. The NEP-2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 agenda for sustainable development.

On announcement of the National Education Policy (NEP) 2020, the State Government constituted two separate committees for School Education and Higher Education. The scope of the committee is to examine NEP-2020 the policy and to suggest road map for the state of Goa at School Education for implementation of NEP-2020. The School Education Task Force Committee consists of 34 members under the Chairmanship of Shri. Subhash A. Shirodkar, M.L.A., Shiroda Constituency.

The members of State Task Force Committee NEP-2020 for School Education are as follows:
(vide order no: D.E/Misc/NEP/2020-21/76 dated 26/09/2020)

1.	Shri Subhash A. Shirodkar Minister for Water Resource Development, Co-Operation & Provedoria, Govt. of Goa.	Chairman
2.	Shri. Ravi Dhavan, IAS Secretary (Education), Govt. of Goa.	Member
3.	Shri. Shailesh R. Sanai Zingde, Director, Directorate of Education, Porvorim - Goa.	Member
4.	Shri. Bhagirath Shetye, Chairman, Goa Board of Secondary and Higher Secondary Education, Alto Porvorim.	Member
5.	Ms. Deepali Naik, Director, Directorate of Women and Child Development, Govt. of Goa.	Member
6.	Shri. Bhaskar Nayak Ex-Director of Higher Education.	Member
7.	Shri. Shripad K. Patnekar Chairman GEDC, Porvoirm - Goa	Member
8.	Shri. Jose Rebelo Ex-Chairman GBSHSE	Member
9.	Dr. Nandakumar Kamat Retd. Professor, Goa University	Member

10.	Shri. Arun Sakardande Rt. Principal, Zantye College, Bicholim.	Member
11.	Dr. D. B. Arolkar Principal Dnayan Prasarak Mandal's College & Research Centre Assagao Mapusa.	Member
12.	Dr. Allan Abreau Rtd. Principal, GVM College of Education, Ponda	Member
13.	Dr. Sanjay Desai Principal, CES College of Arts & Commerce, Cuncolim.	Member
14.	Fr. Zeferino D'souza President, Diocesan Society of Education	Member
15.	Fr. Allan Noronha, SFX, ABE	Member
16.	Fr Pedro Rodriguez SJ, ABE	Member
17.	Shri. Subhash Desai, Secretary, All Goa Management Association	Member
18.	Shri Damodar Panchawadkar, President, Principal Forum	Member
19.	Dr. Sadanand Hinde Principal Bhumika Higher Secondary School, Sattari	Member
20.	Mr. Olimpia Gonsalves, Principal, AIM Higher Secondary School, Davorlim, Salcete, Muslim Minority Institution	Member
21.	Dr. Elvis Gonsalves, Principal, St Xavier Higher Secondary School, Mapusa	Member
22.	Shri. Mariano Valdaries President, Goa Headmaster's Association	Member
23.	Shri. Vilas Satarkar Headmaster, Dr. K. B. Hedgewar High School, Cujira Bambolim	Member
24.	Shri. Shirishkumar Amshekar, Headmaster, Swastik Vidyalaya, Priol	Member
25.	Smt. Savita Tawadkar, Headmistress, Balaram Residential School, Poinguinim.	Member
26.	Smt. Sunit S. Dessai Member, Bal Shikshan Parishad and	Member

27.	Headmistress S.V.V.M's K.G. & Pry. School, Bori Smt. Poornima Rajendra Kerkar, Grade I Teacher, DM Higher Secondary, Mulgao	Member
28.	Smt. Lona D'silva Headmistress, St. Lawrence High School, Agassam.	Member
29.	Shri. Dattatraya Nayak President Secondary School Teachers Association	Member
30.	Shri. Anil Samant Ex-Principal. Saraswat Vidyalaya, Higher Secondary School	Member
31.	Shri. Oscar Gonsalves Administrator, Sharada Mandir, Miramar	Member
32.	Shri. Jervis Assumpteon Pereira Blue Economy Hub & Vice President of GTA.	Member
33.	Shri. Madhav Kharvi, Vice President, Goa Headmaster's Association	Member
34.	Shri Prakash Gaonkar Chairman, Govt. Primary Teachers Association	Member
35.	Shri. Vijay Shetti President, All Goa Govt. Recognized Unaided Schools Association	Member
36.	Shri. Nagraj Honnekeri Director, State Council of Educational Research & Training. Alto – Porvorim.	Member Secretary

B. Principles of the Policy: -

The National Education Policy 2020 is based on Five Fundamental Pillars i.e.

Access, Equity, Quality, Affordability and Accountability.

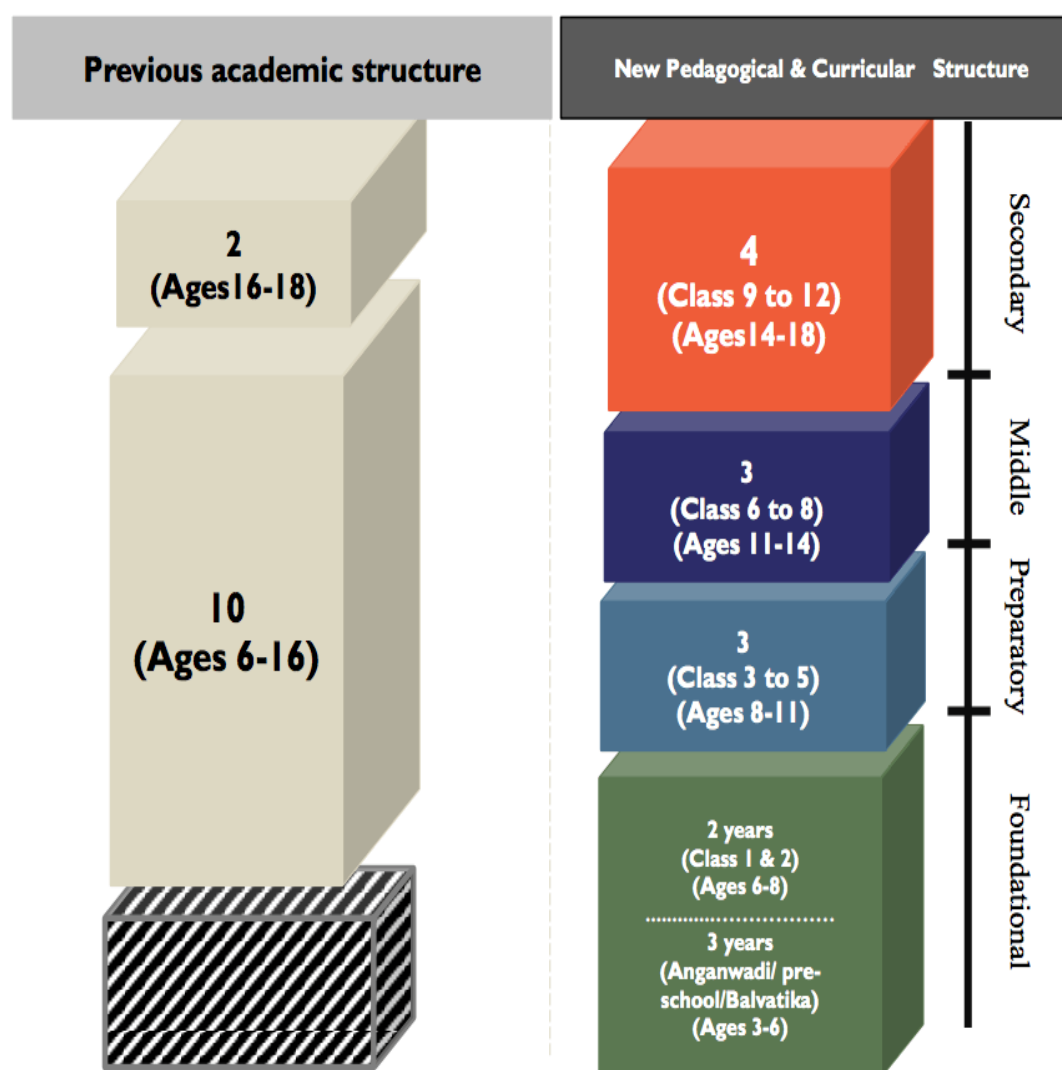
C. Vision: This National Education Policy aims at building a global best education system rooted in Indian ethos, and aligned with the principles enunciated above, thereby transforming India into a Global knowledge superpower.

D. Policy envisages on 8 verticals which are as follows:-

1. Early Childhood Care and Education: The Foundation of Learning
2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels
4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging
5. Teachers
6. Equitable and Inclusive Education: Learning for All
7. Efficient Resourcing and Effective Governance through School Complexes/Clusters
8. Standard-setting and Accreditation for School Education

E. Old and New Structure as per Prevailing and NEP 2020

This policy envisages that the existing 10 + 2 structure in school education will be modified with a new pedagogical and curricular **restructuring of 5 + 3 + 3 + 4 covering ages 3-18** as shown in the representative figure.



F. Fundamental Principles

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- **according the highest priority to achieving Foundational Literacy and Numeracy** by all students by Grade 3;

- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- multidisciplinary and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- a '**light but tight**' regulatory framework to ensure **integrity, transparency**, and **resource efficiency** of the educational system through audit and public disclosure while

encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment;**

- **outstanding research** as a corequisite for outstanding education and development;
- continuous review of progress based on sustained research and regular assessment by educational experts;
- **a rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **education is a public service;** access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

Soon after the Task Force Committee is formed, met at State level on following dates: (i) 09.09.2020, (ii) 16.10.2020, (iii) 17.12.2020 (iv) 18/06/2021 (v) 22.06.2022

In the second meeting the committee decided to have 5 subgroups to work separately on 8 verticals. Accordingly, subgroups had their internal meetings offline as well as online.

G. Subgroups

GROUP – I

(FOUNDATION STAGE (3+2))

SCOPE:

Point No.(i)	<ul style="list-style-type: none">• Early Childhood Care and Education: The Foundation of Learning. Age 3 to 8 years. Integrating Anganwadis into Foundation stage school. Modalities – challenges – Training – regulations – etc. Present unaided preprimary schools, Notification regarding entry age etc.
Point No. (ii)	<ul style="list-style-type: none">• Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning. Present status in the state – Teachers vacancy – involvement of NGO – Digital libraries – Educated volunteers.

LIST OF MEMBERS:-

S.N	Name of the Members
1.	Shri. Bhaskar Nayak, Ex-Director of Higher Education.- (Coordinator)
2.	Shri. Shripad K. Patnekar, Chairman GEDC, Porvoirm – Goa (Member)
3.	Mr. Shirishkumar Amshekar, Headmaster, Swastik Vidyalaya, Priol (Member)
4.	Mrs. Milan/Sunit Dessai, Secretary, Bal Shikshan Parishad and Headmistress, Swami Vivekanand K.G. & Primary School, Borim. (Member)
5.	Mrs. Savita Tawadkar, Headmistress, Balaram residential School, Poinguinim (Member)
6.	Ms. Lona Dasilva, Headmistress, St. Lawrence High School. Agassaim. (Member)
7.	Mr. Anil Samant, Ex-Principal. Saraswat Vidyalayas, Higher Secondary School (Member)
8.	Fr Pedro Rodriguez SJ, ABE (Member)

GROUP NO. II

(PREPARATORY STAGE AND MIDDLE STAGE (3+3))

SCOPE:

Point No. iii	<ul style="list-style-type: none">• Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels Present status in the state – target to be achieved – specific road map – role of NIOS – tracking of students from primary to higher secondary level.
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2.	Mr. Arun Sakardande , Rt. Principal, Zantye College, Bicholim.....Member
3.	Rev. Fr. Zeferino D'Souza, President, Diocesan Society of Education....Member
4.	Mr. Subhash Desai, Secretary, All Goa Management Association.....Member
5.	Mr. Mariano Vaddaries, President, Goa Headmaster's Association.....Member
6.	Mr. Oscar Gonsalves, Administrator, Sharada Mandir, Miramar.....Member
7.	Shri Jervis Assumpteon Pereira, Blue Economy Hub & Vice President of GTA.....Member

GROUP NO. III
(SECONDARY STAGE (+ 4)

SCOPE:

Point No. IV	<ul style="list-style-type: none"> • Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging Restructuring school curriculum and pedagogy in new design 5 + 3 + 3 + 4 Age group – with respect to 14 to 18 years: Secondary stage i.e 9th , 10th , 11th & 12th Holistic development of learners – multilingualism and power of language – curriculum integration om essential subjects and skills – textbooks – transforming assessment for student development – support for gifted / talented students.
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1.	Shri. Bhagirath Shetye, Chairman, Goa Board of Secondary and Higher Secondary Education, Alto Porvorim. (Coordinator)
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8.	Mr. Olimpia Gonsalves, Principal, AIM Higher Secondary School, Davorlim, Salcete, Muslim Minority Institution. (Member)
9.	Mr. Madhav Kharvi, Vice President, Goa Headmaster's Associatio. (Member)
10	Mrs Poornima Rajendra Kekar, Grade 1 Teacher, DM Higher Secondary, Mulgao - (Member)

GROUP NO. IV

(TEACHERS AND EFFICIENT RESOURCING AND EFFECTIVE GOVERNANCE THROUGH SCHOOL COMPLEXES/CLUSTERS)

SCOPE:

Point No. V	<ul style="list-style-type: none">• Teachers Qualification – recruitment & employment – service environment and culture – Continuous Professional Development (CPD) - career management and progression – professional standards for teachers – special educators – approach to teacher education.
Point N. VII	<ul style="list-style-type: none">• Efficient Resourcing and Effective Governance through School Complexes/Clusters Present school complexes system and the challenges ahead – amalgamation of schools having low enrolment and its implications

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1.	Dr Allan Abreau, Rtd. Principal, GVM College of Education, Ponda. (Coordinator)
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6.	Ms. Lona Dasilva, Headmistress, St. Lawrence High School. Agassaim. (Member)
7.	Mr. Dattatraya Nayak, President Govt. Aided High School Teachers Association (Member)
8	Mrs Poornima Rajendra Kekar, Grade 1 Teacher, DM Higher Secondary, Mulgao (Member)

GROUP NO. V (Revised on 05.11.2020)

**(EQUITABLE AND INCLUSIVE EDUCATION: LEARNING FOR ALL AND
STANDARD-SETTING AND ACCREDITATION FOR SCHOOL EDUCATION)**

SCOPE:

Point No. VI	Equitable and Inclusive Education: Learning for All Present status – challenges – a way ahead
Pt. No. VIII	Standard-setting and Accreditation for School Education Role of DoE – regulation of school – establishment of a cell or independent institution “State School Standard Authority” (SSSA) – role and responsibility of SCERT, BRCs and CRCs – stopping commercialization of education – health check up – Mid Day Meal (MDM).

LIST OF MEMBERS

Sr. No	Name
1.	Fr. Allen Noronha, SFX, ABE (Coordinator)
2.	Dr. Nandakumar Kamat, Retd. Professor, Goa University (Member)
3.	Dr. D. B. Arolkar, Principal Dnyan Prasarak Mandal's College & Research Centre Assagao Mapusa (Member)
4.	Mr. Olimpia Gonsalves, Principal, AIM Higher Secondary School, Davorlim, Salcete, Muslim Minority Institution (Member)

I. Early Childhood Care and Education: The Foundation of Learning (FOUNDATION STAGE (3+2 years))

The NEP identifies that over 85 percent of a child's brain develops by the age of 6 and emphasizes on providing critical importance to appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth. It states that it is, therefore of the utmost importance that every child has access to quality early childhood care and education (ECCE).

The overall aim of Early childhood care and education (ECCE) will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

Vision of NEP 2020 for ECCE

1. "ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy." [NEP 2020, 1.2]
2. "The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental as well as non-governmental surveys indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crores in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals." [NEP 2020, 2.1]

3. Fundamental principles of the education system include “according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;” [NEP 2020, Principles of this Policy, p. 5]
4. “Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres;” [NEP 2020, Principles of this Policy, p. 5]
5. “Creativity and critical thinking to encourage logical decision-making and innovation;” [NEP 2020, Principles of this Policy, p. 5]
6. “Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice”. [NEP 2020, Principles of this Policy, p. 5]

Anchors to NEP 2020

The following quotes have been taken from relevant chapters of the NEP 2020 and Draft NEP 2019 prepared by the Kasturirangan committee (DNEP 2019). Please read Sections 1 and 2 of NEP 2020, and Chapters 1 and 2 of DNEP 2019 in detail. Please also go through Paragraphs 3.3 to 3.7 of the NEP 2020, as well as P3.1 and P3.5 to 3.9 of DNEP 2019.

1. “The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.” [NEP 2020, 1.2]
2. “A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0–3-year-olds, and a sub-framework for 3–8-year-olds, aligned with the above guidelines.” [NEP 2020, 1.3]
3. “The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged.” [NEP 2020, 1.4]

4. “For universal access to ECCE, Anganwadi Centers will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers” [NEP 2020, 1.5]
5. “It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.” [NEP 2020, 1.6]
6. “ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner.” [NEP 2020, 1.8]
7. “The responsibility for ECCE curriculum and pedagogy will lie with MHRD. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.” [NEP 2020, 1.9]
8. “The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.” [NEP 2020, 2.1]
9. “Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).” [NEP 2020, 2.2]
10. “On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning.” [NEP 2020, 2.4]
11. “The numerous rich traditions of India over millennia in ECCE, involving art, stories, poetry, songs, gatherings of relatives, and more, that exist throughout India must also be incorporated in the curricular and pedagogical framework of ECCE to impart a sense of local relevance, enjoyment, excitement, culture, and sense of identity and community. The traditional roles of families in raising, nurturing, and educating children also must be strongly supported and integrated.” [DNEP 2019, Chapter 1, p. 48]
12. “Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and

numeracy...it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission.” [NEP 2020, 2.7]

13. “Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries.” [NEP 2020, 2.8]
14. “A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented” [NEP 2020, 2.6]
15. “Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1.” [NEP 2020, 2.5]
16. “The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.” [NEP 2020, 4.2]
17. “As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards.” [NEP 2020, 4.12]
18. “It is recognized that mathematics and mathematical thinking will be very important for India’s future and India’s leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.” [NEP 2020, 4.25]

19. “All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.” [NEP 2020, 4.29]
20. “The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1– 3 will be targeted in a concerted way for SEDGs.” [NEP 2020, 6.3]
21. “Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged.” [NEP 2020, 6.5]
22. “Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority.” [NEP 2020, 6.10]
23. “Beyond the teaching of cutting-edge pedagogy, teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, ...” [NEP 2020, 15.5]

II. Pre- School Education (ECCE) and Foundation Literacy & Numeracy

The purpose of Foundation Literacy and Numeracy mission is to ensure that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V, by 2025. Our world is changing and in order to prepare our children for this new world we need to change the way we educate them. In 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces, that our country faces and that our society faces. The curriculum which schools need to follow will have to bring change in the teachers and students to connect with those around them and their community. Teachers in this new environment will become less instructors and more orchestrators of information, giving children the ability to turn knowledge into wisdom. Teachers have to build the curiosity in the students at all the levels, which will them to become lifelong learners. And one more very important aspect is teachers have to be very flexible with how they teach and give learners the resources to continue learning outside the school and to have lifelong learning.

Early Childhood Care Education: The term Early Childhood Care Education (also known as pre-primary or pre-school education) traditionally refers to the education of children aged three to six years. The current condition of education for this age group lies at two extremes. In urban areas, pre-schools cover certain topics (such as letters from the alphabet and numbers up-to 100) from the curricula of Grades 1 and 2. On the other hand, in rural areas, education in the Anganwadis does not go beyond storytelling and teaching some songs and poems. In fact, we are unclear about what should be taught to this age group, and how it should be taught. This lack of clarity reflects in our pre-schools. The NEP 2020 envisages a five-year foundational stage of education: Three years of Early Childhood Care Education and the first two years of primary school. In other words, Early Childhood Care Education is now supposed to extend from ages three to eight. An important point to note here is that the changes proposed in NEP 2020 are necessarily curricular in nature and not at the level of the physical facilities for ECCE. The existing infrastructure of Anganwadis, pre-primary sections attached to schools, and independent pre-school centers are expected to be strengthened for ECCE and this can be done only if the Government works out a clear roadmap. It also suggests that there should be continuity between the ECCE curriculum and Grade 1 and 2 curricula. The implementation part is very necessary so that from the beginning the Child gets enough and right education which will help him to build his career and nation in better way.

Present Scenario in the State:

Presently all Pre-Primary schools in the State are running by following different curriculum in different languages namely English, Marathi, Konkani, Urdu. Anganwadis which are under the control of Department of Women and Child Development are working separately and some of the Anganwadis which are running in the premises of either in running or closed Govt. Primary Schools. Anganwadis are following the curriculum which is developed by W.C.D. with help of educational experts. Some of the Pre-Primary Schools are housed in rented premises at various floors (first/second/third) without having proper infrastructure, work place etc.

Taluka Wise Data: Anganwadi Centers and Registered Pre-Primary School

Sr. No.	Taluka	No. of Anganwadi Centers	Registered Pre-Primary School
1	Bardez	145	122
2	Bicholim	108	39
3	Pernem	74	50
4	Ponda	167	57
5	Sattari	108	17
6	Tiswadi	108	76
7	Dharbandora	42	2
8	Quepem	84	23
9	Salcete	177	108
10	Mormugao	114	62
11	Sanguem	52	17
12	Canacona	83	15
Total		1262	588

Recommendations for ECCE and FLN.

- a) In NEP-2020 there is a major structural change in School Education having 5+3+3+4 structure as against the existing 10+2 structure.

Therefore, it is proposed to implement NEP-2020 in a phased manner immediately to begin with first year of Pre-Primary School / Nursery.

Sr. No	Stage	Duration (in years)	In Classes to be implemented
1	Foundation stage: (i) Nursery (Pre-Primary Stage-1) (ii) Lower KG (Pre-Primary Stage-2) (iii) Upper KG (Pre-Primary Stage-3) (iv) Primary Class 1 (v) Primary Class 2	5	Nursery (3+ years) onwards

- b) A notification / official communication to be issued by the Government for the implementation of NEP-2020 in a phased manner for the benefit of all stake holders and general public.
- c) Government may setup a separate Directorate of Early Childcare Education (ECCE) or separate section of ECCE / Foundation level learning in the Directorate of Education headed by Dy. Director of Education.
- d) In NEP-2020 the pre-primary school is included in the domain of School Education. Therefore, the date of joining the Nursery class for a child as on 1st June to be notified. The policy categorically envisages the entry age of Pre-Primary Education (preparatory) is 3+ years. *Necessary changes to be carried out along with other changes in Education Act 1984 and Education Rules 1986.*
- e) All registered and unregistered Pre-Primary Schools working in the State separately or attached with Primary School, who desires to continue should apply to Directorate of Education for recognition of Pre-Primary school by fulfilling the required conditions.
- f) The Directorate of Education and the Directorate of Women and Child Development, both departments have to work in coordination and consonance with regard to pre-primary education at Anganwadi and Pre-Primary / Preparatory schools as per NEP-2020 and all Anganwadis have to be co-located in nearby Government Primary Schools within the

cluster designated. In this regard a Government notification is required to be issued for better coordination.

- g) To adapt NCERT Curriculum based on NCF (Foundation Level Learning) - 2022 for Pre-Primary schools with inclusion of local components and activities related to day today examples.

The curriculum which schools need to follow will have to bring change in the teachers and students to connect with those around them and their community. Teachers in this new environment will become less instructors but more of facilitator to develop skills at formative age, giving children the ability to turn knowledge into wisdom.

Resources like books, toys, musical instruments to be made available at Anganwadis or preschools for the children where they can learn in play way method.

- h) Goa Samagra Shiksha should work out all possible interventions to get maximum central funds in their Annual Work Plan & Budget (AWP&B) every year with respect to Govt. Pre-Primary school / Anganwadi and Primary Schools.
- i) SCERT should initiate short & long duration training for Anganwadi workers and Pre-Primary school teachers with the help of experts from the State, Organizations, D.El.Ed and B.Ed Colleges and NCERT, New Delhi. These training programme to be conducted at Block / Taluka level.
- j) Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE.
- k) Govt. may look into the possibility of separate pre entry Diploma programme of minimum one-year duration for new entrants in ECCE whose qualification shall be Std. XII and above for which Recruitment Rules need to be amended.
- l) Inclusive education to be encouraged and to be closely monitored through different activities and observations by the facilitators / teachers.
- m) Medium of Instruction at ECCE shall be bilingual i.e Konkani / Marathi and English or Reginal Language.
- n) In order to meet the requirement of pre-primary stage as per the NEP 2020 in Government and Government Aided Schools, Directorate of Education may like to make a special provision of the budget under the school education for the year 2022-2023

III. Curtailing Dropout Rates and Ensuring Universal Access to Education at All levels (PREPARATORY STAGE AND MIDDLE STAGE (3+3 years))

As per the NEP, one of the primary goals of the schooling system must be to ensure that children are enrolled in school and are attending regularly.

As per UDISE+ data, the GER for classes I to VIII in the state of Goa is 91.10 with GER of girls being 92.98 and boys being 89.42 for the year 2021-2022.

Administrative Restructuring of various stages of the school education

The structure recommended by the NEP 2020 is as follows

Ages 3-6 (3yrs)	Anganwadi and Pre-Primary	FOUNDATIONAL STAGE
Ages 6-8 (2 yrs)	Classes 1 and 2	
Ages 8-11 (3 yrs)	Classes 3 to 5	PREPARATORY STAGE
Ages 11-14 (3 yrs)	Classes 6 to 8	MIDDLE
Ages 14- 18 (3 yrs)	Class 9 to 12	SECONDARY

The present scenario in Goa is as follows

Classes 1 to 4	Primary	Working separately as independent unit
Classes 5 to 8	Middle	Working along with Secondary section with full fledged Headmaster
Classes 9 and 10	High	
Classes 11 and 12	Higher Secondary	Working separately with in-charge or full fledged Principal

Vocational Education at Preparatory stage

In India, the traditional skills were transferred from the parent to the child. Since the children are now attending school there is a likelihood that most of these skills could be lost. The Schools specially in the rural areas could go a long way in promoting these skills amongst its students. This could be done by inviting local experts in traditional skills to the school on bagless days and use the experts to demonstrate the skills and help the children to acquire those skills. This will require the help of the local community. Agricultural activities could also be included during the bagless days. Urban schools could also use these days to expose the children to activities in rural areas. This will go a long way in making learning joyful and also develop a love for nature among the students.

Recommendations

- 1) The restructuring should be done at school level as per the NEP 2020 in a phased manner starting with Foundation Stage followed with Preparatory stage, Middle stage and Secondary stage. Accordingly, Directorate of Education should also make separate sections in their Directorate as per the stages proposed by NEP 2020 and each section should be headed by Dy. Director of Education and Asst. Director of Education.
- 2) Schools that are, at present functioning only as Primary Schools will have to be converted as:
 - (1) Schools for Foundational or
 - (2) Schools for Foundational and Preparatory (Nursery class to class V) or
 - (3) Schools for Preparatory only (class 3 to class 5).
- 3) The restructuring should be done in a phased manner so as to maintain continuity in the process. There is a need for mapping to make optimum use of all resources. Government Grants may be explored to develop the necessary infrastructure, Human resource at Government Aided schools attached to Aided Middle and Secondary school. However, for Government schools Directorate of Education should provide infrastructure and other necessary equipment and human resource through the State funds and ongoing central schemes like Goa Samagra Shiksha.
- 4) Restructuring of the school may be initiated either by relocating, upgrading or collocating in the school complexes created for the ease of functionalities under NEP 2020 for all stages.

5) **Restructuring School Curriculum and Pedagogy**

As mentioned in para 4.2 of the NEP “The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.”

A) Preparatory Stage:

- i. To encourage multilingualism, both the Devanagari and Roman scripts should be introduced from class 3 itself. Teachers need to be trained to use Devanagari phonetics even in the teaching of English.
- ii. In Mathematics, the international numeral set and notations should be used.

- iii. In Sciences, as far as possible both local and English terms should be used.
- iv. As this is an age of IT and AI, children need to be exposed to these tools right from classes 3 or 4. In this connection, the Government could explore possibilities of giving every child a tablet as part of the educational kit along with connectivity (directed through firewalls) so that the child is able to use the tablet at least in the school even if there are connectivity issues at his/her place of residence.
- v. Experiential learning should be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others.

B) Middle Stage:

This stage signifies the beginning of adolescence and also the introduction of concepts in various subjects

As per the NEP 2020 "The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers."

Therefore the committee recommends the following:

- i. Experiential learning should be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. Every school should be encouraged to develop (1) workshop for hands-on teaching learning (2) a garden (3) kitchen in addition to a Library, a playground and a multipurpose hall
- ii. Children should be exposed to vocational activities from class 6. This will create proper attitudes in the minds of the students and develop vocational

skills which will help them later in life. As suggested, the workshop, laboratory, kitchen and garden could go a long way towards realizing this.

- iii. Two to four days in a month or 10 days in a year should be declared as "bagless days" where children could be exposed to life skills and also local art and culture.

IV. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging (SECONDARY STAGE (+ 4))

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8- 11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). " [NEP 2020, 4.1]

Anchors to NEP 2020

The following quotes have been taken from relevant chapters of the NEP 2020 and Draft NEP 2019 prepared by the Kasturirangan committee (DNEP 2019). Please read Section 4 of NEP 2020 and Chapter 4 of DNEP 2019 in detail.

- 1) Stages: “The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11 -14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design.” [NEP 2020, 4.1]
- 2) Holistic Development of Learners: “Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.” [NEP 2020, 4.4].
- 3) Reduce curriculum content: “Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery -based, discussion-based, and analysis based learning. The mandated content will focus on key concepts, ideas, applications, and problem solving.” [NEP 2020, 4.5]
- 4) Fundamental principles of the education system include “recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as

well as parents to promote each student's holistic development in both academic and non-academic spheres;" [NEP 2020, Principles of this Policy, p. 5]

- 5) "emphasis on conceptual understanding rather than rote learning and learning-for xams".[NEP 2020, Principles of this Policy, p. 5]
- 6) Pedagogic Reforms: "Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning." [NEP 2020, 4.5]
- 7) Experiential learning: "In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects." [NEP 2020, 4.6]
- 8) Competency-based learning: "To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education." [NEP 2020, 4.6]
- 9) Assessments: "The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class." [NEP 2020, 4.6]
- 10) Flexibility and Choice: "Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans." [NEP 2020, 4.9]
- 11) Horizontal Integration: "No hard separations between arts and sciences, between curricular and co-/extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between, different areas of learning;" "Subjects such as physical education, the arts, and vocational crafts will be seriously incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age." [NEP 2020, Principles of this Policy, p. 5][DNEP 2019, P4.4.2]
- 12) "Incorporation of Indian knowledge systems into the curriculum: Indian contributions to knowledge - and the historical contexts that led to them - will be incorporated in an accurate and engaging manner, wherever relevant, into the existing school curriculum and textbooks." [DNEP 2019, P4.6.9.1]

13) Rootedness: “All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.” [NEP 2020, 4.29]

Present scenario in the Curriculum and Pedagogy

- Presently the State is following NCERT curriculum for class 1st to 12th which is due for revival / update.
- Specially in urban areas due to more class strength difficult to use constructivist method of teaching.
- There is a gap in the present curriculum for vocational education and carrier guidance.
- A key element of students centric learning is the student and that learning takes place (the knowledge gained) as a result of being personally involved in this pedagogical approach.

Reforming Assessment Practices

- The Goa Board of Secondary and Hr. Secondary Education has introduced semester system of Board examination wherein first semester examination based on MCQs and final examination based on subjective and objective evaluation.
- It is necessary to enhance the quality of assessment by following scientific principles of assessments, setting of good question and analysis.
- The introduction of competency-based items in the Board examinations would support students of classes X and XII to acquire deep understanding of the concepts which would focus more on understanding the concept rather to memorize steps and answers.
- High quality questions (valid, reliable and understanding based) will support in generating insights and feedback for schools/parents and students on the basis of students' data.

Recommendations:

- 1) **The curriculum to be updated to recent development:** The state needs to adapt the National Curriculum Framework developed by NCERT. Accordingly further course of action to be taken for preparing syllabus, adopting textbooks etc. by SCERT – Goa for class 1 to 8 and by Goa Board of Secondary and Higher Secondary Education for class 9 to 12.
- 2) For effective implementation of NEP 2020 and to practice the pedagogical practices such as constructivist method of teaching as envisaged in the policy there is a need to regulate the student teacher ratio in the classroom as prescribed by Ministry of Education, GoI.
- 3) Students should be guided by the institution at all stages of their studies to choose their right vocation and work toward it. Career information should be a part of curriculum at all stages of school education. The proper guidance should be given to the students to discover their aptitude and interest to choose an appropriate vocation. A counsellor who is well versed with testing techniques should be appointed at school cluster levels and the required material for testing should be made as a part of school curriculum.
- 4) **Development of skills at secondary stage:** NSQF subjects presently implemented in the state of Goa needs to be revised. Subjects like wall painting, driving, swimming etc to be included as per the need of the locality.
- 5) Evaluation should not be exams oriented but it should be student centred with 360 degree orientation.
- 6) All schools should have independent library, laboratory, computer room with requisite number of computers.
- 7) Need to introduce student centric pedagogy for effective learning:
 - Orientation programs for the students.
 - Students are to be engaged intellectually, emotionally, socially and physically so that the learning task is authentic.
 - Students should be allowed to learn at their own pace.
- 8) The four-stage school curriculum is one of the most significant transitions in NEP 2020. Each stage distinct in its curriculum and pedagogy approach.
 - Every stage is designed well with respect to the age of the students; hence every stage is distinct. As the rote learning will be reduced the students will be learning

more through greater experiential, play-based, inquiry-based and discovery-based learning, creativity, enjoyment, interaction, discussion, problem solving, analytic thinking etc there'll be naturally a very smooth transition from one stage to the other with no-stress or-mental pressure.

- Teachers career advancement should also be linked with students performance. The teachers who are going extra mile for all round development of the child should be incentivised.
- Teachers' professional development through in-service program needs to be focussed specially on behaviour of learner at each stage of development.
- While framing the curriculum and pedagogy student-friendly/centred, the difficulty level is to be maintained. Otherwise, it so happens that in the race of achieving 100% result, the students are more judged on their knowledge, and not on their understanding, application and decision making skills.
- Re-orientation of Teachers to shift from teacher centric methods to student centric methods.
- Role of Teacher as facilitators rather than instructors. Teachers are required to be trained in this type of pedagogy by providing hands on training on using different methods and materials as a part of teaching - learning process.
- Teachers will have to collaborate with their colleagues from different disciplines for implementing this pedagogy.
- A daily planning and preparation to be an integral part of teaching learning process which has to be monitored by Head of the institution regularly.
- The teachers have to prepare materials, rubrics and assessment tools and ensure that the new pedagogy is implemented effectively.
- The School Managements including the Heads of the Schools have to be made aware of the relevance of student centric pedagogy so that they help in creating conducive environment for its implementation in the true spirit.
- The parents have to be made aware of the benefits of the student centric pedagogy. A shift is required in the thought process of the parents as well. The PTAs to play a very important role in effective implementation of this pedagogy.
- The existing infrastructure needs to be re-engineered to suite the new pedagogy.
- Flexible learning spaces are required to be created (flexible seating arrangement).

- Audio-visual and other laboratories and smart classrooms have to be set up as per the requirements in the schools / at the clusters.
- Adequate teachers, teaching resources and other relevant material / resources have to be provided at the school / cluster level.
- All the schools have to provide to the students all the core subjects and a set of skill-based subjects like art, music, physical education and others from a set of vocational subjects.
- The vocational subjects and laboratory for it to be provided cluster based to get more choice for the students.
- The skill based and vocational subjects may be locality / area specific and to be taught by the local experts who will also grade the students. Educational qualifications should not be insisted for such experts who are imparting tradition-based subjects.
- Students can also be enrolled in the nearby ITIs for vocational subjects.
- As far as possible, the cluster should be within a radius of 5kms from the vicinity of the schools attached to a particular cluster.
- Transport facility should be provided to the students to travel to the various schools of the cluster or an ITI for learning the various skill based/vocational subjects of their choice.
- Teachers have to be made aware and trained about the flexible choice based system as they have to implement it.
- Given the workload of a flexible choice based system for teachers and students, it is almost impossible to manage the whole data and assessment methods manually. All schools will, therefore to be connected through Unified Student Information System (**SIS**) and Learning Management System (**LMS**) or through Vidhya Samiksha Kendra (**VSK**).
- The Directorate of Education / Goa Board / SCERT / GEDC / DIET / Competent Agency should design the SIS and LMS and provide the same to all the schools. This will also help the monitoring agency to monitor and track the progress of the students and the progress of implementation of NEP20 in all the schools.
- The Government should provide additional, one time funds for creating necessary infrastructure to all the schools and clusters for implementing flexible choice based system.

- Additional recurring funds should also be provided to all the schools and clusters till the flexible choice based system is stabilized.
- 9) Holistic development is emphasized in NEP 2020. The specific set of skills, capacities and values that would be cross cutting across different circular areas. The progression of development of the skills, capacities and values across the school stages.
- Well defined guideline needs to be prepared emphasizing various programs or activities at each school stage. So that school teachers are aware about what are the minimum programs or activities they need to complete to accomplish required skills, capacities and values.
 - The Foundational Stage will consist of five years (3 years to 8 years i.e Foundation stage 1 – Nursery, Foundation stage 2 – KG1, Foundation stage 3 – KG2, Foundation stage 4 – Class 1 and Foundation stage 5 – class 2) of flexible, multilevel, play / activity based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2 of NEP 2020.
 - The Preparatory Stage will comprise three years of education (8 years to 11 years i.e Preparatory Stage 1 – class 3, Preparatory Stage 2 – class 4, Preparatory Stage 3 – class 5) building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
 - The Middle Stage will comprise three years of education (11 years to 14 years i.e Middle Stage 1 - class 6, Middle Stage 2 – class 7 and Middle Stage 3 - class 8), building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.
 - The Secondary Stage will comprise of four years of multidisciplinary study (14 years to 18 years i.e Secondary Stage 1 – class 9, Secondary Stage 2 – class 10,

Secondary Stage 3 – class 11, Secondary Stage 4 – class 12), building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired.

- The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.
- NEP 2020 aims to recognize the need to evaluate “higher order skills” such as Creativity, critical thinking, problem solving, visualisation, and idea generation. NEP 2020 emphasises on multidisciplinary learning and no separations are made between vocational and academic streams.

10) **Competency based Education and Assessment Reforms**

"In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others as standard others, as pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. " -NEP 2020(Para 4.6).

11) **Curriculum to be Redesigned**

The curriculum needs to be redesigned as Learning Outcomes & Competencies to develop their common understanding to inform practitioners based on National Curriculum Framework. This work has to be initiated through state institute like SCERT and Goa Board of Secondary and Higher Secondary Education.

12) **Reforming assessment practices**

Board is transitioning towards Competency based assessment practices by introducing Competency Based Questions in Class X and Class XII exams. This needs to be evaluated with respect to effectiveness of students performance and quality of question paper.

13) **Capacity building for Teachers**

- The Capacity Building Programmes for Teachers to be introduced under the umbrella of SCERT / DIET / DE / GBSHSE / Competent Agency with the focus on Assessment, Item writing and understanding data to promote understanding and appreciation of competency-based education.
- Better capacities of teachers for using competency-based assessments to improve classroom instruction, diagnose misconceptions, and apply principles of the Science of learning to classroom practices.
- The capacity building workshops will cover identified applicable innovative practices and curriculum intervention.
- This would improve modalities of assessment, continuous professional development of teachers, and development of learning communities engaged in improving assessment practices.

14) **Development of Teacher Resources**

It is recommended to take initiatives to develop resources that are curriculum aligned for essential concepts, lesson plans and question banks that would support teachers to implement an active student centric pedagogy at school level.

15) **Redefining Learning Frameworks**

- a. The learning standards would also help teachers to prioritize some of the essential concepts in the topic to be taught.
- b. Shared understanding of the competencies to be acquired and assessed.
- c. Enhancement of the quality of assessment (both formative and summative)
- d. Guidelines for paper setting blueprint for teachers.
- e. Availability of high-quality sample competency-based assessments for teachers.
- f. Facilitation of enduring learning which can be useful throughout students' lifetime.

- 16) Reducing the content load in all subject without compromising on educational vision and goals is required and it is to be initiated by the competent authority.
- 17) Curriculum which is either designed or adapted from NCERT to ensure coherence continuity, efficacy and Indian knowledge system, heritage within the school curriculum across the curricular areas and school stages are also to be integrated part of it.
- 18) **Cluster School Complexes :-**
- It is recommended all schools from pre-primary to higher secondary schools are to be grouped into cluster of school complexes. In one complex required number of pre-primary schools, primary schools, upper primary schools, secondary schools and higher secondary schools should be available.
 - In-case based on the statistical data available students are not getting facilities for smooth transition from one stage to another stage, Directorate of Education has to take necessary steps to upgrade the existing schools to the next level as per the demanding situation either Government or Aided Schools.
 - It is very essential to note that while fine tuning the formation of the clusters, the complete study of particular taluka should be made and in the planning process grassroot level officers are to be involved for the same.
 - As far as possible the lead school of the cluster should be Government school. In case Government is not available Directorate of Education has to nominate an Aided School as Nodal school.
 - All the necessary changes in the structure modalities of cluster etc. are to be incorporated in the education rules as well as act which remains common for Government and Government Aided schools.
 - A sample of formation of cluster of all Talukas is given below for getting the clarity while preparing final cluster formation exercise in the State by Directorate of Education.
 - A sample of formation of cluster of Tiswadi Taluka with respect to Anganwadi / Pre-primary to Hr. Secondary School is annexed herewith at Annexure-I.

Proposed Cluster of Schools

National Education Policy - 2020															
Proposed Cluster of Schools															
Taluka: Quepem															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
1	The New Educational Institute ,Curchorem	295	165	174	191	825									
	Sarvodaya Educational Society's High School ,Curchorem	332	154	155	136	777									
	Our Lady of Perpetual Succor High School, Curchorem	476	2	22	10	510									
	Chandranath Educational Scociety's High School, Assolda Chandor		23	18	17	58									
	Government High School, Xeldem Quepem		22	24	21	67									
	Smt. Chandrabhaga Tukoba Naik HS/HSS, Curchorem	116	39	62	33	250	128	126	91	93	122	113	119	69	861
	Guardian Angel HS/HSS, Curchorem	412	158	162	198	930	102	89	46	109	97	95	47	79	664
					606		230	215	137	202					

2	Holy Cross Institute, Quepem		104	104	81	289									
	Immaculate Conception High School, Paroda Quepem	129	39	42	41	251									
	Our Lady Mother of the Poor High School, Tilamol Quepem	276	53	67	63	459									
	Government High School, Malkarne Quepem		17	24	24	65									
	Government High School, Ambaulim Quepem		31	33	37	101									
	Don Bosco Farm High School, Sulcorna Quepem		42	42	38	122									
	Pope John XXIII HS/HSS, Quepem	480	146	137	118	881	54	52	25		56	61	46		294
	Shree Chadreshwar Bhoothnath Higher Secondary School, Ambaulim Quepem						27	19			22	16			84
					402		81	71	25	0					
3	Dayanand Bandodkar High School, Cuncolim		24	38	34	96									
	Government High School, Balli Cuncolim Quepem		50	31	41	122									
	Government High School, Fatorpa Quepem		9	13	15	37									

	Government High School,Maina Quepem		12	24	20	56									
	Government High School,Paddi Barcem Quepem		25	41	26	92									
	Government High School,Morpirla Fatorpa Quepem		29	32	40	101									
	Vivekanand Higher Secondary School, Balli Cuncolim Quepem						66	24			48	18			156
					176		66	24	0	0					
	Total- Clusters:3 Higher Secondary: 5														
Taluka: Salcete															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
1	Adarsh V.V. High School, Pajifond Margao	64	93	83	71	311									
Area: Margao, Fatorda, Borda	Fatima Convent High School, Margao	439	149	157	150	895									
	Holy Spirit Institute, Margao		123	180	133	436									
	Mahila and Nutan English High School, Margao		142	153	143	438									
	Bhatikar Model High School, Gogal Margao	281	134	138	132	685									

	New Era High School, Malbhat Margao		21	25	26	72									
	Popular High School, Comba Margao	109	60	80	68	317									
	Tristao Braganza Cunha New High School, Aquem Margao		20	44	22	86									
	Ravindra Kelekar Dyanmandir, Vidyana gar Aquem Margao		51	44	48	143									
	St. Joseph High School, Aquem Alto Margao	401	103	122	86	712									
	Our Lady Of Rosary High School, Fatorda	351	123	141	103	718									
	St. Anthony's High School, Margao		47	42	26	115									
	Iqra English School, Sirvodem Margao		23	13	17	53									
	Al- Falah Education Society's Crescent School, Fatorda Margao		36	35	20	91									
	Ramacrishna Madeva Salgaoncar Higher Secondary School, Comba Margao							251		78		180		62	571
	Government Multipurpose Higher Secondary School , Borda Margao						150	130	49	59	111	108	70	47	724
	Jawaharlal Nehru Higher Secondary						25	23	8	47	23	25	15	43	209

	School, Chandrawado Margao														
	Shree Damodar Vidyalaya English HS/ Shree Damodar HSS, Margao	111	82	85	91	369			260				261		521
	Presentation Convent HS/ HSS, Ambaji Fatorda Margao	457	130	128	111	826	87		93		96		105		381
	Loyola HS/HSS, Margao	354	167	176	164	861	65		123		55		106		349
					1411		327	404	533	184	285	313	557	152	2755
2	Our Lady of Snow's High School, Raia	86	109	108	79	382									
Area: Nuvem, Verna, Utorda, Raia, Majorda , Colva, Loutulim	St. Thereza's Convent High School, Ganapoga, Raia	47	35	23	37	142									
	Holy Rosary Convent High School, Nuvem	99	63	63	42	267									
	Mae Dos Pobres High School, Nuvem	113	57	64	54	288									
	Our Lady of Lourdes High School, Utorda	69	24	52	17	162									
	St. Anthony's High School, Majorda	124	82	85	60	351									
	St. Joseph's Convent, Nagoa Verna	73	53	46	38	210									
	Our Lady of Succour High School, Nagoa Verna	158	67	68	59	352									
	Fr. Agnel Multipurpose High School, Verna	137	124	130	145	536									

	Saviour of the World High School, Loutolim		56	65	65	186									
	Mahalasa Narayani		20			20									
	Marina English High School, Verna		78	90	61	229									
	Don Bosco Higher Secondary School (Unaided), Loutolim									20				15	35
	Gauncar Higher Secondary School of Arts, Commerce and Vocational, Raia						26	40		87	17	39		83	292
	Carmel Higher Secondary School, Nuvem						131	65	134	90	108	55	71	62	716
	Fr. Basilio Andrade Memorial Higher Secondary School, Majorda						26	45		51	32	31		45	230
	Infant Jesus HS/HSS, Colva		101	118	90	309			48				74		122
					747		183	150	182	248	157	125	145	205	1395
3	St. Xavier's Institute High School, Curtorim	108	36	41	29	214									
Area: Davarli m, St.Jose de Areal, Curtorm ,	St. Rita's High School, Maina Curtorim	173	100	118	115	506									
	Husna Sahara		32	30	25	87									
	St. Francis Xavier, Macasana	37	27	18	15	97									
	AIM English Medium HS/AIM	414	114	118	88	734	27	60	18		31	49	17		202

Chandor , Macazana	HSS , Rumdamol Davorlim														
	Our Lady of Carmel High School,Curtorim	112	85	72	64	333									
	St. Joseph's Educational Institute High School, Chandor	372	110	121	118	721									
	Bethany Convent High School, Sao Jose De Areal	373	109	98	111	691									
	Damodar English HS/HSS, Gudi Paroda	92	60	60	43	255	59	65	58	341	46	70	37	253	929
	St. Alex Higher Secondary School, Curtorim						32	43		93	22	26		83	299
					608		118	168	58	341	99	145	94	336	1575
4	Late Shre Vinayak Gopal Shenvi Vidyalaya, Rawanfond Navelim	155	60	95	94	404									
Area: Navelim, Benaullim, Chinchinim, Betatbatim	Perpetual Succour Convent High School, Navelim	632	192	189	195	1208									
	St. Mary of Angels Convent School, Chinchinim	269	87	78	83	517									
	St. Pius X High School, Orlim	126	92	81	97	396									
	Shishu Vikas High School, Aquem Baixo Navelim		39	48	38	125									

	St. Mary's High School, Varca	156	62	78	74	370									
	Assumpta Convent High School, Sarzora Chinchinim	202	58	52	47	359									
	St. Aloysius High School, Mazilvaddo Benaullim	186	47	57	47	337									
	Holy Cross Institute, Cavelossim	99	34	33	30	196									
	Auxilium High School, Benaullim	250	79	82	71	482									
	St. Jude's High School, Betalbatim	170	55	74	42	341									
	Sacred Heart of Jesus High School, Carmona		28	43	49	120									
	Holy Trinity Higher Secondary School, Mazilvaddo Benaullim						27	26		13	41	35		15	157
	Mount Mary's HS/HSS, Chinchinim	199	75	73	66	413	107	124	163	101	86	86	60	89	816
	Rosary HS/HSS, Navelim	601	213	227	176	1217	151	243	222	150	168	225	221	141	1521
					1109		285	393	385	264	295	346	281	245	2494
5	Infant Jesus High School, Cuncolim	94	28	22	21	165									
Area: Cuncolim, Assolna, Velim	Regina Martyrum High School, Assolna	172	49	51	37	309									
	St. Rock's High School, Velim	66	20	19	18	123									
	St. Xavier's High School, Velim	152	40	44	37	273									

	Our Lady of Health High School, Cuncolim	304	65	90	77	536									
	St. Anthony's High School, Veroda Cuncolim	164	36	33	25	258									
	Cuncolim United HS/HSS, Cuncolim		74	78	71	223	109	108	86	91	117	77	91	96	775
	Maria Bambina Convent HS/Maria Bambina HSS, Cuncolim	391	103	96	102	692	52	27			32	22			133
					388		161	135	86	91	149	99	91	96	908
	Total- Clusters:5 Higher Secondary: 20														
Taluka: Ponda															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
1	A.J. DE Almeida High School, Ponda	297	366	342	346	1351									
	Government High School, Sadar Ponda		55	49	31	135									
	Goa Vidyaprasarak Mandals Smt. Nelly Joildo Aguiar Higher Secondary School,Ponda						82	189	215	92	84	153	187	69	1071
					377		82	189	233	92	84	153	187	69	1071
2	Shiksha Sadan, Priol Mardol		35	31	37	103									

	Swastik Vidyalaya, Priol Mardol	83	25	18	17	143									
	VD and SV Wagle High School,Mangueshi Mardol	349	119	101	108	677									
	Shri Ravi Sitaram Naik Higher Secondary School, Farmagudi						50	50	80	56	62	60	138	69	565
					162		50	50	80	56	62	60	138	69	565
3	Smt. Anandibai M. Naik High School, Karanjal Madkai	104	33	28	25	190									
	Mahanandu G. Naik Memorial High School, Bhom Ponda		28	38	28										
	Government High School, Kundai Ponda		16	21	11										
	Shri Navadurga Vidyalaya /Shri Navadurga HSS, Marcaim Mardol		17	28	17	62	40	39			27	18			124
					81		40	39	0	0	27	18	0	0	124
4	Shree Mahalakshmi English School, Talaullim Ponda	131	31	32	34	228									
	Rajamata Padmavati Raje Soundhekar High School, Bandora Ponda	142	37	38	46	263									

	Sharada English High School, Durbhat Ponda	114	37	20	18	189									
	Sanjeevan Higher Secondary School, Nageshi Bandora									35				23	58
	Shri Saraswati HS/HSS, Kavlem Ponda	89	51	47	54	241	55	54			57	53			219
					152		55	54	0	35	57	53	0	23	277
5	Lokmanya Tilak Vidyalaya High School, Kavlem		38	64	48	150									
	S.S. Samiti's Smt. Indirabai V. Bhat Dhavalikar High School, Dhavali Ponda	196	85	110	110	501									
	S.S. Samiti's Higher Secoundary School, Kavlem Ponda	77				77			106				138		244
	Lokvishwas Pratishthan's Higher Secondary School, Dhavali Ponda									9				5	14
					158		0	0	106	9			138	5	258
6	School of Symbiosis, Shivshail Shiroda		90	68	76	234									
	Shrimati Kamlabai Hede High School, Shiroda	42	26	17	21	106									

	Shri Kamakshi High School, Shiroda Ponda	38	9	16	16	79									
	St. Joseph's High School, karai Shiroda Ponda	175	47	46	45	313									
	Shri Bramhadurga High School, Paz Shiroda		23	23	18	64									
	Navdeep Vidyalaya, Tarvalem Shiroda	29	8	13	15	65									
	Shivgram Educational Society Shiroda Higher Secondary School, Shiroda Ponda	300				300	14	16	43	57	36	20	46	89	321
					191		14	16	43	57	36	20	46	89	321
7	St. Anthony's High School, Amblai Panchwadi	88	29	23	23	163									
	New English H/s, Panchwadi	125	24	32	30	211									
	Dr. Sakharam Gude High School, Vazangal Shiroda Ponda	37	25	19	26	107									
	Kalyan Ashram Goa's Panchasheel English School, Panchawadi Ponda		17	22	16	55									
	Adarsh Vidya Prasarak Mandal's Higher Secondary School, Vazangal Shiroda						50	35			32	28			145

					95		50	35	0	0	32	28	0	0	145
8	Matoshri Indirabai Baburao Khandeparkar High School, Khandepar Ponda		196	185	176										
	Dr. K. B. Hedgewar Vidyalaya, Tisk Ponda	107	34	27	19	187									
	K.B. Hedgewar HSS						36	19			19	3			
	Krishna Raghunath Shetye Savoikar High School, Savoi Verem Ponda		33	45	43	121									
	Surashri Kesarbai Kerkar High School, Keri Ponda		39	33	28	100									
	Kamakshi Educational Society Higher Secondary School, Curti Ponda						49	54	52		48	33	46		282
					266		85	73	52	0	67	36	46	0	282
9	Government High School, Juna Bazar Ponda		29	30	22	81									
	Dada Vaidya High School, Curti Ponda		78	80	65	223									
	Ameya Vidya Prasarak Mandal's Higher Secondary School, Curti Ponda						60	40		18	59	58			235
					87		60	40	0	18	59	58	0	0	235

10	Pragati Vidyalaya, Borim Ponda		29	46	40	115									
	Vivekanand Vidyalaya HS/ Swami Vivekanand HSS, Borim Ponda	144	45	27	37	253		49	38	36		51	31	57	262
					77		0	49	38	36		51	31	57	262
11	Smt. Tarabai Dalvi High School, Pale Usgao	26	47	45	27	145									
	St. Joseph High School, Usgao	269	64	76	66	475									
	Government High School, Ganjem Usgaon		11	15	11	37									
	Government High School, Dhaushire Tisk Usgao Ponda		45	30	44	119									
	Sarvodaya Education Society HS/HSS, Usgao Ponda		22	25	14	61	100	60	120		85	54	96		515
					162		100	60	120	0	85	54	96	0	515
12	Government High School, Bethoda		49	51	37	137									
	Gananath English High School, Nirankal Ponda		23	22	21	66									
	Jamiya - E- Maqbuliya High School, Kasarwada Bethora Ponda	113	25	15	24	177									
	M.E.F.'s Higher Secondary School of Science, Nagamasjid	317				317			30				38		68
					82		0	0	30	0			38	0	68

13	Sharada English High School, Marcela	94	153	140	126	513									
	New English High School, Kundaime Ponda		19	30	22	71									
	International Sadguru Gurukulam Kundaime		31			31									
	Government High School, Savoi Verem Ponda		20	24	7	51									
	Government Higher Secondary School, khandola Marcela						135	138	77	63	107	97	64	48	729
					155		135	138	77	73	107	97	64	48	729
	Total- Clusters:13 Higher Secondary: 18														
Taluka: Mormugao															
Cluster	School Name	Primary	VIII Strength	IX Strength	X Strength	Total	XI Arts Strength	XI Com. Strength	XI Sci. Strength	XI Voc. Strength	XII Arts Strength	XII Com. Strength	XII Sci. Strength	XII Voc. Strength	Total
1															
	Government High School, Zuarinagar Vasco	282	44	51	35	412									
	Infant Jesus Academy, Velsao Cansaulim	142	29	26	25	222									
	St. Thomas High School, Cansaulim	323	82	65	53	523									
	Yallingshwar HS		26	34	42	102									

	M.E.S. Higher Secondary , Zuarinagar						60	155	109	130	59	164	86	121	884
					258		69	170	204	130	59	164	86	121	884
2	Vidya Vihar High School, Thana Cortalim	306	65	48	49	468									
	Al- Madina High School, Cortalim	177	53	67	34	331									
	St. Ann's High School, Cortalim	158	28	30	24	240									
	St. Joseph Vaz High School, Sancoale		56	61	32	149									
	Shantadurga High School, Sancoale		12	15	9	36									
	Our Lady of Perpetual HS/ Our Lady of Perpetual Succour HSS, Cortalim	336	100	114	72	622	34	33			20				87
	Shri Shantadurga Higher Secondary School, Cortalim							11	13			13	17		54
					220		34	44	13	0	20	13	17	0	141
3	Keshav Smruti English HS/Keshav Smruti HSS, Alto Dabolim	128	171	191	126	616	60	45		42	52	41		37	277
					126		60	45	0	42	52	41	0	37	277
4	Regina Mundi High School, Chicalim Vasco	405	100	103	101	709									

	Vidya Mandir High School, Chicalim		144	121	131	396									
	Mother of Mercy English High School, Mercus Vaddem Vasco		104	114	97	315									
	Government High School, New Vadem Vasco	47	20	13	7	87									
	St. Joseph Institute, Vasco		68	67	64	199									
	St. Andrew's Institute /St. Andrew's HSS, Vasco	471	158	177	169	975	151	121	120	81	155	112	109	59	908
					569		151	121	120	81	155	112	109	59	908
5	Government High School, Vadem Vasco	35	30	34	23	122									
	Municipal High School, Vasco	157	43	72	30	302									
	St. Theresa's High School, Vasco	552	115	97	104	868									
	Government High School, Mangor Hill Vasco	65	58	38	52	213									
	Government High School, Vasco (Main)	33	24	21	18	96									
	Vadem Nagar English HS/Vadem Nagar HSS, Vademnagar Vasco						55	31	12		39	41	37		215
					227		55	31	12	0	39	41	37	0	215

6	Mata Secondary School, Baina Vasco	79	26	27	28	160									
	Our Lady of Desterro High School, Vasco	149	47	46	31	273									
	Our Lady of Candelaria High School, Baina Vasco	352	73	103	69	597									
	Anjuman Himayatul Islam High School, Baina Vasco	411	109	127	111	758									
	Ameeniyah High School, Baina Vasco		10	16	9	35									
	Yalla Lingeswar Baina		9	20	11	40									
	Government HS/HSS, Baina Vasco	34	38	38	24	134	14	17	3	36	32	8	8	43	161
					283		14	17	3	36	32	8	8	43	161
7	Shree Sushenashram High School, Mormugao	68	14	18	24	124									
	L.T Narendra A Mayekar Government High School, Sada Mormugao		12	12	15	39									
	Yuwak Sangh High School, Sada Mormugao		16	26	16	58									
	Murgaon High School, Sada		96	96	85	277									
	Deepvihar HS/HSS, Headland Sada		132	129	149	410		112	100		98	111		421	
					289		0	112	100	0		98	111	0	421

	Total- Clusters:7 Higher Secondary: 10														
Taluka: Canacona															
Cluster	School Name	Primary	VIII Strength	IX Strength	X Strength	Total	XI Arts Strength	XI Com. Strength	XI Sci. Strength	XI Voc. Strength	XII Arts Strength	XII Com. Strength	XII Sci. Strength	XII Voc. Strength	Total
1	Shree Damodar Vidyalaya, Loliem Canacona	35	4	40	30	109									
	St Sebastian's High School, Loliem Canacona	97	20	29	34	180									
	Shree Nirakar Vidyalaya, Mashem Loliem Canacona	40	36	24	26	126									
	Shree Shradhanand Vidyalaya, Paingin Canacona	64	41	53	53	211									
	St Anthony's High School, Galgibaga Canacona	106	53	45	36	240									
	SNES Tudal High School, Tudal Gaondongrem Canacona	72	45	42	39	198									
	Satyawati Soiru Angle Higher Secondary School, Mashem	0					62	71	63	0	64	50	60	0	370
					218		62	71	63	0	64	50	60	0	370

2	Government High School, Gaondongrim Canacona	0	15	17	28	60									
	Shree Balaram Residential High School, Amone Painginim	67	70	64	71	272									
	Shree Balram Day Care School, Ardhfond Shristhal, Canacona	0	32	23	37	92									
	Shree Balram Higher Secondary School, Ardhfond						55	22	0	0	53	26	0	0	156
					136		55	22	0	0	53	26	0	0	156
3	Government High School, Shristhal Canacona	0	12	11	16	39									
	Governement High School, Sadolxem Canacona	0	32	21	35	88									
	Governement High School, Khotigao Canacona	0	22	28	17	67									
	Shree Katyayani Baneshwar Vidyalaya, Pansulem Canacona	130 (Un Aided)				130									
	Government Higher Secondary School, Mastimol						93	30	27	63	67	32	31	47	390
					68		93	30	27	63	67	32	31	47	390

4	St. Theresa of Jesus High School, Chaudi	219	66	78	69	432									
	St. Ann's Institute, Agonda	153	53	58	62	326									
	St. Theresa of Jesus Higher Secondary School, Chaudi						21	16	0	0	34	25	0	0	96
					131		21	16	0	0	34	25	0	0	96
5	Shree Mallikarjun Vidhyalaya, Charrasta Canacona	126	64	60	45	295									
	Government High School, Agonda	0	13	18	15	46									
	Government High School, Gaval-Khol Canacona	0	21	35	33	89									
	GES's Gurukul High School, Kajumol Khola Canacona	103	38	23	26	190									
	Shree Mallikarjun Higher Secondary School of Science, Charrasta						24	0	59	0		0	0	50	133
					119		24	0	59	0		0	0	50	133
	Total- Clusters:5 Higher Secondary: 5														
Taluka: Dharbandora															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
Pilye	Vishweshwar Shankar Laad Higher						63	40	38	35	50	35	39	20	320

	Secondary School, Piliem Dharbandoda														
	Gomantak Vidyalaya, Piliem Dharbandora		46	67	43	322									
	Matoshri Anandibai Vaman Marathe Vidyamandir, Tamsada Dharbandora		22	31	28	186									
	Government High School, Dayanandnagar Dharbandora		8	8	14	82									
					85		63	40	38	35	50	35	39	20	320
Sacorda	Madhavrao Talaular Higher Secondary School, Tiska Sacordem								15				18		33
	Smt. Hirabai Talaular, Sancordem		31	19	24	161	53								53
	Bharabhumi High School, Tambdi surla		25	20	16	146									
	Sacordem Education Society's High School, Navem Sacorda		16	10	21	97									
					61		53	0	15	0			18		86
Molle	SDES Shri Atal Bhari Vajpaye Higher Secondary School, Mollem						43	45				19			107

	Abhinav Vidyamandir, Mollem		22	23	29	191									
	Our lady of Piety High School, Collem		86	68	58	212									
	Government High School, Shigao Collem Dharbandora		7	10	10	49									
					97		43	45	0	0		19			107
Kirlapal	DES Immaculate Conception High School, Colsoi Dhabal		42	29	16	87									
	Somnath English High School, Savargal Kirlapal Dharbandora		48	71	51	170									
					67										
	Total- Clusters:4 Higher Secondary: 4														
Taluka: Sanguem															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
1 Netravali	Government High School, Netravali Sanguem		45	39	35	270									
	Government High School, Vadem Curdi Sanguem		36	37	43	227									
					78										

2 Sange	Miracles High School, Sanguem	249	69	55	57	349									
	Union High School, Sanguem		87	118	105	632									
	Government High School, Valkini Bhati Sanguem		26	22	19	108									
	Government Higher Secondary School, Sanguem						107	30	29	39	81	32	26	24	368
					181		107	30	29	39					
3 Savorde m	Government High School, Kalay Sanguem		38	28	26	198									
	Shree Sharada English High School, Sanvordem		20	24	21	147									
					47										
4.Rivon	Government High School, Colamb Rivona Sanguem		31	32	17	176									
	Our Lady of Fatima High School, Rivona	104	25	32	24	172									
	Utkarsh High School, Rivona		31	26	18	163									
	Government High School, Zambaulim		14	20	17	117									
					76										
	Total- Clusters:4 Higher Secondary: 1														

Taluka: Tiswadi															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
1 Panaji	Don Bosco HS/HSS , Panaji	419	181	192	179	1048	58	116	116	0	58	116	105	0	569
	The Progress High School, Panaji		45	85	70	338									
	People's HS/ HSS, Panaji		120	120	116	683	40	45	41	84	42	43	41	75	411
	Mary Immaculate Girls High School, Rua De Ourem Panaji	529	159	154	155	973									
	Kasturba Matoshri High School, Panaji		36	28	24	206									
	Don Bosco Night High School, Panaji		2	4	15	27									
	Dr. T. B. Cunha Government Higher Secondary School, Panaji						52	19	20	0	35	31	22	0	179
					559		150	180	177	84	135	190	168	75	1159
2 Taligao/ Donapaula	St. Michael HS/HSS, Taleigao		143	135	150	941	120	120	0	0	103	131	0	0	474
	Royale Secondary School, Sailem Bhat Taleigao		33	31	36	191									
	Auxilium High School, Caranzalem	351	93	73	78	506									
	Our Lady of Rosary HS/ Our Lady of the	391	141	133	130	768	181	65	49	0	53	66	43	0	457

	Rosary HSS, Dona Paula														
	Government High School, Donapaula	391	24	44	13	164									
					407		301	185	49	0	156	197	43	0	931
3 St. Cruz/ Merces/ Chimbel	Santa Cruz HS/ HSS, Santa Cruz	425	149	144	120	837	60	55	45	0	55	49	44	0	308
	Our Lady of Merces High School, Merces	365	87	86	67	519									
	Jadeed Urdu High School, Chimbel	228	20	13	11	272									
	Jadeed English High School, Chimbel		19			128									
	Union High School, Chimbel	80	10	13	12	89									
	Government High School, Merces		7	17	9	86									
	Government High School, Kirlawada Chimbel		32	22	14	155									
	Husm Sahara Chimble	30				30 (only 5th and 6th)									
					233		60	55	45	0	55	49	44	0	308
4 Cujira	Dr. K. B. Hedgewar HS/HSS, Dada Vaidya Road Cujira	460	116	128	121	753	40	45	55	0	44	48	56	0	288

	Mustifund HS/ Mustifund HSS, Cujira	280	214	250	231	1430	0	62	94	0	0	62	94	0	312
	The Rosary High School, Cujira		155	135	120	834									
	Anjuman Nurul Islam High School, Panaji	70	43	38	66	270									
	DCT'S Vasantrao Dempo Higher Secondary School Of Arts,Science & Commerce, Cujira						90	190	190	0	80	156	151	0	857
					538		130	297	339	0					
5 Ribanda r/ Old Goa/ Corlim/ karmali	Old Goa Education Institute/ Vassant V.S. Kukalekar HSS Of Arts & Commerce, Ella Old Goa		60	83	28	342	25	20	0	0	38	18	0	0	101
	Bhal Bharati Vidyamandir, Ribandar	177	76	69	80	463									
	Madkaikar Navchaitanya HS/Madkaikar HSS of Arts & Science, Corlim	323	83	73	83	495	19	0	11	0	14	0	23	0	67
	Jesus and Mary Sarvajanik High School, Carambolim Corlim	213	52	49	47	284									
	Smt Sunandabai Bandodkar High School, Carambolim		10	35	18	115									

					256		44	20	11	0					
6 Chodan/ Diwar/ St Istev/ Cumbharjua	Dayanand HS/ Raghuvir and Premavati Salkar HSS of Arts & Commerce, Chorao	137	42	48	46	278	31	27	0	0	10	13	0	0	81
	St. Bartholomew's High School, Chorao	135	40	34	27	180									
	St. Aloysius High School, Piedade Diwar	90	24	29	17	134									
	Our Lady of Divar High School, Divar Piedade	135	29	35	29	200									
	St. Theresa High School, St. Estevam	350	94	95	65	506									
	Shri Saraswati High School, Juve Estevam	70	30	32	35	220									
	Shri Sharada Vidyalaya Government High School, kumbharjua Marcela		31	29	32	227									
					251		31	27	0	0					
7 Pillar/ Goa velha/ Neura	Fr. Agnel HS/ HSS, Pilar		66	73	79	526		63	65	162	59	56	56	132	593
	Government High School, Shirdao		7	9	7	65									
	Popular English High School, Goa Velha		18	19	21	144									

	St. Andrew's High School, Goa Velha	153	40	48	31	278									
	Immaculate Heart of Mary High School, Goa Velha	153	64	49	39	331									
	St. Lawrence High School, Agassaim	118	34	34	20	200									
	Azmane High School, Neura		28	27	18	145									
	Shri Dayanand Arya High School, Neura	127	36	36	29	187									
	Fairyland High School, Batim Goa Velha		31	33	19	170									
					263		0	63	65	162					593
	Total- Clusters:7 Higher Secondary: 13														
Taluka: Pernem															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
CENTRAL	Government Higher Secondary School, Pernem Goa		0	0	0	0	57	60	46	96	40	47	37	61	444
	Don Bosco High School, Tuem Pernem Goa		45	46	45	136									
	Government High School, Torse Pernem Goa		44	32	35	111									
	Lokshikshan High School, Dhargal Pernem-Goa		21	25	11	57									

	Mangurish Vidyalaya English High School, Shirgal Aroba Dhargal Pernem Goa		14	15	10	39									
	Parse High school, Madhalawa Parse Pedne Goa.		28	32	29	89									
	Sai Vidya Mandir, Torse Pernem Goa		26	37	30	93									
	Shree Bhagwati High School, Pernem		60	68	58	186									
	Shree Durga English High School, Parse		23	21	14	58									
	St Joseph High School, Surban wado Pernem Goa		48	53	48	149									
	Vikas High School, Valpe Virnoda Pernem Goa		23	20	30	73									
	Viscount of Pernem High School, Pernem		71	85	99	255									
					409		57	60	46	96					
EAST	Sharada Higher Secondary School of Arts ,commerce and Agriculture (Voc.), Bhendale Ozari Pernem		0	0	0	0	17	10	0	26	9	5	0	9	76
	Alorna Panchyakroshi High School, Alorna Pernem		13	20	12	45									

	Dnyandeep Academy High School, Purva Casarvarnem Pernem		8	6	3	17									
	Government High School, Dadachiwadi Dhargal Pernem		24	37	29	90									
	Government High School, Ozari Pernem		14	13	13	40									
	Government High School, Hankhane PO Ibrampur Tal. Pernem		14	15	10	39									
	Hutatma Bapu Gawas Memorial Government High School, Chandel Pernem		24	28	30	82									
	Sateri Vidya Mandir, Ibrampur Pernem Goa		20	17	23	60									
					120		17	10	0	26					
WEST	Harmal Panchakroshi Higher Secondary School and Institute of Vocational Studies ,Harmal Pernem		0	0	0	0	97	87	100	60	70	62	100	52	628
	Sapteshwar Institute for Higher Secondary Education, Duelwada,Mandre		0	0	0	0	19	18	0	41	16	16	0	28	138
	Shri Kamaleshwar Higher Secondary School, Korgao Pedne		0	0	0	0	59	49	0	0	50	38	0	0	196

	Government High School, Agarwada Pernem		23	15	13	51									
	Harmal Panchakroshi High School, Harmal Pernem		77	80	72	229									
	Ideal English High School, Palyem Pernem		17	21	28	66									
	Mandre High School, Mandrem		64	79	74	217									
	New English High School, Keri		33	32	38	103									
	Our Lady Of Mount Carmel High School, Arambol.		63	52	50	165									
	Our Lady of Rosary High School, Ashvem Mandrem Pernem		44	41	37	122									
	Peter Alvares Memorial High School, Morji Pedne		21	24	14	59									
	Pradnya High School, Devsu Korgao Pernem		22	31	17	70									
	Ramakant D Khalap High School, Mandre		22	23	29	74									
	Sant Xavier Vidyalaya ,Korgao Pernem		16	18	20	54									
	Shree Kamaleshwar High School ,Deulwada Korgaon Pernem		23	33	29	85									

	Shree Kamaleshwar High School, Pethechawada korgao Pernem		27	36	42	105									
	Vidyaprasarak High School , Morjim		44	28	31	103	0	0	0	0	0	0	0	0	
					494		175	154	100	101					
	Total- Clusters:3 Higher Secondary: 5														
Taluka: Bardez															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
ASSONORA	Mae de Deus High School, Corjuem Aldona Bardez Goa		35	28	21	84									
	St Clara's High School, Auchit vaddo, Assonora, Bardez-Goa		113	101	98	312									
	St. Ann's High School, Tivim		134	127	119	380									
	St. Thomas Boys' High School, Santerxette, Aldona, Bardez		46	73	65	184									
	St. Thomas Girls High School, Aldona		71	73	60	204									
	St. Thomas Higher Secondary School, Santerxette Aldona		0	0	0		62	109	38	31	55	81	35	28	439
					363		62	109	38	31					

CALANGUTE	Don Bosco High School, Calangute Bardez Goa		38	35	42	115									
	Little Flower of Jesus High School, Naika Vaddo Calangute		118	138	117	373									
	Lourdes Convent High School, Saligao Bardez		133	146	146	425									
	Our Lady of Remedies High School, Nerul Bardez		40	47	40	127									
	Pragati High School, Verem Bardez Goa		65	96	53	214									
	Sacred Heart High School, Parra		71	72	56	199									
	St. Dominic Savio High School (Previously known as Calangute People High School) Gaura Vaddo, Calangute		32	31	16	79									
	St. Joseph's High School, Calangute.		39	42	31	112									
	St. Joseph's High School, Arpora		76	71	59	206									
	St. Theresa's High School, Candolim		121	158	122	401									
	Vidya Niketan High School, Naikawado, Calangute		19	25	12	56									
	St. Theresa's Higher Secondary School, Candolim						81	69	0	67	41	46	0	50	354

	Vishwanath Mahadev Parulekar Higher Secondary School, Verem						60	40	0	0	34	35	0	0	169
					694		141	109	0	67	75	81	0	50	523
COLVA LE	Dr Babasaheb Ambedkar English High School, Kuchelim Mapusa		40	33	30	103									
	Government High School, Nadora Revora		10	21	10	41									
	Mahatma Jyotirao Phule High School, Colvale		15	22	23	60									
	People's High School, Camurlim		22	21	16	59									
	Shree Ram Vidya Mandir, Housing Board Colvale		81	71	39	191									
	Shree Shantadurga Vidyalaya, Pirna		31	45	31	107									
	St. Rita's High School, Colvale		51	55	55	161									
	Diogo Vaz Higher Secondary School, Colvale						14	25	23	0	0	0	22	0	84
	Dr. Ambedkar Higher Secondary School, Colvale						50	43	0	81	23	29	0	49	275
	Shree Shanatadurga Higher Secondary School, H No. 188 Talapwada Pirna						24	20	0	0	28	32	0	0	104
					204		88	88	23	81					

MAPUS A	Assagao Union High School, Bhouta Vaddo Assagao		62	72	32	166									
	Corner Stone High School, Karaswada Bardez		27	37	9	73									
	Dattaram Mantravadi Memorial High School, Angod Mapusa		21	22	21	64									
	Dnyanprasadak Vidyalaya, Mapusa		143	154	144	441									
	G. S. Amonkar Vidya Mandir High School, Mhapsa		173	179	177	529									
	Government High School, Namoshi Guirim		43	55	29	127									
	Janata High School, Mapusa Goa		95	93	63	251									
	Saraswat Vidyalaya, Mapusa		133	140	134	407									
	Shree Ganesh Vidyamandir High School, Ganeshpuri Housing Board Mapusa		49	55	28	132									
	St Anthony's High School, Monte de Guirim Guirim Mapusa		131	156	129	416									
	St Francis Xavier High School, Peddem Mapusa		88	87	90	265									

	St. Anthony's High School, Duler P.O Tivim Industrial Estate		86	66	74	226									
	St. Britto's High School, Mapusa		147	145	143	435									
	St. Mary's Convent High School, Althinho Mapusa		129	133	129	391									
	St. Xavier's High School, Moira		60	65	31	156									
	St. Elizabeth's High School, Pomburpa		40	33	34	107									
	D.M' S PVS Sarojini Madhusudan Kushe Higher Secondary School, Assagao						60	356	164	94	51	320	135	76	1256
	S.V.'s Purushottom Walawalkar Higher Secondary School of Arts Science & Commrece, Khorlim Mapusa						137	161	96	85	147	158	145	85	1014
	Shree Ganesh Higher Secondary School, Ganeshpuri Mhapsa						55	57	0	0	46	46	0	0	204
	St. Xavier's Higher Secondary School, Mapusa						200	210	340	150	180	202	333	145	1760
					1267		452	784	600	329	424	726	613	306	4234
PORVO RIM															
	Chubby Cheeks Spring Valley High		115	79	84	278									

	School, Alto Porvorim Pilerne														
	Dayanand Bandodkar Memorial High School, Verem Reis-Magos.		26	31	21	78									
	Dona Leonor Memorial (ACDIL) High School, Alto Betim		66	71	69	206									
	Government High School, Alto Betim		41	24	30	95									
	Holy Cross High School, Boa Vista Bastora		80	73	67	220									
	Holy Family High School, Porvorim		100	101	96	297									
	Jnyan Vikas School, Plot 'C', Nova Cidade Enclave, Alto-Porvorim		26	19	15	60									
	L. D. Samant Memorial High School, Vidya Prabodhini Educational Complex, Alto Parvari		140	157	165	462									
	Smt. Sunandabai Bandodkar High School ,Salvador do Mundo		24	12	17	53									
	Triumph High School (Formally known as Dattaram K Chopdekar Memorial High School), Betim		26	42	15	83									

	Vidya Prabodhini Higher Secondary School, Porvorim		0	0	0		65	185	48	61	155	48	157	0	719
					579	1832	65	185	48	61	155	48	157	0	719
SIOLIM	Holy Cross High School, Gaunsa vaddo Sodiem Siolim		59	57	68	184									
	Keerti Vidyalaya, Siolim		30	38	36	104									
	Sacred Heart of Jesus High School, Anjuna		39	47	36	122									
	Shri Shanta Vidyalaya English Medium, Sodiem Siolim		35	33	29	97									
	Shri Vasant Vidyalaya High School, Portawado Siolim		41	44	46	131									
	St. Francis Xavier's High School, Siolim		133	123	130	386									
	St. Michael's Convent High School, Anjuna Vagator		69	72	61	202									
	St. Francis Xavier's Higher Secondary School, Bammon Vaddo Siolim		0	0	0		45	139	47	0	49	124	45	0	449
					406		45	139	47	0	49	124	45	0	449
	Total- Clusters:6 Higher Secondary: 14														
Taluka: Bicholim															

Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
Navelim	Mahalaxmi High School, Kudnem	0	26	36	33	95									
	Government High School, Navelim	0	28	23	25	76									
	Government High School, Amona	0	44	31	38	113									
	Vividha Higher Secondary School Naveli	0	0	0	0	0	30	31	45	65	35	32	37	57	332
	Vivida Hr Secondary School, Navelim														
					96		30	31	45	65	35	32	37	57	332
Mulgaon	Dnyanprakash Mandal's Bicholim Higher Secondary School, Mulgaon						113	112	0	0	78	87			390
	Government High School, Mulgaon		33	25	19	77									
	Government High School, Shirodwadi Mulgaon		10	8	7	25									
	Government High School, Shirgao		8	12	17	37									
	Government High School, Sal		11	13	21	45									
	Governemnt High School, Menkure		12	17	25	54									
	Shivaji Raje High School, Kholpewadi Sal	244	83	82	87	252									

	Government High School, Kasarpal		38	38	23	99									
					199		113	112	0	0					
Mayem	Vijayanand Dnyanprasark Saustha's Higher Secondary School, Mayem						35	45	0	0	28	33	0	0	141
	Vijayanand High School, Mayem		13	15	20	48									
	Shree Mahamaya High School, Ardhawada	55	25	28	16	69									
	Poira High School, post Assonora Poira		23	27	16	66									
					52		35	45	0	0					
Sankhali	Progress High School, Sankhali	485	178	167	159	504									
	(Laxmibai Sanzgiri Memorial Primary School)														
	Dnyanjyoti High School, Karapur	0	27	17	10	54									
	Govind Gunaji Sawant High School, Sarvan Bicholim	0	18	20	16	54									
	Government Higher Secondary School, Sankhali					0	66	60	42	38	60	49	34	33	382

	St. John of the cross High School, Sanquelim	353	129	137	135	401									
	K. B. Hedgewar Vidyalay, Sanquelim	0	40	34	34	108									
	Gurudas P. Gauns Memorial High School, Sanquelim	113	63	66	45	174									
	(Gurudas P. Gauns Memorial English Primary School)														
	Shri Ganesh Vidyalaya, Harvalem Sankhali		23	25	22	70									
	Other Primary Schools														
					421		66	60	42	38	60	49	34	33	382
Bicholim	Shri Shantadurga High School, Bicholim	680	194	223	213	630									
	Shri Shantadurga Higher Secondary School, Bicholim					0	114	192	223	89	102	236	198	62	1216
	2nd Lt. Jayendra J. Rane Government High School, Kudchire		34	35	34	103									
	Rauji Rane Memorial High School, Maulinguem		20	31	20	71									
	Our Lady of Grace High School, Bicholim	468	169	190	195	554									
	Radhakrishna Vidyalaya, Bicholim	109	64	116	42	222									

	Government High School, Bicholim		28	20	16	64									
	Ideal High School, Pilgao	101	40	51	42	133									
	Other Primary Schools														
					562		114	192	223	89	102	236	198	62	1216
Velguem	Shri Navadurga High School, Ambegal Pale	72	21	36	30	87									
	Tagore Educational Institute, P. O. Surla Pale		13	12	17	42									
	Shrimati High School, Velguem	161	46	50	66	162									
	Government High School, Tarmatha-Bhile Surla		13	16	20	49									
	Siddharth Bandodkar Higher Secondary School, Velguem						63	41	34	0	44	51	15	0	248
					133		63	41	34	0	44	51	15	0	248
	Total- Clusters:6 Higher Secondary: 6														
Taluka: Sattari															
Cluster	School Name	Primary	VIII Strengt	IX Strengt	X Strengt	Total	XI Arts Strengt	XI Com. Strengt	XI Sci. Strengt	XI Voc. Strengt	XII Arts Strengt	XII Com. Strengt	XII Sci. Strengt	XII Voc. Strengt	Total
Valpoi	Government Higher Secondary School, Valpoi						187	47	29	57	119	46	18	25	528

	Our Lady of Lourdes Higher Secondary School, Valpoi								85				80		165
	Our Lady of Lourdes High School, Valpoi		165	146	147	458									
	Government High School, Valpoi		17	17	25	59									
	Unity High School, Nanus Valpoi		79	73	82	234									
	National High School, Valpoi		10	10	12	32									
	Shree Hanuman Vidhyalaya, Valpoi		46	60	73	179									
	Government High School, Dabem		13	13	7	33									
	L.H.B.D. Government High School, Thane		30	72	31	133									
	Government High School, Nagargao		26	38	34	98									
	Other Primary Schools														
					411		187	47	114	57	119	46	98	25	693
Khadki	Vidya Mandir Higher Secondary School, Khadki						44	8			39	9			100
	Shree Ram High School, Khadki		53	48	48										
	Government High School, Guleli		31	24	29										
	Government High School, Advoi		19	29	39										
	Government High School, Shelap Khurd		9	8	12										

	Government High School, Shelap Sawardem		7	13	12										
	Other Primary Schools														
					140		44	8	0	0	39	9	0	0	100
Honda	Honda Higher Secondary School, Honda						41	25			27	17			110
	Bhagwan Mahavir Government High School, Honda		40	49	46										
	Government High School, Bhuipal		21	19	16										
	Government High School, Pissurle		19	29	23										
	Honda High School, Honda		39	26	26										
	Other Primary Schools														
					111		41	25	0	0	27	17	0	0	110
Parrye	Shri Bhumika Higher Secondary School, Parye Honda						123	104	147	33	113	100	115	23	758
	Shri Bhumika High School, Parye		68	79	83										
	Vivekanand Dyanmandir High School, Keri		37	33	33										
	Government High School, Keri		42	52	60										

	Government High School, Surla		9	10	14										
	Government High School, Morle		43	34	38										
	Other Primary Schools														
					228		123	104	147	33	113	100	115	23	758
	Total- Clusters:4 Higher Secondary: 5														

V. Teacher Education

Vision of NEP 2020

- (a) “Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.” [NEP 2020, 15.1]
- (b) “Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.”
[NEP 2020, 5.22]
- (c) Fundamental principles of the education system include “teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions” [NEP 2020, Principles of this Policy, p.5]

Anchors to NEP 2020

Pre-Service Teacher Education

- (a) “As teacher education requires multidisciplinary inputs, and education in high- quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they

will have to offer the 4-year integrated teacher preparation programme.” [NEP 2020, 15.4]

- (b) Dual-major holistic 4-year integrated teacher education programme: “The 4- year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor’s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more...” [NEP 2020, 15.5]
- (c) “Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.” [NEP 2020, 15.1] “All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.....” [NEP 2020, 5.24]

(d) “Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.” [NEP 2020, 15.6]

(e) Stage-specific teacher education programme: “Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary - will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training. The four-year integrated B.Ed. programme of pre-service teacher preparation for different tracks will be offered at the university level as a dual-degree (in education together with any desired specialized subject) undergraduate programme of study and will thus include both disciplinary as well as teacher preparation courses.”

The different tracks that teachers will be prepared for in a B.Ed. programme will include:

- 1) Foundational and Preparatory school generalist teachers
- 2) Subject teachers for Middle and Secondary school
- 3) Special education teachers
- 4) Art teachers (including visual and performing arts)
- 5) Teachers for vocational education and
- 6) Physical education teachers

The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master’s degree programme in either the disciplinary stream or the pedagogic stream.” [DNEP 2019, P5.5.1]

(f) “Higher education institutions (HEIs) offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects.” [NEP 2020, 15.6] “The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from

science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigor in conceptual development”. [NEP 2020, 15.8]

(g) Types of teacher education programmes:

1) 4-year integrated teacher education programme: “By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.” [NEP 2020, 5.23]

2) 2-year B.Ed programme: “The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects.” [NEP 2020, 5.23]

3) 1-year B.Ed programme: “These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that specialty.” [NEP 2020, 5.23]
“All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes”. [NEP 2020, 5.23]

(h) “In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.” [NEP 2020, 15.3]

In-service Teacher Education

- (i) “Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.” [NEP 2020, 5.15]
- (ii) “School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency- based education.” [NEP 2020, 5.16]
- (iii) “Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.” [NEP 2020, 5.25]
- (iv) “Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities,

or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.” [NEP 2020, 5.26]

- (v) **“Flexible and modular approach to continuous professional development for teachers: Teachers must have access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas, even leading to professional degrees (including an M.A. in Education or M.Ed. degrees). Such courses must be offered in a range of formats including part time, evening, blended, and online in addition to full time programmes either by Departments of Education at Universities or at Centres of Professional Development that are accredited.** Teachers must also have opportunities for research, access to professional communities through which they develop and share their professional knowledge. Teachers who are in service need to be seen as an important student clientele by Departments of Education at universities, so that programmes that meet their requirements for research and further study are developed and offered. These requirements and avenues of professional development are over and above other avenues that are already well established presently, including workshops, seminars, short courses, teacher meets, and also certificate and diploma courses for various areas of pedagogy and related skills, understanding of education, school social work, administration and leadership.” [DNEP P5.3.1]

- (vi) “Revamping continuous professional development: All CPD will be redesigned, keeping in mind the following considerations:
- a) A well-integrated CPD curriculum will be developed for all stages and subjects including subject content, pedagogical content knowledge, development of school culture, classroom practice, and - in cases of principals/headmasters/school complex leaders - also management, administration, resource sharing, effective handling of finances, and leadership.
 - b) “Teachers must be able to choose what they want to learn, the content as well as the delivery methods. Teachers will have the opportunity to choose from multiple modes of learning - namely, expert-driven, peer-supported, or self-

directed; in-person workshops, blended, or online; etc. - which would be all informed by the CPD curriculum and will include short and long-duration workshops, short discussions, exposure visits, in-class demonstrations, online apps and content, and other creative methods. Teachers will complete, at minimum, 50 hours of CPD training per year, across all platforms, as per their choosing.” [DNEP 2019, P5.3.2]

(vii) “Self-directed personal development of teachers: All States should adopt a technology-based system for enabling choice-based CPD and to track the professional trajectory of each teacher. This system must be used for developmental purposes by the teacher as well as head teachers and principals and be based on a personal development plan and goals. Professional learning communities and centres must be created, developed and sustained. While such efforts do require great academic and social expertise, they must be carried out so that a culture of self/peer learning is developed rather than a “command and control”-type directed learning. CPD must be delivered within school complexes by making use of the nearest CRCs, which can be upgraded into well-resourced and pleasant environments, offering platforms for peer learning. Mechanisms for regular interactions, such as school complex meetings, may also be utilized for peer-supported CPD.” [DNEP 2019, P5.3.3]

(viii) **“Online resources for continuous professional development:** ICT will also be utilized extensively for CPD. Teachers will be given access to the internet and to technology platforms both at school and from their homes. There will be no centralized determination of the curriculum, no cascade-model training and no rigid norms. The resource people for delivering these CPD programmes will be carefully selected, effectively trained, and will have tenure in the role. The capacity of these resource persons / teacher educators will have considerable impact on the quality of the CPDs so they will be suitably invested in. Such resource persons will most often be selected from amongst the best teachers, and they must be given every opportunity to develop their knowledge continually. Collaboration with civil society organizations will be encouraged for the development and execution of effective CPD. The programmes will be based on a coherent curriculum framework that

addresses issues relevant to the practice of teaching, including perspectives in education, content, pedagogy, inter-related nature of subjects, school culture, governance, management, resource sharing, and leadership.” [DNEP 2019, P5.3.4]

- (ix) “In-school teacher development processes: Every head teacher and/or school principal will be responsible for building strong in-school teacher development processes and a supportive school culture that enhances the capabilities of all the teachers in the school. This task will be integrated into their role definition and evaluation. In this effort, the teachers and the head teacher/principal can receive support from the larger community available to them within the school complex.” [DNEP 2019, P5.3.5]

Implications of transitioning to a new curricular/pedagogical structure of school education

- (x) Curricular and pedagogical structure of school education: “The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18)”. [NEP 2020, 4.1]

- (xi) **5+3+3+4 curricular and pedagogical structure of school education:** “The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork

across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired”. [NEP 2020, 4.2]

- (xii) Experiential learning as a pedagogical approach: “In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.” [NEP 2020, 4.6]
- (xiii) Art-integration as a cross-curricular pedagogical approach: “Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.” [NEP 2020, 4.7]
- (xiv) Sports-integration as a cross-curricular pedagogical approach: “Sports- integration is another cross-curricular pedagogical approach that utilizes physical activities

including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.” [NEP 2020, 4.8]

- (xv) Support for students with special talents: “There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. ... B.Ed. programmes may also allow a specialization in the education of gifted children.” [NEP 2020, 4.43]. “Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.” [NEP 2020, 4.44]
- (xvi) Autonomy to teachers in choosing aspects of pedagogy and focus on socio-emotional learning: “Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning – a critical aspect of any student’s holistic development.” [NEP 2020, 5.14]

Present Scenario

In the State of Goa following Educational Institutes are functioning.

Sr.No	Name of the Institution	Course offered	Medium of Instruction	Intake capacity
1	District Institute of Educational Training (DIET)	D.El.Ed	English and Marathi	100
2	Shree Vetel Institute of Educaktion	D.El.Ed	English	50
3	Nirmal Institute of Education	D.El.Ed	English	50
4	St. Joseph Vaz Institute of Education	D.El.Ed	English	50
5	GVMs College of Education	B.Ed	English	100
6	Nirmala College of Education	B.Ed	English	100
7	PES College of Education	B.Ed	English	100
8	Vidya Prabhodini College of Education	BA BEd	English	100
9	Ganpat Parsekar College of Education	BA BEd BSc BEd	English English	50 50

Recommendations

A) Recruitment and deployment:

a. Teachers truly shape the future of our children and therefore of the Nation. The quality of training, recruitment, deployment, service conditions and empowerment of teachers needs to improve and it is to be in accordance with latest NCTE guidelines.

b. Students from rural areas should be encouraged to become teachers through Merit based scholarships. These trained teachers would be in a better position to join the rural schools and would be able to understand those students. Recruitment Rules needs to be revisited.

The Government needs to provide local housing near rural schools for teachers.

c. Excessive transfers of Teachers should be restricted. Teachers in rural schools need to invest their time to uplift the local communities. This will enable students to emulate their “role model teachers”.

d. Teacher Eligibility Tests (TET) conducted by the National Testing Agency / State nominated agency like SCERT should be made mandatory for employment of teachers begin with Foundation stage (pre-primary) to Secondary stage (Higher Secondary schools).

e. Appointment of School Heads shall be on merit and seniority and Incentives – merit based / CAS (Career Advancement Scheme).

f. Physical Education teachers, Art teachers, Vocational Education teachers and Language teachers should be recruited in School Complexes and their services could be shared by member schools of the cluster school complex.

g. The Head of the School complexes should be empowered to engage the services of local eminent persons/ experts as “Specialised Instructors” in various subjects such as traditional local arts, vocational crafts, entrepreneurship and agriculture which would benefit the students and help promote local knowledge and help students preserve their culture.

h. working environment / Service conditions should ensure decent and pleasant service conditions at schools with adequate and safe infrastructure.

i. washrooms (toilet facilities), clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources shall be provided to all schools to ensure that teachers and students,

including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.

- j. State- wise teacher requirement planning is required for the next decade. Teacher training Institutions shall be involved in training Science, Social Sciences, Commerce, Languages and Mathematics teachers periodically to meet the challenges of continues professional development as envisaged in NEP 2020.

B) Professional standards for teachers

National Professional Standards for Teachers (NPST) would be developed in 2022 by NCERT. This would include expectations of the role of the teacher. The NPST would also design Pre-service teacher education programmes. Promotions and salary increments should not be based on length of service or seniority but on outstanding work done by the teacher. Guidelines shall have to be in place. Soon after the state receive the NPST from NCERT the competent authority in the state should make it applicable to all the teachers teaching in the schools in the state of Goa.

C) Special Education

There is an urgent need for additional special educators. Training of special educators to teach children with disabilities/divyang children. Presently the State Government has taken the initiative of starting a Teacher Training Institution at Bogda, Vasco from the academic year (2020-2021) to train Special Education Teachers to serve the needs of the State. Lecturers in this field are difficult to identify. Teachers need to be trained in the relevant skills for the understanding of such special requirements of these children.

D) Approach to teacher education

- Competent teachers will require training in high quality content as well as pedagogy. By 2030 there shall be only multi-disciplinary Institutions for Teacher Education. Good teachers will require training in high quality content as well as pedagogy.
- By 2030 there will be only multi-disciplinary Institutions for Teacher Education. Two years B.Ed will also exist. Idea of a One- year B.Ed could also be implemented for those having done a Four Year Professional Programme and still want to teach.

- All Teacher training programmes will focus on modern techniques/ technology and pedagogy. Pedagogy w.r.t Foundational literacy numeracy multi-level teaching and evaluation would be the key aspects of training.
- Use of Education Technology would be of primary importance.
- Teacher training programmes would be learner centered and should emphasize on collaborative learning. There should be strong practical based training in schools in the vicinity of the teacher training colleges. Teacher training programmes shall include Fundamental Duties (Article 51 A of the Indian Constitution).
- Short term training programmes shall be made available through DIETs and BITEs (Block Institutes of Educational Training) or at School Complexes as per the NCTE guidelines.
- NCFTE (National Curriculum Framework on Teacher Education) 2009 will be revisited and a new NCFTE 2022 will emerge and revisited every five years. The State will also initiate action as per NCFTE 2022.
- Teachers must be grounded in Indian values, languages, knowledge, ethos and traditions and well versed in latest advances in education and pedagogy. Need to improve levels of integrity and credibility to revive the prestige of the teaching profession.

E. Restructuring of Teacher Education institutes

- The restructuring of present teacher education institutes are to be done by Directorate of Higher Education in consultation with Director of Education – Goa and Director of SCERT Goa as per the need analysis.
- While restructuring following points are to be taken into consideration.
 - a) Yearly requirement of teachers at different stages based on retirement of teachers on superannuation and opening of new schools at different levels.
 - b) Equal number of subject distributions for the seats in Science and Arts streams in Teacher Education Institutes.
 - c) Exploring the feasibility of Upgradation of existing D.El.Ed Institutions if required.

- NEP 2020 recommends following type of teacher education institutions in the Country. Hence same pattern the state has to follow to meet the National standard by 2030.
- (1) **4-year integrated teacher education programme:** “By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.” [NEP 2020, 5.23]
 - (2) **2-year B.Ed programme:** “The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects.” [NEP 2020, 5.23]
 - (3) **1-year B.Ed programme:** “These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that specialty.” [NEP 2020, 5.23]
- “All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes”. [NEP 2020, 5.23]

F. Continuous Profesional Development (CPD)

- Teacher Educators need to attend at least 50 hours training programme offline /online every year conducted by NCERT/National and State bodies of repute.
- Attend other training programmes so as to improve the quality of content and knowledge.
- The state bodies like SCERT should draw the central master plan of all training programmes including CPD training of 50 hours duration which is mandatory for all teachers and teacher educators every year. Teachers shall learn the latest innovations and advances in their professions. Attend workshops at State level, National level and at International level.

- Fifty hours of Continuous Professional Development shall include training for their own professional development, driven by their own interests.
- CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated and storytelling-based approaches, etc.
- Need to verify present school infrastructure, as approx. 600 Govt. Primary schools function in 1/ 2 room buildings
- In-service training shall have inputs on safety, health and environment at workplace to ensure that all teachers are sensitized to these requirements
- In teacher education sincere efforts are needed to make teachers well equipped with appropriate training to cope up with surrounding situation by imparting knowledge of varied skills and experiences in the fields of folklore, developing in them the skills of telling folktales as well of recitation of folk songs. Instead of putting emphasis on imparting the 3Rs, the teachers should create conducive atmosphere for building level of understanding regarding the environment in which, they are living. Emphasis should be on practical aspects rather than of by-hearting the theoretical ideas. More efforts are needed to develop listening and speaking skills among them, so that they will impart it into their students efficiently.
- Audio-visual mediums as well as traditional wisdom of art of puppetry in the form of Toy Based Curriculum and other forms can be used.

G. Teacher Education Curriculum

While designing Teacher Education Curriculum following points are to be considered

- India is a land of ‘fairs and festivals’ that are deeply rooted in the traditions and customs influenced by the local environment, necessary efforts are needed to develop interest and love in enriching understanding of all these aspects among the trainees in this direction.
- In the context of Goa, students can be given more exposure for enhancing their knowledge about the local tangible and intangible assets of culture and history along with humanitarian values.

- Goa, known as a Tropical paradise and has a lot of potential in developing sustainable model of agro-horticultural and tourism and proper in-depth knowledge if imparted properly among the rural students transformation can take place in this direction.
- Training in the fields of folk dances along with imparting regular syllabus can be given by inviting the resource persons from various fields.
- For developing literary talents, reading of books on varied facets of literature can be promoted
- Efforts are needed for developing communication skills among the students, by providing the apt forums
- Activities like trekking, hiking, visit to library, museums, Science centers, Observatory, planetarium, workshops are required to be planned to develop interest in the various fields. Exposure for developing scientific research and temperament among the students are needed on the priority basis.
- Besides the sports activities as per the established patterns, necessary schedule to be organized for creating interest in traditional games, art forms and other activities.
- Goa is nestled amidst the Western Ghats and the West Coast of India that showcases the bewildering facets of biodiversity, forest, ecology and environment. Various activities are needed to be undertaken to tap the benefits of the available resources in judicious ways.
- Imparting computer literacy as well as knowledge of the environment ethics is needed along with arrangements for providing training in the life skills and counseling for mental health enrichment is the need of the hour

H. Participation of teachers and stakeholders in governance of schools

- There should be involvement of teachers, parents, ex students who are well placed in industry, prominent citizens in society on School Local Management, Governing councils and Boards of Studies.
- Developing a caring and inclusive culture in schools shall be encouraged
- No non-academic work to be given to teachers

- Teachers shall not be involved in strenuous administrative tasks and not more than a rationalized minimum time for mid-day meal related work, Election survey etc. so that they may fully concentrate on their teaching-learning duties.

I. Autonomy to teachers

Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers shall be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Opportunity for self-improvement / training

- To learn the latest innovations and advances in their professions
- Attend workshop at State level, National level and at International level
- 50 hours of Continuous Professional Development for their own professional development, driven by their own interests.

CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated and storytelling-based approaches, etc.

VI. Equitable and Inclusive Education: Learning for All

“Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education”

“Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and trans transgender individuals), socio-cultural identities (such as scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).” [NEP 2020,6.2]

“Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres” [NEP 2020, Principles of this Policy, p.5]

“respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject” [NEP 2020, Principles of this Policy, p.5]

“full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system” [NEP 2020, Principles of this Policy, p.5]

Anchors to NEP 2020

The following quotes have been taken from relevant chapters of the NEP 2020 and Draft NEP 2020 prepared by the Kasturirangan committee (DNEP 2019). Please read Section 6 of NEP 2020 and Chapter 6 of DNEP 2019 in detail.

1. “Actions must be taken urgently to understand the barriers students face and to implement proactive measures ensuring inclusive across all levels of school education” [DNEP 2019, Introduction to Chapter 6]
2. Establishment of Special Education Zones(SEZ) “States will be encouraged to declare any clearly definable area as an SEZ on the basis of clear social development and socio (e.g. tribal districts of Madhya Pradesh)” [DNEP 2019, P6.1.2].
3. Availability and capacity development of teachers: “Inclusive education will be an integral part of both pre-service teacher education as well as in in-service professional development, including for Anganwadi workers, pre-school and school teachers, school leaders, and other education functionaries” [DNEP 2019, P6.1.3].
4. Creation of inclusive school environments: “Admissions processes that go against the spirit of inclusivity will be abolished, and institutional processes (including time calendars) will reflect the diverse needs of learners and their communities. Schools will define and enforce rules and regulations to ensure privacy, dignity, safety, and access to all school resources, activities, and events (including sports and self URG” [DNEP 2019, P6.1.4] “All the above policies and measures are absolutely critical attaining full inclusion and equity for all SEDGs is a change in school culture. The culture of the system and the school must also reflect inclusion, equity and sensitivity.” [NEP 2020, 6.19].
5. “What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high leaders from SEDGs in order to bring in excellent role models for all students.

6. “Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.” [NEP 2020, 6.20]
7. Maintenance of data related to students of SEDGs: “Up to date information for each student will be maintained in the National Repository of Educational Data (NRED).” [DNEP 2019, P6.1.5]
8. “All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a ‘single window [NEP 2020, 6.18][DNEP 2019, P6.1.6].
9. Education of girls as a cross-cutting theme: a key strategy in uplifting Indian society is to give concerted attention to uplifting women and girls; and a key strategy in uplifting URGs (SEDGs) is to give due attention to uplifting the women in these groups”. [DNEP 2019, Introduction to Section 6.2] (This area this should be dealt with in detail in the Position Paper on Gender Education).
10. Education of children belonging to Scheduled Caste Communities and Other Backward Classes: “Bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes”. [DNEP 2019, Introduction to Section 6.3].
11. Education of children from tribal communities: “Children from tribal communities often report finding their school education irrelevant and foreign to their lives, both culturally and academically” [DNEP 2019, Introduction to Section 6.4]. “special

mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions”.[NEP 2020, 6.2.3].

12. Education of children from educationally underrepresented groups within minority communities: “Existing traditional or religious schools may be encouraged to preserve their traditions and pedagogical styles, but at the same time must be supported to also integrate the subject and learning areas prescribed by the National Curricular Framework into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education”. [DNEP 2019, Introduction to Section 6.5].
13. Education of children from urban poor families: “lack of literacy and proper schooling and playing opportunities, often leads children and adolescents into unfortunate and harmful activities, including petty crime and drugs; an estimated one third of street children are dealing with substance abuse”. [DNEP 2019, Introduction to Section 6.6]
14. Education of transgender children: “The Policy recognises the urgent need to address matters related to education of transgender children and initiating appropriate measure to remove the stigma and discrimination they face in their life, including with respect to education.” [DNEP 2019, Introduction to Section 6.7] (This area must be dealt with in detail in the Position Paper on Gender Education).
15. Education of children with disabilities (CwD): “The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities’. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education.” [NEP 2020, 6.10].
16. “The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all

underrepresented groups (SEDGs) in order to reverse their underrepresentation [NEP 2020, 6.14]

Present Scenario

According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop - offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.

A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

Recommendations:

1. **SCSGV:-** For purpose of implementing the NEP, 2020 in the state of Goa we recommend that every child of school going age must be admitted irrespective of the physical fitness or any kind of disability, domicile status, irrespective of shelter security, nomadic or semi nomadic nature of parents, mother tongue in respective institutions recognized by the Goa government and no child should be found on street or idling at home or forced to do work illegally anywhere in the state of Goa and where formal institutional education is not possible all the efforts to be made for informal or doorstep education matching the level of students in formal education system under the NEP, 2020.
2. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.
3. **SCSGV: -**There is a need to reduce the between developed and highly urbanized “old conquest talukas” and less developed and less urbanized “new conquest talukas” as seen from shortfall in infrastructure, enrollment, availability of educational resources and facilities on par with developed talukas.
4. There is a need to focus on Children from migrant communities and with learning disabilities. As compared to rest of the SEDGs these two categories need more attention. Many welfare programs for these two categories have commenced late which has to be popularise through different media for the benefit of the Children.
5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. Therefore, Directorate of Education, has to revamp / revisit the schemes related to CWSN in consonance with Social Welfare Department and Tribal Welfare Department
6. It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified

for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

7. In addition, the Government of India will constitute a ‘Gender-Inclusion Fund’ to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context- specific barriers to female and transgender children’s access to and participation in education. Similar ‘Inclusion Fund’ schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.
8. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD. To this end, schools/school complexes are to be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-

appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.

9. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.
10. Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage

to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

12. DOE needs to create a robust mechanism to have a strong database through designated portal including all special categories such as SC/ST, OBC, EWS, CWSN, children in vulnerable situations, orphans, Children of Migrant Workers and Minorities etc.

11. The committee identified following SEDGs in Goa for the purpose of consideration within Goa under the NEP, 2020

- a. **Women** no discrimination to be done on basis of domicile status
- b. **Transgender**, irrespective of domicile status
- c. **Scheduled Castes (SC)**
- d. **Scheduled Tribals (ST)**
- e. **Other Backward Communities (OBC)**
- f. **Minorities** for state of Goa the subgroup has identified Christians, Muslims, Buddhists, Jains, Sikhs, Parsis and Jews irrespective of denominations or divisions
- g. **Rural students** identified as students from 191 village panchayats
- h. **Students from small towns** identified as those from census towns as per 2011 census with population of less than 20000
- i. **Students from aspirational districts** identified from the new conquest talukas of Pernem, Bicholim, Sattari, Sanguem, Dharbandora, Ponda, Quepem and Canacona
- j. **Students with disabilities** from all the categories known to medical science
- k. **Students from migrant communities**, the subgroup also would recommend any refugees admitted to Goa under Govt of India or UN refugee commissioner directions and any other temporary refugees sent to Goa due to manmade or natural disasters
- l. **Students from low-income households**, for the purpose of state of Goa the subgroup strongly recommends the criteria to be used as family income below the NSDP per capita income of the state of Goa is estimated at Rs 467,998 in 2018-19 at current prices. Therefore, the subgroup strongly recommends students whose family income from all sources is less than Rs. Five lakhs per year as students from

low-income household. In future implementation of NEP, 2020 from Goa need to be tied to NSDP per capita for latest available year at current prices.

- m. **Children from vulnerable situations**, their status, rehabilitation and education plan under the NEP, 2020 needs to be decided on a case-by-case basis by the Goa State Commission for Protection of Child Rights as directed by the DOE
- n. **Victims of trafficking**, their status, rehabilitation and education plan under NEP, 2020 to be decided on a case-by-case basis by the Goa State Commission for Protection of Child Rights as directed by the DOE
- o. **Orphans including child beggars**, their status, rehabilitation and education plan under the NEP, 2020 needs to be decided by the Goa State Commission for Protection of Child Rights as directed by the DOE
- p. **Children of urban poor**, their status, rehabilitation, and education plan under the NEP, 2020 needs to be decided by the Goa State Commission for Protection of Child Rights as directed by the DOE

13. The committee suggests that the government issue necessary technical directives in this regard so that with support of the machinery available at the level of local authorities the Directorate of Education could collect detailed village panchayat and municipal or corporation ward wise information about SEDGs with permanent residence and registered with UID and possessing the mandatory Aadhar Card.

14. The task force strongly recommends Government that by selecting knowledgeable representatives from PTAs, the Director of Education w.e.f. academic year 2021-22 or the financial year 2022-23 form State District and Taluka level consultative committees fully focused on students from SEDGs as we have listed above. These three-tier decision making structures would facilitate effective implementation of NEP, 2020 to benefit SEDGs at the grassroots level. At taluka level, the taluka level SEDG committee would take information from respective village and town level education committees. At the district level, the taluka level committees would be informed about the status of SEDGs at their respective talukas. Finally at the state level, the district level SEDGs would provide the necessary inputs for the state government to take correct decisions to be implemented through Directorate of Education.

15. The above decentralized consultative structure should be a permanent mechanism in the state of Goa to address all the issues of SEDGs under NEP. Their mandate, role and responsibilities would be consistent with NEP and above-mentioned international conventions, national and state legislations. Considering small size of Goa with only 2 districts and 12 talukas and a small population of students about 3 lakhs, this sub-group feels that about 125000-150000 estimated SEDGs may exist at present. So, these taluka, district and state level committees may be tasked with overall welfare of about 125000-150000 SEDGs.
16. It is recommended that a special enrollment drive for SEDGs needs to be initiated by involving NGOs and voluntary groups so that no child from SEDGs remains outside the school. We recommend that this state level community awareness drive for ensuring 100% enrollment of SEDGs should be launched every year from Republic Day January 26 and be continued vigorously for a week. The Directorate of Education should extend necessary support to all the NGOs and stakeholder representatives of SEDGs and PTAs to ensure full success.
17. Regarding identification of SEDG areas to establish special zones, the district SEDG consultative committees listed in 10 above need to identify those areas.
18. To provide quality education for all girls and transgenders and the free boarding facility, there is a need for more of Jawahar Navodaya Vidyalayas with hostels in Goa to help students from remote areas such as Canacona, Sanguem and Sattari who have to travel a long distance for their education. For this purpose, DOE need to conduct meetings with the stakeholders especially ST organizations of Goa separately.
19. The committee recommends that through Samagra Shiksha Abhiyan with its intervention needs to be worked continuously for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and up to class XII, KGBV to be established with the facility to have at-least one residential school for girls from Classes VI-XII in areas to be identified by the district level SEDG consultative committees mentioned in 10 above.

20. The committee recommends if required, DOE may engage any reputed registered NGOs in Goa to acquire data on transgenders. There is need to support individual transgender and gender-diverse students, including gender non conform children (intersex children). It has been brought to the notice of the subgroup that Transgender is an umbrella term for anyone diverging from the roles associated with the sex they were assigned at birth. Some trans gender children persistently and insistently express a cross-gender identity and assert that their gender, or inner sense of self as being male or female, is different from their assigned sex. Some children will assert that their gender is fluid or it is non-binary, not male or female. During their school years, they may transition from living and identifying as one gender to living and identifying as another.
21. As the policy provides details on a decline in enrollment at the secondary level, we need to know how much is the drop-out rate in Goa especially children from tribal communities who often find school education irrelevant.
22. It is important that DOE with DSW need to work out a package of strong incentives including long term scholarships for DSEGs.
23. The committee stressed the importance of complying with the Rights of Persons with Disabilities (RPWD) Act 2016 and their integration into classrooms along with the provision of braille textbooks and Indian sign language.
24. The committee recommends financial assistance for science, maths or relevant subjects to help acquire learning outcomes in order to reduce disparities in the educational development of SC/ST students and in SEDGs.
25. With regard to opening NCC wings in schools, the committee recommends a performance audit of the existing scheme since its inception in Goa and assessment of feasibility of opening the new NCC units in close consultation with the three wings of the defense forces, the territorial army, the organization of ex NCC cadets, ex NCC officers before the objectives of NEP, 2020 are implemented.
26. The committee appreciated the focus of the new policy on sensitization and emphasis on human values to bring about an inclusive system in education and recommended

production of a standard handbook, a manual on do's and don'ts and the involvement of counsellors and social workers to attain equity, equality and social justice.

27. The committee identified that the aspirational districts would include areas like Pernem, Bicholim, Sattari, Sanguem, Ponda, Quepem and Canacona.
28. Regarding wheel chair access, the committee recommends that there has to be a survey done to check how many schools are wheel chair accessible and a deadline must be given to schools to make provisions for wheel chair access
29. Training and coaching facilities should be made available to the ST students at village level for IAS, IFS, IPS and other competitive exams. Recognition of talents at young stage and proper guidance should be provided for the higher studies or specialized studies.
30. Tribal students at all level should be exposed to state level atmosphere, National level atmosphere by organizing their study tours, study visits, leadership training and guidance camps etc.
31. Eklavya model residential schools to be started at every taluka as per Navodaya pattern, for free education.
32. Hostels for ST students need to be established at taluka levels free for students through the concerned departments.
33. Anganwadi and Balwadi should have independent buildings with all the necessary infrastructure where children can enjoy their childhood and the teachers and helpers at these centres should be well trained to take care of these toddlers. At the lower level, health, hygiene and nutrition should remain a top priority.
34. Career guidance programmes and personality development modules should be introduced at the school level itself. The focus of education should be shifted to practical education.
35. The various works and skills required for agriculture, floriculture, dairy, climbing coconut trees which are required for daily livelihood must be instilled to help them to learn and earn. Besides, supervised study centres should be started to serve students in the evening hours.

36. Content-wise, value education with good morals must be introduced as a compulsory subject across all levels. Communal harmony has to be given special attention. Besides, environmental education should be made compulsory across all boards and all institutes – private and public should be made eco-friendly in all aspects. Knowledge of the forests, the eco-system and the bio-diversity hotspots must be promoted.
37. There must also be strict implementation of anti-tobacco, anti-alcohol and drug abuse laws.
38. The Chronological age may not be considered for children with special needs, on the other hand their mental age should be given more preference. Time and years are lost for a child with special needs by the time he takes medical treatment and his basic problems are identified.
39. *Example:* A child having severe convulsions or mental disorders or meningitis may not be able to be admitted to the school at the proper chronological age because of the dysfunctions in his physical and mental health.
40. In an inclusive setup, special educators who have undergone special education for all the disabilities to meet the challenging demands of children with special needs surrounded with large number of regular students should be appointed in adequate numbers.
41. In Inclusive set up adequate number of sign language interpreters to be appointed to deal with students with hearing impairment.
42. The Children with special needs learn differently and require Individualized Education Programme which should be provided under NEP, 2020
43. Children with Autism have specific behavioral disorders and a tendency for hyperactivity and need to be given special support in domestic or institutional environment including fully online or hybrid learning arrangements and planned visits by teacher mentors or facilitators. Much more attention is needed to special educational needs and support system for autistic children.
44. Entrance exams may be avoided for children with Special Needs at higher level.

45. Since Children with Special needs make gradual progress having board exams at Std Vth level may not be to the advantage of these children. Infrastructure specially designed for children with special needs and opportunities to participate or compete in regular setup may not be provided.
46. Opportunities to make use of the Modified curriculum should be provided to children with special needs. Education should not be denied to any child with special needs but all care should be taken to design world class text books and a modern child friendly curriculum frame work suited to local needs and condition and not taxing the child
47. The committee recommends that customized modules for life skill education and sexual and reproductive health for children with disabilities need to be developed. It has been brought to the notice of this subgroup that Children with disabilities are more likely to be sexually abused than their nondisabled peers. Moreover, the abuse will likely be committed by someone they know and trust such as a parent, sibling, teacher, day care provider, or coach. Given this, it is critical that schools implement sexual abuse prevention and intervention programs for children with disabilities.
48. Committee stresses strongly on the Mental Health Provision in School Setting. Mental health is directly linked to educational outcomes. Schools can enhance the nature and scope of mental health interventions, fill gaps, enhance effectiveness, address problems early, and reduce stigma. Students fall victim to the stressful academic environment and the high expectations of their parents. School kids, who are at the peak of vulnerability at this age, need a neutral and non-judgmental counsellor who not only understands their feelings, but also helps them in ventilation of feelings and emotions.
49. School counsellors further need to be provided with specialized training which includes knowledge of human development, cultural diversity, counselling and consultation and techniques, appraisal and assessment, career development, etc.
50. Committee also identified the Water, Sanitation and Hygiene (WASH) in Schools as pointed out by the stakeholders and strongly recommends constitution of a separate technical group under DOE to survey, plan and implement WASH matching the best

standards of hygiene and health. The said technical group may be constituted by May 2022. The requirements for the technical group are included below.

51. Schools often lack the supplies and sanitation facilities girls need for managing their periods. The committee recommends a state level audit of all these facilities by the above technical group. Girls without adequate health care may feel discomfort or pain. Shame, stigma and misinformation may discourage girls from attending school while menstruating and prevent schools from teaching healthy attitudes about menstruation. Many girls stay home to avoid being teased.
52. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.

VII. Efficient Resourcing and Effective Governance through School Complexes/Clusters

One possible mechanism for accomplishing the implementation of NEP 2020 would be the establishment of school complexes/clusters, consisting of one Senior Secondary school together with all other schools offering lower grades in its neighborhood, in a radius of five to ten miles.

The aim of the school complex/cluster will be to

- a) build vibrant communities of teachers, school leaders, and other supporting staff;
- b) better integrate education across all school levels, from early childhood education through Grade 12, as well as vocational and adult education;
- c) share key material resources, such as libraries, science laboratories and equipment, computer labs, sports facilities and equipment, as well as human resources, such as social workers, counsellors, and specialized subject teachers - including teachers for music, art, languages, and physical education - across schools in the complex; and
- d) develop a critical mass of teachers, students, supporting staff, as well as equipment, infrastructure, etc. - resulting in greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the schooling system.

The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as significantly improved support for children with disabilities, more topic-centred clubs and academic / sports / arts / crafts events across school complexes, better incorporation of art, music, language, physical education, and other subjects in the classroom through the sharing of teachers in these subjects, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.

Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energise and enable the schooling system, and in a resource-efficient manner.

The tentative cluster for Tiswadi Taluka is placed at Annexure-I.

VIII. Standard-setting and Accreditation for School Education

“It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard – setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all schoolboards” [NEP 2020, 4.41].

The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions, and policymaking - are handled by a single body, i.e., the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power; it also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform.

The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education

The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to play a significant and beneficial role.

The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:

- (a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests.
- (b) The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision.
- (c) An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools. This information will have to be made available and kept updated

and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

- (d) Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAC) through wide consultations with all stakeholders. The SCERT will also lead a "change management process" for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State.

The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Each stakeholder and participant of the education system will be accountable to perform their role with the highest level of integrity, full commitment, and exemplary work ethic.

Each role of the system will have explicitly articulated role expectations and rigorous assessment of their performance vis-à-vis these expectations. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to 'marks' of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. All functionaries will be responsible to ensure that this

development, performance, and accountability system is run with high integrity, and systematically, within their span of control.

Recommendation for Standard-setting and Accreditation for School Education

1. The committee supported the idea of State School Standard Authority and recommended to follow the framework developed by NCERT to be adopted by the State.
2. Some of the important points that need to be looked into is the role of the Director of Education, the regulation of schools with the establishment of the SSSA and the role and responsibility of Academic Institutions like SCERT, DIET, BRC & CRC which should help in stopping the commercialization of education.

Key Summary Points of NEP 2020 which needs to be specially focused at implementation stage in the State along with the specific recommendations which are given in the report at every stage.

I) Foundation Stage - Early Child Care and Education

- (1) Inclusion of Foundation Stage I, II & III (Nursery, KG-1, KG-2 & KG-3) in the school definition monitored through regulatory mechanism by a special cell of Directorate of Education.
- (2) Inclusion could be in three ways
 - i. Colocation e.g Anganwadi centers are to be collocated with nearest Govt. Primary School.
 - ii. Amalgamation e.g the primary schools who are having very less enrolment to be amalgamated with their school management type (Govt. – Govt., Aided – Aided, Unaided – Unaided)
 - iii. Upgradation / Insertion e.g Govt. Primary schools which are not possible to co-locate with anganwadi centers, there pre-primary classes to be started with existing as well as appointing trained teachers.
- (3) Curriculum of NCERT in consonance with NEP 2020 and adding local components to be implemented and should be made available to Govt., Aided (pre-primary schools attached to aided schools) and Unaided schools, before the school reopening.
- (4) Being in the transition period of NEP 2020, training of teachers to be imparted of Govt., Aided (pre-primary schools attached to aided schools) and Unaided pre-primary schools. A well articulated training modules to be prepared and through cascade model training is to be imparted at Block level for all pre-primary teachers including anganwadi workers.
- (5) Foundation Literacy and Numeracy to be introduced in mission mode through Goa Samagra Shiksha.
- (6) In order to encourage toy-based learning / pedagogy, an exhibition of toy-based learning materials to be organized at District and State level through DIET.
- (7) The necessary changes in the structure, entry age and curriculum are to be communicated to the stake holders with details well in advance by way of circulars, orders and through SMC meetings.
- (8) The committee endorse the view of NEP 2020 that regarding the Medium of Instruction at Foundation Stage that the young children learn and grasp non-trivial

concepts more quickly in their home language/mother tongue. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language. However existing bilingual teaching learning process in Marathi, Konkani-English may continue.

- (9) Recognition for pre-primary schools strictly as per the rules and regulations made by Directorate of Education. Unrecognized pre-primary schools ceased to be operational in the state.

II) Preparatory Stage and Middle Stage (3 years – Classes 6 to 8)

- (1) The restructuring should be done at school level as per the NEP 2020 in a phased manner starting with Foundation Stage followed with Preparatory stage, Middle stage and Secondary stage. Accordingly, Directorate of Education should also make separate sections in their Directorate as per the stages proposed by NEP 2020 and each section should be headed by Dy. Director of Education and Asst. Director of Education.
- (2) Schools that are, at present functioning only as Primary Schools to be converted as:
- (a) Schools for Foundational or
 - (b) Schools for Foundational and Preparatory (Nursery class to class V) or
 - (c) Schools for Preparatory only (class 3 to class 5).
- (3) The restructuring should be done in a phased manner so as to maintain continuity in the process. There is a need for mapping to make optimum use of all resources. Government Grants may be explored to develop the necessary infrastructure, Human resource at Government Aided schools attached to Aided Middle and Secondary school. However, for Government schools Directorate of Education should provide infrastructure and other necessary equipment and human resource through the State funds and ongoing central schemes like Goa Samagra Shiksha.
- (4) Restructuring of the school may be initiated either by relocating, upgrading or collocating in the school complexes created for the ease of functionalities under NEP 2020 for all stages.
- (5) **Restructuring School Curriculum and Pedagogy**
- As mentioned in para 4.2 of the NEP “The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based

pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.”

A) Preparatory Stage:

- i. To encourage multilingualism, both the Devanagari and Roman scripts should be introduced from class 3 itself. Teachers need to be trained to use Devanagari phonetics even in the teaching of English.
- ii. In Mathematics, the international numeral set and notations should be used.
- iii. In Sciences, as far as possible both local and English terms should be used.
- iv. As this is an age of IT and AI, children need to be exposed to these tools right from classes 3 or 4. In this connection, the Government could explore possibilities of giving every child a tablet as part of the educational kit along with connectivity (directed through firewalls) so that the child is able to use the tablet at least in the school even if there are connectivity issues at his/her place of residence.
- v. Experiential learning should be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others.

B) Middle Stage:

This stage signifies the beginning of adolescence and also the introduction of concepts in various subjects

As per the NEP 2020 “The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of

relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers."

Therefore, the committee recommends the following:

- i. Experiential learning should be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. Every school should be encouraged to develop (1) workshop for hands-on teaching learning (2) a garden (3) kitchen in addition to a Library, a playground and a multipurpose hall
- ii. Children should be exposed to vocational activities from class 6. This will create proper attitudes in the minds of the students and develop vocational skills which will help them later in life. As suggested, the workshop, laboratory, kitchen and garden could go a long way towards realizing this.
- iii. Two to four days in a month or 10 days in a year should be declared as "bagless days" where children could be exposed to life skills and also local art and culture.

III. Secondary Stage (4 years – Classes 9 to 12):

A. Structure, Curriculum and Pedagogy in Schools

- (1) The clusters which are indicated based on available resources however this needs to be revisited by the Directorate of Education by involving ADEIs and BRCCs.
- (2) While finalizing the cluster, either of the following two models may be adopted.

Model - I

- Cluster of Govt. schools consisting of all four stages i.e Secondary, Middle, Preparatory and Foundation stage.
- Cluster of Aided schools consisting of all four stages i.e Secondary, Middle, Preparatory and Foundation stage.

- Cluster of Unaided schools consisting of all four stages i.e secondary, middle, preparatory and foundation stage.

Model-II

- i. Cluster of Govt. and Aided schools consisting of all four stages i.e Secondary, Middle, Preparatory and Foundation stage.
- ii. Cluster of Unaided schools consisting of all four stages i.e Secondary, Middle, Preparatory and Foundation stage.

- (3) While deciding lead cluster school a guiding principles and regulations are to be prepared by the Directorate of Education.
- (4) Development of skills at secondary stage: While developing different skills at secondary stage subjects which are enlisted in NSQF are to be given first preference. Then as per the need different subjects may be introduced after preparing proper syllabus for smooth transition and these subjects should also give upward mobility to a student to continue at higher education level. While implementing NSQF or vocational subjects Hub and Spoke method to be adopted within the cluster.
- (5) It is recommended to take initiatives to develop resources that are curriculum aligned for essential concepts, lesson plans and question banks that would support teachers to implement an active student centric pedagogy at school level.
- (6) Curriculum which is either designed or adapted from NCERT to ensure coherence continuity, efficacy and Indian knowledge system, heritage within the school curriculum across the curricular areas and school stages are also to be integrated part of it.
- (7) It is recommended all schools from pre-primary to higher secondary schools are to be grouped into cluster of school complexes. In one complex required number of pre-primary schools, primary schools, upper primary schools, secondary schools and higher secondary schools should be available.
- (8) In-case based on the statistical data available students are not getting facilities for smooth transition from one stage to another stage, Directorate of Education

has to take necessary steps to upgrade the existing schools to the next level as per the demanding situation either Government or Aided Schools.

- (9) It is very essential to note that while fine tuning the formation of the clusters, the complete study of particular taluka should be made and in the planning process grassroot level officers are to be involved for the same.
- (10) As far as possible the lead school of the cluster should be Government school. In case Government is not available Directorate of Education has to nominate an Aided School as Nodal school.
- (11) All the necessary changes in the structure modalities of cluster etc. are to be incorporated in the education rules as well as act which remains common for Government and Government Aided schools.

B. Teacher Education and Efficient Resourcing

- (1) Teachers qualification for recruitment should be as per NCTE guidelines based on NEP 2020. Since Diploma in Elementary Education has been replaced by 4 years integrated BEd. degree Directorate of Education has to take a decision to phasing out D.El.Ed course in the state through DIET and through three unaided D.El.Ed. Institutions.
- (2) All Teacher Education degree awarding institutions come under higher education there should be proper interactions at high level in the preliminary stage while taking Govt. decisions.
- (3) Continuous Professional Development (CPD) should be in-line with the guidelines issued by NCERT and SCERT has to initiate this programme in consultation with Directorate of Education.
- (4) To provide quality education for all girls and transgenders and the free boarding facility, there is a need for more of Jawahar Navodaya Vidyalayas with hostels in Goa to help students from remote areas such as Canacona, Sanguem and Sattari who have to travel a long distance for their education. For this purpose, DOE need to conduct meetings with the stakeholders especially ST organizations of Goa separately.
- (5) The committee recommends that through Samagra Shiksha Abhiyan with its intervention needs to be worked continuously for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years

aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and up to class XII , KGBV to be established with the facility to have at-least one residential school for girls from Classes VI-XII in areas to be identified by the district level SEDG consultative committees mentioned in 10 above.

- (6) After restructuring the existing designation of the Teachers as well as Heads of the Institutions are to be revised.
- (7) Teacher Eligibility Tests (TET) conducted by the National Testing Agency / State nominated agency like SCERT should be made mandatory for employment of teachers begin with Foundation stage (pre-primary) to Secondary stage (Higher Secondary schools).
- (8) Physical Education teachers, Art teachers, Vocational Education teachers and Language teachers should be recruited in School Complexes and their services could be shared by member schools of the cluster school complex.
- (9) The Head of the School complexes should be empowered to engage the services of local eminent persons/ experts as “Specialized Instructors” in various subjects such as traditional local arts, vocational crafts, entrepreneurship and agriculture which would benefit the students and help promote local knowledge and help students preserve their culture.
- (10) washrooms (toilet facilities), clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources shall be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment.
- (11) State- wise teacher requirement planning is required for the next decade. Teacher training Institutions shall be involved in training Science, Social Sciences, Commerce, Languages and Mathematics teachers periodically to meet the challenges of continues professional development as envisaged in NEP 2020.
- (12) All Teacher training programmes will focus on modern techniques/ technology and pedagogy. Pedagogy w.r.t Foundational literacy numeracy multi-level teaching and evaluation would be the key aspects of training.

- (13) Use of Education Technology would be of primary importance.
- (14) Short term training programmes shall be made available through DIETs and BITEs (Block Institutes of Educational Training) or at School Complexes as per the NCTE guidelines.
- (15) The restructuring of present teacher education institutes are to be done by Directorate of Higher Education in consultation with Director of Education – Goa and Director of SCERT Goa as per the need analysis.
- (16) NEP 2020 recommends following type of teacher education institutions in the Country. Hence same pattern the state has to follow to meet the National standard by 2030.
- (i) **4-year integrated teacher education programme:** “By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.” [NEP 2020, 5.23]
 - (ii) **2-year B.Ed programme:** “The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor’s Degrees in other specialized subjects.” [NEP 2020, 5.23]
 - (iii) **1-year B.Ed programme:** “These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor’s Degrees or who have obtained a Master’s degree in a specialty and wish to become a subject teacher in that specialty.” [NEP 2020, 5.23]
- “All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes”. [NEP 2020, 5.23]

C. Equitable and Inclusive Education

- (1) The task force strongly recommends Government that by selecting knowledgeable representatives from PTAs, the Director of Education w.e.f.

academic year 2021-22 or the financial year 2022-23 form State District and Taluka level consultative committees fully focused on students from SEDGs as we have listed above. These three-tier decision making structures would facilitate effective implementation of NEP, 2020 to benefit SEDGs at the grassroots level. At taluka level, the taluka level SEDG committee would take information from respective village and town level education committees. At the district level, the taluka level committees would be informed about the status of SEDGs at their respective talukas. Finally at the state level, the district level SEDGs would provide the necessary inputs for the state government to take correct decisions to be implemented through Directorate of Education.

- (2) Considering small size of Goa with only 2 districts and 12 talukas and a small population of students about 3 lakhs, this sub-group feels that about 125000-150000 estimated SEDGs may exist at present. So, these taluka, district and state level committees may be tasked with overall welfare of about 125000-150000 SEDGs.
- (3) It is recommended that a special enrollment drive for SEDGs needs to be initiated by involving NGOs and voluntary groups so that no child from SEDGs remains outside the school. We recommend that this state level community awareness drive for ensuring 100% enrollment of SEDGs should be launched every year from Republic Day January 26 and be continued vigorously for a week. The Directorate of Education should extend necessary support to all the NGOs and stakeholder representatives of SEDGs and PTAs to ensure full success.
- (4) The committee recommends if required, DOE may engage any reputed registered NGOs in Goa to acquire data on transgenders. There is need to support individual transgender and gender-diverse students, including gender non conform children (intersex children). It has been brought to the notice of the subgroup that Transgender is an umbrella term for anyone diverging from the roles associated with the sex they were assigned at birth. Some trans gender children persistently and insistently express a cross-gender identity and assert that their gender, or inner sense of self as being male or female, is different from their assigned sex. Some children will assert that their gender

is fluid or it is non-binary, not male or female. During their school years, they may transition from living and identifying as one gender to living and identifying as another.

- (5) As the policy provides details on a decline in enrollment at the secondary level, we need to know how much is the drop-out rate in Goa especially children from tribal communities who often find school education irrelevant.
- (6) It is important that DOE with DSW need to work out a package of strong incentives including long term scholarships for DSEGs.
- (7) The committee stressed the importance of complying with the Rights of Persons with Disabilities (RPWD) Act 2016 and their integration into classrooms along with the provision of braille textbooks and Indian sign language.
- (8) The committee recommends financial assistance for science, maths or relevant subjects to help acquire learning outcomes in order to reduce disparities in the educational development of SC/ST students and in SEDGs.
- (9) With regard to opening NCC wings in schools, the committee recommends a performance audit of the existing scheme since its inception in Goa and assessment of feasibility of opening the new NCC units in close consultation with the three wings of the defense forces, the territorial army, the organization of ex NCC cadets, ex NCC officers before the objectives of NEP, 2020 are implemented.
- (10) The committee identified that the aspirational districts would include areas like Pernem, Bicholim, Sattari, Sanguem, Ponda, Quepem and Canacona.
- (11) Regarding wheel chair access, the committee recommends that there has to be a survey done to check how many schools are wheel chair accessible and a deadline must be given to schools to make provisions for wheel chair access
- (12) Training and coaching facilities should be made available to the ST students at village level for IAS, IFS, IPS and other competitive exams. Recognition of talents at young stage and proper guidance should be provided for the higher studies or specialized studies.

- (13) Tribal students at all level should be exposed to state level atmosphere, National level atmosphere by organizing their study tours, study visits, leadership training and guidance camps etc.
- (14) Eklavya model residential schools to be started at every taluka as per Navodaya pattern, for free education.
- (15) Hostels for ST students need to be established at taluka levels free for students through the concerned departments.
- (16) Anganwadi and Balwadi should have independent buildings with all the necessary infrastructure where children can enjoy their childhood and the teachers and helpers at these centres should be well trained to take care of these toddlers. At the lower level, health, hygiene and nutrition should remain a top priority.
- (17) Career guidance programmes and personality development modules should be introduced at the school level itself. The focus of education should be shifted to practical education.
- (18) The various works and skills required for agriculture, floriculture, dairy, climbing coconut trees which are required for daily livelihood must be instilled to help them to learn and earn. Besides, supervised study centres should be started to serve students in the evening hours.
- (19) Content-wise, value education with good morals must be introduced as a compulsory subject across all levels. Communal harmony has to be given special attention. Besides, environmental education should be made compulsory across all boards and all institutes – private and public should be made eco-friendly in all aspects. Knowledge of the forests, the eco-system and the bio-diversity hotspots must be promoted.
- (20) There must also be strict implementation of anti-tobacco, anti-alcohol and drug abuse laws.
- (21) The Chronological age may not be considered for children with special needs, on the other hand their mental age should be given more preference. Time and years are lost for a child with special needs by the time he takes medical treatment and his basic problems are identified.
- (22) *Example:* A child having severe convulsions or mental disorders or meningitis may not be able to be admitted to the school at the proper

chronological age because of the dysfunctions in his physical and mental health.

- (23) In an inclusive setup, special educators who have undergone special education for all the disabilities to meet the challenging demands of children with special needs surrounded with large number of regular students should be appointed in adequate numbers.
- (24) In Inclusive set up adequate number of sign language interpreters to be appointed to deal with students with hearing impairment.
- (25) The Children with special needs learn differently and require Individualized Education Programme which should be provided under NEP, 2020
- (26) Children with Autism have specific behavioral disorders and a tendency for hyperactivity and need to be given special support in domestic or institutional environment including fully online or hybrid learning arrangements and planned visits by teacher mentors or facilitators. Much more attention is needed to special educational needs and support system for autistic children.
- (27) Since Children with Special needs make gradual progress having board exams at Std Vth level may not be to the advantage of these children. Infrastructure specially designed for children with special needs and opportunities to participate or compete in regular setup may not be provided.
- (28) Opportunities to make use of the Modified curriculum should be provided to children with special needs. Education should not be denied to any child with special needs but all care should be taken to design world class text books and a modern child friendly curriculum frame work suited to local needs and condition and not taxing the child
- (29) The committee recommends that customized modules for life skill education and sexual and reproductive health for children with disabilities need to be developed. It has been brought to the notice of this subgroup that Children with disabilities are more likely to be sexually abused than their nondisabled peers. Moreover, the abuse will likely be committed by someone they know and trust such as a parent, sibling, teacher, day care provider, or coach. Given this, it is critical that schools implement sexual abuse prevention and intervention programs for children with disabilities.

- (30) School counsellors further need to be provided with specialized training which includes knowledge of human development, cultural diversity, counselling and consultation and techniques, appraisal and assessment, career development, etc.
- (31) Committee also identified the Water, Sanitation and Hygiene (WASH) in Schools as pointed out by the stakeholders and strongly recommends constitution of a separate technical group under DOE to survey, plan and implement WASH matching the best standards of hygiene and health. The said technical group may be constituted by May 2022. The requirements for the technical group are included below.
- (32) Schools often lack the supplies and sanitation facilities girls need for managing their periods. The committee recommends a state level audit of all these facilities by the above technical group. Girls without adequate health care may feel discomfort or pain. Shame, stigma and misinformation may discourage girls from attending school while menstruating and prevent schools from teaching healthy attitudes about menstruation. Many girls stay home to avoid being teased.
- (33) Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defense forces.

D. Standard-setting and Accreditation for School Education

- (1) The committee supported the idea of State School Standard Authority and recommended to follow the framework developed by NCERT to be adopted by the State.
- (2) Some of the important points that need to be looked into is the role of the Director of Education, the regulation of schools with the establishment of the SSSA and the role and responsibility of Academic Institutions like SCERT, DIET, BRC & CRC which should help in stopping the commercialization of education.

CONCLUSION

The National Education Policy (NEP) 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. It envisages that the purpose of education system is to develop good human beings capable of rational thoughts and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination with sound ethical moorings and values. It aims at producing engaged, productive and contributing citizens for building an equitable, inclusive and floral society as envisages by our Constitution.

This is one of the first policy which is inter connected with the linkages between School Education and Higher Education. The initial years for implementation though it appears to be challenging, it has got long term benefits for the State and students in particular.

The recommendations are based on the outcomes of discussions held at various levels by various groups are indicative. However, this requires further expansion by involving education experts and stake holders by constituting macro level working committees for successful implementation of the policy by the department concerned.

At every stage of the implementation requires legal support of the State including necessary changes in the Education Act 1984 and Rules there on 1986. Therefore, it is advisable to constitute a separate committee for the same to make the necessary changes.

Though the policy has to be fully implemented within a period of 15 years, the department concerned shall draw necessary full action plan year wise including all components.

I am indebted to Hon'ble Chief Minister of Goa, all Members of the Task Force Committee and Member Secretary for giving me an opportunity for reflecting on National Education Policy 2020 in great depth and to contribute our thoughts in implementation of the policy for the welfare of the our children and State at large.

Place: Porvorim, Goa

Dated: 27/3/2023



(Subhash A. Shirodkar)

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&

Minister of Water Resource
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School Complexes in Tiswadi:-

(This is tentative grouping. Need to work out in details. Primary schools need to be attached to secondary School in the nearest location. Same way Anganwadis need to be attached to the Govt Primary schools in the nearest location.)

School Complex 1**Panaji**

Secondary schools in Complex	GPS/ Primary complexes	Anganwadis
Don Bosco	GPS Central	Althino Police Quarters, Police Quarter, Altinho, Panaji
Progress	GPS Panaji Central	St Inez Bandh, Nr Happy Kids, Tiswadi, Goa
Peoples	GPS Chinchole	Tamdimati , St Inez, Opp Hassan Electrical, Tiswadi, Goa
Marry Immaculate	GPS Ramdas Panaji	Nr shirvoikar Garage, Nr Olmar Gas, Tiswadi, Goa
Kasturbha	GPS St. Inez Tonca	Dhempebhat Tonca, Behind Chapel, Tiswadi, Goa
Don Bosco Night	GPS Tonca	Camrabhat Taleigao, Nr Govt Primary School, Tiswadi, Goa
T. B. Cunha HSS	GPS Ramdas St. Inez	Nr Ganesh Temple, Govt Quarters, ST INEZ, Tiswadi, Goa
		Nr Samrat, Panjim, Nr Palacia De Goa Hotel, Tiswadi, Goa
		Nr Sati Temple , Bhatlem, Panaji, Tiswadi, Goa
		Mala I Fontainhas, Nr Vithoba Temple, Tiswadi, Goa
		Mala II Nevginagar, Govt Primary School, Panaji, Tiswadi, Goa
		Chincholem Bhatlem, Nr Dattamandir Temple, Tiswadi, Goa
		Boca Da Vaca , Behind Mahalaxmi Temple, Panjim, Tiswadi, Goa

School Complex 2:- Taligao/Donapaula

St Michal	GPS Donapaula	Nr Old Post Caranzalem, Nr Football Ground, Tiswadi, Goa
Royal	GPS Vogle Bhat	Durgawadi Taleigao, Housing Board, Tiswadi, Goa
Auxillium	GPS St Paulo Taligao	Satismowada Taleigao, Behind Taleigao Church, Tiswadi, Goa
Our Lady of Rosary	GPS Vogle Bhat	Voglebhat I Taleigao, Nr Govt Primary School, Tiswadi, Goa
GHS	GPS Taligao	Posrebhat Taleigao, Nr SBI Bank, Taleigao, Tiswadi, Goa
		Amaral bandh Taleigao, Nr Sateri Temple, Tiswadi, Goa
		Voglebhat, Taleigao, Tiswadi, Goa
		Odxel Taleigao, Nr Govt Primary School, Tiswadi, Goa
		Shankarwadi Taleigao, Nr Maruti Temple, Tiswadi, Goa
		Nagally Taleigao, Tiswadi, Goa
		Kevnem Taleigao, Tiswadi, Goa
		Oitiant, Taleigao, Tiswadi, Goa
		Sailobandh, Taleigao, Tiswadi, Goa
		Ivowada Donapaula, NIO Circle, Tiswadi, Goa
		Marvel Donapaula, Nr Jetty, DonaPaula, Tiswadi, Goa
		Dando Caranzalem, Nr Swim Sea Hotel, Tiswadi, Goa
		Mitra Bazar Carnzalem, Nr Mistique Bldg., Tiswadi, Goa
		Nairalem Caranzalem, Behind Syndicate Bank, Caranzalem, Tiswadi, Goa

School Complex 3:- St. Cruz/ Mercés/Chimbel

St, Cruz H S	GPS 1st Bairo st cruz/GPS Band St. Cruz/ GPS Deulwad St. Cruz	St. Augustin St.Cruz, St. Augustin Church, Tiswadi, Goa
Our Lady of Mercés	GPS Old Bamboli	Deulwada St. Cruz, Nr Shantadurga Temple, Tiswadi, Goa
Jadeed urdu	GPS Mercés	Aradi St. Cruz, Nr Bandh, Tiswadi, Goa
Jadeed English		Bandh St. Cruz, Nr Bandh, Tiswadi, Goa
Union High School		Cabessa St. Cruz, Nr Bone Setter, Tiswadi, Goa
GHS Mercés		Cacra St. Cruz, Nr Goa University, Tiswadi, Goa
GHS Kirlawada Chimbel		Canturilm Curca Nr Govt School, Tiswadi, Goa
		Mercés waddy, Nr Maruti Temple, Mercés, Tiswadi, Goa
		Bamanbhat St.Caitan, Nr Kalavati Temple, Mercés, Tiswadi, Goa
		Malakwada Mercés, Nr Kalavati Temple, Mercés, Tiswadi, Goa
		Voilembhat -I Mercés, Nr Vithoba Rukhmini Temple Devasthan, Mercés, Tiswadi, Goa
		Voilembhat -II Mercés Nr Sati Devasthan, Mercés, Tiswadi, Goa
		Peribhat Mercés, Nr Sateri Temple, Tiswadi, Goa
		Chinchwada Chimbel, Nr Govt., School, Tiswadi, Goa
		FCW Chimbel, Nr Mahadev Temple, Tiswadi, Goa
		Indiranagar I Chimbel, Nr Cremetorim, Tiswadi, Goa
		Indiranagar II Chimbel, Nr. Tamil Church, Tiswadi, Goa
		Gaulibhat -I Chimbel, Nr Chimalkarin Temple, Tiswadi, Goa
		Gaulibhat -II Shirinwada Chimbel, Nr Stream Water, Tiswadi, Goa

School Complex 4:- Cujira

Dr. K. B. Hedgewar	GPS Palem Shirdao	FCW Curca, Tiswadi, Goa
Mustifund		Wadwad Curca, Nr Govt School, Tiswadi, Goa
Rosary		Santan Curca, Nr Naguesh Temple, Tiswadi, Goa
Anjuman		Nauxim Bambolim, Nr Telephone Exchange Office, Tiswadi, Goa
GPS Shirdao		GMC Curca Bambolim, Nr Govt Quarters, Tiswadi, Goa
Dhempe HSS		Bambolim Village, Bambolim Beach, Tiswadi, Goa
		FCW Pallem, Nr Health Centre, Tiswadi, Goa
		Deulwada Pallem, Nr Sateri Temple, Tiswadi, Goa
		Madlawada Siridao, Pallem, Nr Siridao Beach, Tiswadi, Goa

School Complex 5:- Old Goa/ Ribandar/ Corli/ Karmali

Old Goa Education Institute	GPS Ella Old Goa	Ella Old Goa, Nr Old Goa Village Panchayat, Tiswadi, Goa
Bhalbharti	GPS corlim	Nr.Hassan Old Goa, Nr MPs Residency, Old Goa, Tiswadi, Goa
Madkaiker navchaitanya	GPSSurchem corlim	Nr. Tamba Old Goa, Nr. Tamba Query, Old Goa, Tiswadi, Goa
Jesus and Marry	GPS Malar corlim	Malar Old Goa, Nr Industrial Estate, Old Goa, Tiswadi, Goa
Sunandabai	GPS Nr Sao Pedro Old corlim	Sao Pedro Old Goa, Nr Govt Primary School, Old Goa, Tiswadi, Goa
	GPSIndiranagar corlim	Dhulapi Corlim, Nr Govt Primary School, Corlim, Tiswadi, Goa
	GPSSGaulibhat -II corlim	Mangado Corlim, Nr Govt Primary School, Corlim, Tiswadi, Goa
	GPSSGawant - corlim	Calvaddo Corlim, Nr Village Panchayat, Corlim, Tiswadi, Goa
	GPSSGaulibhat corlim	Narva St. Mathias Nr Govt Primary School, Tiswadi, Goa
		Malar St. Mathias, Nr Village Panchayat, Tiswadi, Goa
		Gudiwada Neura, Nr Primary School, Tiswadi, Goa
		Dhaktebhat Mandur, Nr Shantadurga Temple, Tiswadi, Goa
		FCW Mandur, Nr Galibaba Temple, Tiswadi, Goa

Thorlebbhat Mandur, Nr Govt School, Tiswadi, Goa
Miryabhat Mandur, Nr Ganpati Temple, Tiswadi, Goa
Azossim Mandur, Nr Vodakode, Tiswadi, Goa
Khalpora Carambolim, Khalpora, Tiswadi, Goa
Saklebbhat Carambolim Nr Village Panchayat, Tiswadi, Goa
Parkebbhat Carambolim, Nr Krishna Temple, Tiswadi, Goa
Pether Carambolim, Comunidade House, near Church, Tiswadi, Goa

School Complex 6:- Chodan/ Diwar/ St. Estev

Dayanad Chodan	GPS Devgi Chodan	Pandav wada Chodan, Dr. Mahale Institute, Tiswadi, Goa
Bartholomews	GPS Akhada/GPS St. Estevam tonca	Kharabhat Chodan, Nr Govt Primary School, Tiswadi, Goa
St. Aloysius	GPS Khadapwad Cumbharjua	Devgi Chodan Nr Deugi, Tiswadi, Goa
Our Lady of Diwar		Vottan Chodan, Chora, Tiswadi, Goa
St. tereza St Estev		Tonc - I St. Estevam, Nr Health Centre, Tiswadi, Goa
Saraswati Juve		Tonc -II St. Estevam, Nr Temple, Tiswadi, Goa
GHS Cumbharjua		Akhada St. Estevam, Nr Govt Primary School, Tiswadi, Goa
		Amey wada St. Estevam, Amey wada, Tiswadi, Goa
		Golwada Kumbharjua, Nr Govt School, Tiswadi, Goa
		Saibawada Diwar, Nr Post Office, Diwar, Tiswadi, Goa
		Lokhanwada Diwar, Tiswadi, Goa
		FCW Kumbharjua Nr Govt., School, Tiswadi, Goa
		Talapwada Kumbharjua, Nr Rama Temple, Tiswadi, Goa
		Surchem bhat Kumbharjua, Nr Maruti Temple, Tiswadi, Goa
		Gawant - I Kumbharjua, Nr Village Panchayat, Tiswadi, Goa

School Complex 7 :- Pillar/ Goa Velha/ Neura

Fr. Agnel pilar	GPS Ga velha/ Gps Dando Pillar	Dando Goa Velha, Nr Ganapati Temple, Tiswadi, Goa
Popular	GPS Sulabhat Agacaim	Mascarenhas Goa Velha, Nr Doctor Jesus Clinic, Tiswadi, Goa
St. Adrew	GPS Gawali Moula	Zuari Goa Velha, Nr Bakery, Tiswadi, Goa
Immaculate Heart	GPS Dando Pillas / GPS Goa Velha	Casa Do Pova Goa Velha, Casa Do Pova Hall, Tiswadi, Goa
St. Lawrence	GPS Gawali Moula	Salari Goa Velha, Nr Chapel, Tiswadi, Goa
Azmane		St. Antonwada Pillar, Tiswadi, Goa
Dayanad Arya		Mercurim Agassaim, In Chapel, Tiswadi, Goa
		Padribhat Agassaim, Behind Police Station, Tiswadi, Goa
		Sulabhat Agassaim, Tiswadi, Goa
		Moula Batim, Tiswadi, Goa
		Village Panchayat Batim, In Village Panchayat, Tiswadi, Goa
		Dhakte Neura, Nr Sateri Temple, Tiswadi, Goa
		Panvel Ribandar Fondvem, Tiswadi, Goa