

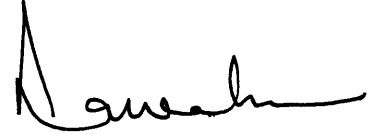
F. No. 38-4/2019-IS-9
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
IS-9 Section

New Delhi, dated 16th July, 2019

Subject: Samagra Shiksha –Meeting of the Project Approval Board (PAB) held on 10th May 2019 – Circulation of Minutes in respect of Goa.

The meeting of the PAB of Samagra Shiksha was held under the chairpersonship of Secretary (SE&L) on 10th May 2019 in New Delhi, to consider the Annual Work Plan & Budget (AWP&B) 2019-20 in respect of Goa.

2. A copy of the PAB minutes approving the AWP&B, 2019-20 for Goa under Samagra Shiksha is enclosed.



(Alok Jawahar)

Under Secretary to the Govt. of India
Tel No. 2338 1095

To

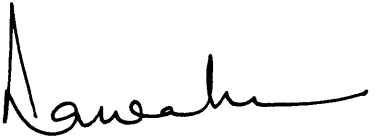
1. Sh. Rabindra Panwar,
Secretary, Ministry of Women & Child Development
2. Shri Heeralal Samariya
Secretary, Ministry of Labour & Employment
3. Smt. Nilam Sawhney,
Secretary, Department of Social Justice & Empowerment, Ministry of Social Justice & Empowerment
4. Sh. Deepak Khandekar,
Secretary, Ministry of Tribal Affairs
5. Shri. Parameswaran Iyer,
Secretary, Department of Drinking Water & Sanitation, Ministry of Jal Sakti
6. Shri Sailesh,
Secretary, Ministry of Minority Affairs
7. Ms. Shakuntala D. Gamlin,
Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment

8. Ms. Kiran Gupta,
Dy. Adviser (Education), Niti Aayog.
9. Prof. Hrushikesh Senapaty,
Director, NCERT
10. Prof. N.V. Varghese
Vice Chancellor, NIEPA
11. Dr. Satbir Bedi, Chairperson, NCTE, Hans Bhawan, Wing II, 1 Bahadur Shah Zafar
Marg, New Delhi – 110002.
12. Prof Nageshwar Rao, Vice Chancellor,
IGNOU, Maidan Garhi, New Delhi
13. Ms. Rupali Banerjee Singh, Member Secretary, NCPCR, 5th floor, Chanderlok
Building, Janpath, New Delhi – 110001
14. Ms. L. S. Changsan, JS (SS-I).
15. Sh. Sachin Sinha, JS (AE & Coord.)
16. Ms. Darshana M Dabral, JS & FA, MHRD
17. Sh. R. C. Meena, JS (MDM)
18. Sh. Rajib Kumar Sen, JS & EA, MHRD
19. Smt. Nila Mohanan, Secretary (Education), Goa
20. Sh. Parag M. Nagarcenkar, State Project Director (GSS), Goa

Copy to:

1. All Divisional Heads of SS-I & SS-II Bureau
2. All Under Secretaries of SS-I & SS-II Bureau
3. Ms. Bharti Sharma, Consultant, TSG, EdCIL for circulation among the appraisal
Team for the State of Goa.
4. NIC- with a request to upload ^{the PAB minutes} on the Shagun portal/ Samagra Shiksha
Portal.

Copy for information to:-
PPS to Secretary (SE&L)
PPS to JS (SS-II)


(Alok Jawahar)

Under Secretary to the Govt. of India

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Minutes of the meeting of the Project Approval Board held on 10th May 2019 to consider the Annual Work Plan & Budget (AWP&B) 2019-20 of Samagra Shiksha for the State of Goa

1. Introduction

The meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2019-20 for SAMAGRA SHIKSHA for the State of Goa was held in New Delhi on 10th May 2019. The list of participants who attended the meeting is attached at ***Annexure-I***.

2. Initiatives of the State

Ms. Rina Ray, Secretary (SE&L) invited Goa to give a presentation on school education in the State. Smt. Nila Mohanan, Secretary (Goa), gave a presentation which included the following major points:

a) **BAALRATH** – Baalrath is scheme of Department of Education, which provides free transportation to children. This scheme benefits all children from class 5th up to class 12th. The Driver's salaries, maintenance of the vehicle and fuel charges are borne by Department of Education.

b) **CYBERAGE SCHEME** – Cyberage scheme promotes the use of IT in the state. The scheme is in operation from last 15 year, aims to provide laptops to students of class XI. Cyberage scheme has benefitted 2,12,577 students of class XI till date Rs. 406 crore has been spent on the scheme by the state government.

c) **SCHOOL COMPLEX SCHEME** - Scheme is in force since 1999 to enable sharing of human and material resources between clustered schools. Primary schools in the neighbourhood are placed under one high school which serves as the lead school and forms a School Complex (SC). Three to four such complexes are further grouped under one higher secondary school in the neighbourhood forming the Super School Complex (SSC) with the Higher Secondary school serving as the Lead School.

Grants are provided to the School Complexes and the Super School complexes to carry out the inter school activities under their annual planners. There are 320 SCs and 75 SSCs functional in the state. This is in a way twinning of the school.

d) **READING CORNERS** - Reading corners were set up in Government Primary schools which are stocked with Early Reading material, and writing & scribbling material. Students visit these

corners everyday and gradually develop a reading habit, even as they are able to express themselves through the use of the writing and scribbling material close at hand.

e) **LEARNING EVS THROUGH GARDENING** - Children with help of teachers and SMC members plant seedlings and catalogue the growth process of plants. This promotes the learning of Maths and EVS through doing and also promotes love, respect and care of the environment

f) **BAZAAR DAY** - This is an innovative way of making children learn/understand basic number operations in the real life situation. The school organises a programme called Bazar Day where in children get the things which the families grow/prepare at home to the school and display them for sale. The children act as vendor and parents of all children and even other villagers are the customers. The exchange of products for money takes place and children are required to calculate and pay back the extra money. Even if a child makes a mistake, the customer (Parents) explains the right way of calculation on the spot. The child understands the need to know number operations and begins to take lot of interest. In addition to this, child is also made to canvass for the product he/she is selling; this increases their power of expression and vocabulary. They unknowingly use the words in English, Hindi though it is not their mother tongue. They also learn good manners, polite way of speaking.

This programme is organised in the month of December. In this activity the product like sky lamps, greeting cards which the children learn during 'Kalananda' period are also kept for sale.

A soft copy of the State's presentation is available at 'www.samagra.mhrd.gov.in'.

3. **Review of Commitments and Expected Outcomes & Action Taken during 2018-19**

The progress made in implementing the commitments and expected outcomes given by the State in 2018-19 was reviewed and the status in respect of pending items is as under:

Sl. No.	Commitment and Expected Outcomes	Action Taken	Comments of PAB 2019-20
1	State will map the entire standalone Government and Government Aided Primary schools, develop and finalize specific action plans for improving learning outcomes in these schools.	The process is partially done	State was requested to ensure 100% coverage for a robust electronic attendance system for all schools.

2	The state will rationalize teacher deployment so that there is no single teacher school and all schools have PTR as per norms under the RTE Act, 2009. At the upper primary and secondary level, special emphasis should be laid on maintaining the subject PTR.	The process is partially done.	State was requested to complete the process of rationalization of teachers at the earliest.
3	State will recruit headmaster in primary and upper primary schools as per the RTE norms. Given the significant role of a headmaster in school management, direct recruitment (including through limited department exam) of 50% of all headmasters may be considered.	State is yet to fulfil this commitment.	State was requested to recruit headmaster of the primary and upper primary schools as per the RTE Norms.
4	The State will conduct Teachers Eligibility test for the year 2018-19 through SCERT	Yet to be fulfilled.	State was requested to conduct TET.
5	State will explore the mechanisms for convergence with other departments especially with the Department of Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools.	The process is partially done	State was requested to have continued convergence with Directorate of Panchayats for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools.

4. **Review of Performance during 2018-19**

State has secured a score of 717 in Performance Grading Index (PGI) and was placed in Grade III (actually Category VI as no States are in the levels of 850 and above which form the first three levels). The Domain-wise Gaps are shown below:

Category 1				Category 2	Total
Domain 1 (180)	Domain 2 (80)	Domain 3 (150)	Domain 4 (230)	Domain 1 (360)	All Domains (1000)
48	5	12	21	197	283

State was requested to examine its score in each domain and take measures to improve its overall PGI.

- a) Learning Outcomes & Quality (C-1, D-1):** As per NAS Score, State needs to lay more focus on Learning outcomes of all the classes 3, 5 and 8.

State was requested to analyse the NAS result and provide intervention to improve learning outcomes of the students.

- b) Access Outcomes (C-1, D-2):** The State has achieved maximum grade in all the indicators on Flow Rates, but state needs to focus on mainstreaming identified Out of School Children.

State was requested to mainstream all identified Out-Of School Children.

- c) Infrastructure & Facilities (C-1, D-3):** State needs to focus on provision of Computer Aided Learning (CAL) facilities in Upper Primary Schools, Lab facilities in Secondary Schools and providing uniform to elementary level student within three month of the start of the academic session

State was advised to set-up CAL facilities and Science Lab facilities in upper-primary and secondary schools respectively and ensure timely delivery of uniform before the start of academic session.

- d) Equity Outcomes (C-1, D-4):** State needs to focus on provision of Ramps for Children with Special Needs (CWSN) and provision of Aids and appliances for CWSN.

State was requested to focus on accessibility for CWSN in all schools.

- e) Governance Process (C-2, D-1) Indicators requiring more focus are:** Teachers ID seeded in any electronic database (2.1.2), Digital capture of teacher and student attendance (2.1.3), Availability of teachers (except teachers for core subjects in secondary schools) ,Position filled in SCERT/DIETs, Occupancy of district and state level officers, Visits by CRCs and BRCs, Teachers Evaluated, Training, Teacher recruitment & transfer through online system, Merit-based recruitment system for head-teachers and principals

State was requested to examine all these indicators and take necessary actions for improving them.

5. Appraisal issues

- a)** The total number of school has declined from 1551 to 1525 for the year 2017-18.
- b)** There are more than 400 surplus teachers at elementary level. State would need to rationalize these teachers, to ensure availability of required number of teachers in all schools.
- c)** State has 4 Resource Persons (RPs) for CWSN in place at BRC level addressing the educational needs of 2,773 CWSN (enrolment as per UDISE 2017-18) against the norm of 24 RPs.

- d) State may strengthen the resource support attending to various issues of CWSN in regular teaching-learning processes at elementary level.
- e) Identification of disability and issuance of disability certificate is delayed as there is only one issuing authority in the state.

6. **New Approaches 2019-20**

During the year 2019-20, certain new approaches have been introduced for enhancing the effectiveness of the Samagra Shiksha scheme and making it more outcomes oriented. These new approaches aim to engage all administrators, schools, teachers and children in activities which would enable to improve the learning outcomes and also measure the impact and outcome of various components under the scheme. A presentation on the New Approaches was given and after discussions, these details have been incorporated in the **activity wise details mentioned in Para 10**. These are given below:

i) **PISA (Programme for International Student Assessment)**

PISA is conducted by '**Organization for Economic Co-operation and Development**' every three years. It is a **competency based assessment** which unlike content-based assessment, measures the extent to which students have acquired key competencies. The assessment tests the children in Reading, Mathematics and Science. Learning from participation in PISA will help to introduce competency based examination reforms in the school system and move away from rote learning. Schools run by ***Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Chandigarh all of which are affiliated to CBSE will participate in PISA, 2020-21***. Although no specific activity or funding has been given for PISA to the States, MHRD will involve all States and UTs in orientation and capacity building programme for PISA.

ii) **Shagunotsav**

This is a Census based audit to be carried out in September, 2019 of all 11.85 lakh government and government aided schools in all States and UTs including nearly 7 lakh standalone primary schools. Data on various school based parameters is presently collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school level. However, the same is not corroborated through field visits. Feedback received from Central Prabhari Officers of aspirational districts has shown that many schools are not visited at all or the frequency of visit is very less. Therefore, a need was felt to take up the exercise of school based census to cover each and every school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation.

The parameters for the school census are to be based on the indicators monitored through UDISE+, PGI and Shagun. **Assessment of Learning Outcome will not be part of this evaluation as it will be conducted through the next round of NAS/School Based Assessments**. The feedback will help in facilitating the system to be responsive to school specific needs and initiate appropriate policy interventions. **The guidelines for the programme have been issued on 25th April, 2019.**

iii) Integrated Teacher Training Programme (Elementary level)

In-service teacher and teacher educators training have been an integral part of erstwhile schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE). As per the framework of Samagra Shiksha, various kind of trainings such as training for Principals/HMs (Refresher and Residential), Teachers (Refresher and Induction), Teacher Educators (Residential, Training of Master Trainers and Programme and Activities), Training of Educational Administrators (Residential) and Training for School Management and Development Committee (SMDC) Members are provided in different components. This kind of segmentation has adversely affected the efficacy of training. Therefore, an integrated approach by subsuming abovementioned trainings into a standardised comprehensive training package has been envisaged in order to ensure effectiveness of school eco-system and improvement in learning outcomes. This is first time when the Department through its academic bodies such as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) is taking a lead role and will conduct face to face training for around 32000 Key Resource Persons (KRPs) across all the States and UTs.

Earlier in-service teacher trainings were conducted by the concerned States and UTs through State Councils of Educational Research and Training (SCERTs) or any other agency as selected by them. Even after providing teachers training for last so many years, the efficacy of the training and its impact on improvement of learning outcome remain a big question. Cascade method with multiple layers has resulted in high percentage of communication loss when it reached grass root level. Requests have been received from many States and UTs to provide support in this regard. Recently, NCERT conducted a pilot in Tripura and trained 31000 teachers directly through Key Resource Persons (KRPs) trained by NCERT. After successful implementation of integrated teacher training in Tripura, it has been decided to scale up this model at national level and implement in all States and UTs. NCERT and NIEPA have been identified to lead this training in a mission mode in defined time period.

- This would address concerns such as learner-centred pedagogy, learning outcomes, creating safe and secure environment in schools, role of community in improving school education, school based assessment, etc., which are required to reach the grass root level (i.e., to the teacher). For this, an integrated teacher training programme will be conducted in the months of June – November 2019 to directly train all 41 lakh teachers, school heads, BRCs and CRCs at the elementary level.
- This training will prepare teachers for School Based Assessment to be conducted in December, 2019 in all the schools.
- NCERT will formulate 8 National Resource Groups (NRGs) having 15 Resource Persons each, including experts from NIEPA. NRG from NCERT and NIEPA will include experts in different subject areas and generic issues.
- NRGs will conduct face to face training for the Key Resource Persons (KRPs) identified at the State and UT level, which shall include faculty members of DIETs, SCERTs, IASEs, CTEs, Senior Secondary Schools, BRCs, etc.

- Key Resource Persons will form a group called State Resource Group (SRGs), which will have 6 Resource Persons (5 KRPs + 1 School head trained under School leadership Programme of NIEPA). These SRGs will directly conduct training for teachers, Head Teachers/Head Masters, BRCCs and CRCCs at block level. One SRG will train about 125-150 participants at a time.
- A Learning Management System (LMS) Portal and a Mobile App will be developed by NCERT for registration of Resource Persons and Teachers, dissemination of resources, training gap analysis, monitoring, mentoring and measuring the progress online. Guidelines for the training of KRPs, SRPs and Teachers will be prepared along with the modules and shared with the States and UTs.

This training envisages to achieve both tangible and intangible benefits in terms of 100% coverage of elementary stage teachers, Head Masters/Head Teachers, Principals, faculty of SCERT and DIETs, Block Resource Centre Coordinator (BRCC), Cluster Resource Centre Coordinator (CRCC), who are trained through an integrated teacher training package. This will be helpful in making classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social-personal qualities such as cooperation, team work etc.

iv) School Based Assessment (SBA)

Preparations for NAS 2020 (Pre NAS 2020) interventions have been initiated to reach out to all the districts of different States and UTs. In this context, a School Based Assessment (SBA) is proposed to be conducted throughout the country to assess the Learning Outcomes of all the children at the Elementary level. The purpose of the SBA is to empower the teachers to improve the learning levels of the students.

A framework to improve the quality of learning through SBA in the schools is being prepared which would focus on bringing in its ambit school leaders, teachers and the whole network of officials at blocks, DIETs, SCERT and the Directorates of Education in different States and UTs. The key features of the School Based Assessment are:

- It is proposed to be a decentralised test where the preparation of the test papers will be done at District level for which training will be given by NCERT and administration of the test will be at the school level.
- Non standardized assessment would be used to link to individual learning styles of each child. Emphasis will be on portfolio, self and peer assessment used in conjunction with teacher assessment. Assessment of personal social qualities along with cognitive competencies will be encouraged. A strong and relevant feedback mechanism will be inbuilt allowing the teacher to give immediate and constructive feedback to students.
- SBA would have an online reporting system of both school and teacher level performance which can be monitored at the District, State and National level.
- Guidelines, handbook, videos, e-books and e-learning materials will be developed for conduct of SBA and shared with the States and UTs.
- SBA would involve in its framework 'a whole school approach' which involves the participation of the community in the learning process. Students' progress would be discussed with the parents and shared with the SMCs and suggestions would be sought.
- In implementing the SBA, emphasis will be on on-site mentoring by the Cluster Resource

Center Coordinator (CRCC). The CRCCs would nurture and support the teachers on a regular basis. Teachers would be encouraged to participate in quality circles within the clusters.

- Sample checking by an external agency will be done to validate the data from the schools.

v) Strengthening of CRCs - Mobility support to CRCs

The Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school performance. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools and provide onsite academic support under his/her jurisdiction at least once in 2 months and send reports on a common platform to be shared by MHRD.

vi) School Management Committee (SMC) Training

Training of SMC members is required to be conducted by the Cluster Resource Coordinator (CRC). Four Quarterly meetings of SMC would be held in a year on dates to be notified by the State government for all the schools. Support for holding the meetings and uploading quarterly reports on a Mobile App on the meeting held as well as on the status/activities of the schools will be provided.

vii) Display of LOGO of Samagra Shiksha

A Logo is the symbol of the vision and spirit of the Scheme. A logo also helps in fostering the spirit and building a bond between the schools, the student and the community at large. Earlier, SSA logo was painted on school walls which was very well received by the community and helped in identifying the schools.

Thus, it becomes important for all schools to display the logo prominently on the premises. All schools will be required to display the logo of 'Samagra Shiksha' along with facilities under the scheme such as free text books, free uniforms etc. at prominent place through wall paintings or display board. The design of the logo will be shared by MHRD.

viii) Shagun Repository

This has been designed to change the narrative on school education by showcasing the multitude of innovative & successful models being implemented by all States and UTs in diverse circumstances. It enables the successful initiatives to be replicated & taken to scale. It encourages all States and UTs to positively compete with each other to carry out and upload best practices. This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images for which support is being provided under Samagra Shiksha.

ix) Constitution of Youth Club and Eco Club

Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear.

Eco clubs in schools will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage