

**STATUS REPORT ON
EDUCATION
IN
GOA**

1995 - 96

**DIRECTORATE OF EDUCATION
GOVERNMENT OF GOA
PANAJI - GOA**

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Goa was constituted as the twenty-fifth state of the Indian Union on May, 30, 1987, prior to which it was a part of the Union Territory of Goa, Daman and Diu since December 1961, when these areas were liberated from the Portuguese Rule.

Goa is a small state with the total area of 3,702 sq. Kms with the population of 12.07 lakhs.

Goa has recorded an outstanding performance in population control, better quality of life, higher life expectancy at birth, high level of literacy and one of the lowest net reproduction rate, infant mortality rate, rate of women's mortality duly achieving etc. Prior to 1961, Goa had a low Socio Economic development. Post liberation period witnessed the sudden spurt in the field of activities like education, production, transport, communication and other services.

Administrative Structure :

Being a small state, Goa comprises 2 districts namely the North Goa District and South Goa district. The North Goa district is sub divided into 6 talukas while the South Goa district is sub divided into 5 talukas.

Education System :

The educational structure of the State consists of Primary stages of education which comprises std. I to IV, and the Secondary Stage which begins at the std. VIII and ends at Std. X. Post matric education begins at Std. XI and ends at std. XII. The three year degree course is followed by two years Post graduation course of general education in the faculties of Arts, Science and Commerce. The state has adopted 10+2+3 pattern of Education.

The 10 + 2 + 3 pattern as recommended by the National Policy on Education is adopted in Goa. Public examinations at std. X and XII are conducted by the Goa Board of Secondary and higher Secondary Education. Table 1 indicates the progress of Education in Goa. From the Table it is evident that the last three decades or so the total number of institutions increased two and a half times, the number of teachers more than six and a half times, and the enrolment more than four times. In respect of higher education and other institutions table 2 may be referred. It is thus seen from the table above that the educational achievement in the state is better than the all India averages. In respect of literacy, table 3 may be referred.

The total Literacy Campaign was launched in July'92 for the 100627 illiterates in the age group of 15 to 60. As per the internal evaluation about 50% of this population has achieved literacy. Selected indicators of Education Development in the State are given at Appendix I. It is seen from the indicators that Goa has performed better in number of fields, though the state has a long way to go in education.

Establishment of Various Agencies :

At the time of liberation there were 476 primary schools including 176 government and 300 private ones. Most of the private primary schools used Marathi as the medium of instruction. In respect of Secondary education there were only 95 schools with an enrolment of 9,260 students and one Portuguese medium higher secondary school with an enrolment of about 900 students. There were also two institutions Escola Medica and Escola Farmaceutica catering to education in medicine and pharmacy faculties and also Escola Normal to train primary school teachers. After liberation, the govt. of India appointed the Jha Committee for a thorough on the

spot study of education. The committee recommended several modifications and transitory measures for the first three years. The pattern of education, syllabus and the text books were adopted in Goa from Maharashtra at that time. The same pattern of education continued for a long time. However, now in respect of Primary education State Institute of Education has prepared the separate syllabus and text books from 1984 and from the year 1994 separate syllabus, separate text books are developed for Middle school stage.

The Goa Board of Secondary and Higher Secondary Education was established in 1975 and the State Institute of Education was established in May, 1976. With the expansion of College Education, in the beginning the post graduate centre of Bombay University was established in Panaji in the year 1972, and the Goa University Act was passed in 1984. The Goa University started functioning from 1st June 1985. Grant in aid code was introduced first time in 1963 and in 1986 Education Act was implemented.

Progress of Education in various fields of Education

1. Preprimary.
2. Primary.
3. Secondary.
4. Higher Secondary.
5. College Education.
6. Environment Education.
7. Vocational Education

1. Preprimary Education

In the age group of 0-4, there are about 1, 16, 816 children i.e. 28.90% of the total population of children in the age group of 0 - 14.

The preprimary Education of children in the age group of 3 to 5 is looked after by Social Welfare Department through (ICDS programme) 1050 Anganwadies having enrolment of 13500 children. Directorate of Education has stated preprimary schools at selected places, the number of which is 75 having 1500 as enrolment.

There are private preprimary schools run by Non Govt. Organisations, individuals, which are about 175.

There is need of thorough study of preprimary education in the State for which govt. has appointed one Sub. Committee under State Programme of Action for the child in Goa. Then the adequate planning of opening day care centres, creches, pre school education facilities can be done.

2. Primary Education

In the age group of 5-9, there are at present 1,41,037 i.e. 34.89% of total population of children in the age group of 0-14. Again there are 1,41,409 children in the age group of 10-14, which is 36.21% of the total.

The enrolment figure for the primary education from std.I to VII are decreasing every year due to successful implementation of family welfare and literacy programme in the State.

The enrolment figures for 10 years is given below :

(a)	(b) Mediumwise schools				
	I-IV	V-VII		Govt.	Non-Govt.
1. 86-87	118828	82665	Marathi medium	840	10
2. 87-88	114915	84492	English medium	--	14
3. 88-89	112362	85751	Konkani medium	48	08
4. 89-90	107216	84840	Kannada medium	03	00
5. 90-91	105173	83708	Urdu medium	07	01

6.	91-92	105 123	82327	Malyalam medium	01	00
7.	92-93	105047	81366	Telugu Medium	01	00
8.	93-94	103673	80615	Hindi medium	01	00
9.	94-95	99760	79937			

Some selected indicators for primary/middle education are given below :

	Year of reference	Goa	All India
1. Teacher pupil ratio	1992 - 93	1.25	1.40
2. Average areas (sq.Km) served by			
i) Primary school	1992-93	2.90	5.35
ii) Middle school	1992-93	8.10	19.01
3. Average population served by			
i) Primary School	918	1,500
ii) Middle School	2565	5,200
4. No. of teachers			
i) Primary level trained		3864	92%
Fresh		2974	71%

In service training is given to all teachers through State Institute of Education and District Institute of Education and Training.

Operation Blackboard scheme is implemented in all the schools and RCCP is provided to all the schools. The students are given free textbooks, notebooks and rain-coats.

All Govt. & Non. Govt. Primary and Middle Schools are included under School Complex Schemes.

English is taught in std, III and IV and training to teachers is given by District centre of English. Special textbooks with teachers manual are developed for English teaching.

The primary education curriculum is revised under the Unicef assisted project PECR by the State Institute

of Education and text books are developed in Marathi, Konkani and English medium. For Urdu and Kannada medium schools the curriculum and textbooks of Maharashtra Govt. are used.

No detention policy is adopted upto std.III and continuous and comprehensive evaluation policy is adopted upto std.VII.

The index of wastage (dropout at primary & middle stages is given below. For middle school stage it is 17,10,11,10,11 percent for the year 1989-90, 1990-91, 1991-92, 1992-93, 1994-95 respectively.

Index of Wastage (Elementary stage I - VIII) for Goa.

Sl. No.	Year	Enrolment class I	Year	Enrolment class VIII	Repeaters cum dropouts (col 3 to col 5)	Index of Wastage (% of Col. 6 to col.3)
1	2	3	4	5	6	7
1.	1983-84	33223	1988-89	25427	5751	25.4
2.	1984-85	30905	1989-90	27472	5751	17
3.	1985-86	31491	1990-91	27888	3017	10
4.	1986-87	29715	1992-93	28160	3331	11
5.	1987-88	29531	1992-93	26817	2898	10
6.	1988-89	30558	1993-94	26181	3350	11

Under State programme of action for the children the government has decided the goal of 100% achievement upto std. VII.

3. Secondary Education

Secondary Education starts in std.VIII and ends in std. X. The medium wise no. of secondary schools are given below:

		Marathi	English	Urdu
Government	65	2	63	-
Non. Government	285	-	283	2
Central schools	4	-	4	-
Total	354	2	350	2

The selected indicators in secondary education are given below :-

i)	Teacher pupil ratio	Goa 1 : 18	India 1 : 27
ii)	Average area (sq.km) Sec. School	10.60	45.99
iii)	Average population	3361	12.50
Total teachers : 3830			
iv)	No. of trained teachers	: 3690	
	% of trained teachers	:	96%
	No. of female teachers	: 1766	
	% of female teachers	:	46%

Up to the year , 1994, the textbooks of Maharashtra Board of Higher Secondary and Secondary were adopted in respect of subjects other than languages. In language, textbooks were developed by Goa Board of Secondary and Higher Secondary Education.

However, from the year 1994-95, the curriculum prepared by NCERT, New Delhi was adopted in class

VIII and IX, simultaneously with text book developed by NCERT.

The dropout rate at secondary stage is highest. The following are the figures of Wastage at secondary :-

Sl. No	Year	Enrolment Class I	Year	Enrolment Class X	Repeaters cum dropouts	Index of wastage
1.	1980-81	34693	1989-90	16203	18490	53
2.	1981-82	33551	1990-91	16520	17031	51
3.	1982-83	34343	1991-92	16188	18155	53
4.	1983-84	23223	1992-93	16994	16229	49
5.	1984-85	30905	1993-94	18227	12678	41

4. Higher Secondary Education

At the time of liberation, there was only one higher Secondary school. However, now the number is 75.

The enrolment for last 10 years is given below :

Year	XI			XII			Grand total G	
	B	G	T	B	G	T	B	T
1986-87	4153	3097	7250	2973	2961	5934	7126	6058
1987-88	4780	3864	8644	3083	2786	5869	7863	6650
1988-89	4708	3601	8309	3493	3141	6634	8201	6742
1989-90	5421	4139	9560	3882	3370	7252	9303	7509
1990-91	5836	4403	10239	4147	3639	7786	9983	8042
1991-92	6276	4667	10943	4532	4018	8550	10808	8685
1992-93	6583	5401	11984	4656	4153	8809	11239	9554
1993-94	7329	6147	13476	4543	4564	9107	11872	10711
1994-95	7282	6126	13408	5135	5167	10302	12417	11293

1995-96 Data will be collected after 30.9.1995.

The selected indicators of higher secondary education are given below :

1. Average area covered by Hr. Secondary ...60.68 sq.Km.
2. Average population is served by Hr. Sec. ...191.76
3. No. of teachers at Hr. Secondary ..1012
No. of female teachers....457
%of female teachers....45%
No. of trained teachers702
% of trained teachers ...69%

Vocational courses are started in 75 Higher Secondaries with 12 no. of courses with the enrolment of 1925 students in the year 1994-95

5. College Education

There was not a single college for General Education at the time of Liberation. Now there are 21 colleges giving education in General Education. In addition to Medical College, Pharmacy College at the time of liberation, the college of Architecture, Art, Music, Theatre Arts, Education, Management Studies, Law, Dental Education, Home Science are established. The number of such educational institutions for higher education goes to 18.

With the establishment of Goa University in 1985 at Taleigao Plateau, University education is available in almost all subjects for post graduation.

6. Environment Education

From the beginning,, Environment Education is given importance by the directorate.

Environment studies is introduces in class I to IV.

The workshop for implementing Environment Education from std.V were conducted. Two group reports are emerged and first group has advocated using environment concepts which are added in all the subjects of

existing syllabus. In the second report considering environment education as separate subject, broad curriculum framework is prepared. Both the reports are submitted to state Institute of Education for Consideration.

In the curriculum of Diploma in Education, Environment Education is one of the subject area for second year D.ED. course. While in B.ED. course Environment Education is an optional subject.

Again seven different schemes are implemented with the funds provided by Department of Science, Technology and Environment, Government of Goa. These schemes are encouraging awareness about the environment protection and love for environment friendly activities in the minds of young students from primary to college level. The details of the scheme is given under the special schemes of Directorate of Education.

7. Vocational Education

The scheme of Vocationalisation of Education at + 2 stage was started in the year 1988-89 in the State of Goa. Under this scheme, 12 Vocational courses were started in 35 Higher Secondary Schools.

1. Office Management
2. Accountancy, Auditing and Taxation.
3. Insurance.
4. Industrial Management.
5. Marketing Salesmanship Management.
6. Dress Making, Embroidery & Fashion Co-ordination
7. Auto Servicing Technology.
8. Electronic Repairs Technician.
9. Electronic Assembly Technician.

10. Computer Programme.
11. Food Production.
12. Food Beverage Service.

It is planned to introduce following courses in the coming year :

1. X-Ray Technician.
2. Fish Farming.
3. Dairy Farming.
4. Library & Information Science.
5. House Keeping (Hotel)

Under CLASS project, in 12 schools Computer education is provided.

Special schemes of Directorate of Education.

1. School Complex scheme
2. Rajiv Gandhi EBC Scholarships for students of Middle / Secondary / Hr. Secondary /College students.
3. Students Insurance.
4. Vyasapith Scheme.
5. Plan Schemes of Environment Education.
 - a. Competition on environment Education..
 - b. Environment Study tour.
 - c. Clean School Beautiful School competition.
 - d. Raising Nurseries.
 - e. Purchase of Books on Environment Education and free supply to educational institutions.
 - f. Publication of Environment Annual.
 - g. Village level seminar on Environment Education.

- h. Study tour of teachers to the place of sustainable development.
6. Audio Visual Schemes.
- a. Screening of films on Education in Educational institutions.
 - b. Supply of Audio cassettes to schools.
 - c. Lending of video films to educational institutions and supply of VCR to backward taluka office for arranging & screening of films in schools
7. Mini JSN scheme for continuing education of people.

1. SCHOOL COMPLEX SCHEME

With a view to improve the standard of education at Elementary and secondary levels, schools complexes have been established in this State covering all Primary Schools which are headed by the Head of a Secondary School. The working of the school complexes has been planned as per the rules and regulations. Besides the school complexes in the taluka there is Taluka school competition. At State Level, State Level School Complex Committee is headed by the Directorate of education.

The School complexes mainly organise various curricular and co-curricular activities for the benefit of all the students as well as teachers for their academic as well as non-academic improvement. There are in all 195 school complexes functioning today in this State out of which about 180 are doing very satisfactory work. Efforts are being made to activate remaining 15 school complexes to take up various programmes in their complexes.

It is experienced that due to reactivating of the school complexes considerable amount of good work is being done for the improvement in the physical facilities of the schools as well as in raising the academic standard of the

schools. Some priority areas have been assigned to each school complex for improvement and it is seen that they are carrying out suitable activities according to the annual plans prepared by them.

For executing the activities of school complexes the fund of Rs. 3000/- is given to each school complex, which is increased to Rs.5000/- to the scheme complex which having more than four schemes for the year 1995-96. An amount of Rs. 10,000/- is given to taluka Steering Committee and Rs. 20,000/- to state level committee.

2. RAJIV GANDHI EBC SCHOLARSHIP TO THE POOR STUDENTS

A scheme to award scholarship to the E.B.C. students is in existence from the year 1965 operated by the Directorate of Education under Non-Plan sector. Under this scheme the scholarships are being awarded every year to the students at the stage of Middle/Sec.Schools and college level in respect of the parent's whose income does not exceeds Rs. 4,800/- p.a. The rate of scholarship during 1965 to 1990 was Rs. 40/- p.a. for class V to VII, Rs. 60/- p.a. for class VIII to X and Rs. 500/- p.a. for college students.

During this Financial year 1995-96 the Budget Provision is Rs. 22.35 lakhs for middle/Sec. Schools and Rs. 28.00 Lakhs for Hr. Sec/Colleges.

3. STUDENTS INSURANCE SCHEME

This scheme is introduced from the year 1989-90. Under this Scheme all the students around 2,75,000 studying in State of Goa in various institutions are insured against death due to accident, drowning etc. for Rs. 10,000/-. The Insurance Company directly pays the amount to concerned parents after complying the

formalities. Annual premium paid is Rs. 3,20,000/-

State of Goa is the First State to introduce such scheme.

4. SCHEME OF VYASAPEETH

OBJECTIVES:

1. To encourage talents in Creative arts/creative expression of the students studying in Stds. IV and above.
2. To bring such students together at the taluka place.
3. To encourage such students to take up programme of painting, music, dance e.g. Choir group of singing, dancing and variety programme.
4. To encourage such students to take up higher studies in one of the particular art in Kala Academy, music school, etc.

FUNCTIONS:

- 1 Vyasapeeth will arrange cultural programmes of these students in different villages of the talukas.
2. To arrange Cultural programmes in different talukas of the State.
3. To organise different programme of Folk dances and Community singing ,etc.
4. To organise drawing and painting competitions and exhibitions of child art.

ORGANISATION:

1. One teacher having interest in creative art from

primary/secondary school will work as a convenor/co-ordinator of the Vyasapeeth. The Director of Education will issue the order.

2. The other teachers interested in such arts and the teachers from Bal Bhavan will help the Convenor in organising different activities of the Vyasapeeth.
3. The Co-ordinator will visit the school of the villages in selecting the students in creative arts and will also guide such students in that school.
4. 50 students will be selected for the purpose from each taluka.
5. The selected students will come together in taluka Office of Vyasapeeth for three days in a week/or in vacations.

EXPENDITURE / FINANCE :

1. The Convenor of Vyasapeeth will be paid salaries by the concerned School/Office from which he has been selected. However the payment of TA/DA is to be made for visiting the school and organising activities in the taluka. The lumpsum amount of Rs. 8,000/- is suggested for this purpose for the year per taluka. The honorarium for organising programmes will be Rs. 200/- for he Convenor per month.
2. Contingency expenditure at the rate of Rs. 250/- per month, provision may be of Rs.3,000/- for the year per taluka.
3. The musical instruments, Table-Dugga, tape recorder, etc. are required for practicing and conducting programmes. A sum of Rs. 30,000/- is suggested for the purpose.

4. For arranging programmes in the talukas : 10 programmes per year

Transport charges	.. Rs	3,000/-
Refreshment	.. Rs.	1,000/-
Miscellaneous	.. Rs.	500/-
	.. Rs.	4,5000/-

Total amount for 3 programmes will be Rs. 13,500/-

5. **SCOLARSHIP/INCENTIVES/TRAVELLING EXPENDITURE TO THE PARTICIPANTING STUDENTS:**

The lumpsum amount of Rs. 1,000/- per year for one child. The total amount rrequired will be Rs. 50,000/- per Taluka.

6. **SCOLARSHIP TO 2 SPECIALLY TALENTED CHILDREN** from this group at the rate pf Rs. 2,000/- each taluka.

7. **MISCELLANEOUS EXPENDITURE:**

Rs.1,000/- per taluka

Hence the total amount will be Rs. 1,02,900/-

This scheme is not made in the budget of 1994. Next year 3 more talukas will be covered.

1993-94	...3	talukas
1994-95	...3	talukas
1995-96	...5	talukas

This year for Sattari Ponda and Cancona talukas provision of Rs. 3,8700/- is made.

5. PLAN SCHEMES FOR ENVIRONMENT EDUCATION

A. COMPETITION ON ENVIRONMENT

The competition on environmental topics will be conducted on account of National Environment Awareness Campaign to be celebrated from 19 th November to 18 th December.

The details are as follows :-

(a) Types of competition :

1. Drawing competition on Environment for the students of standard Ist to IVth.
2. Poster competition on Environment for the students of standard Vth to VIIth.
3. Essay competition for the students of standard VIII th to Xth.
4. Elocution competition for the students of XI th to XIIth.

(b) Languages of the competitions :

Konkani, Marathi, Urdu and Hindi will be the language of the competition.

(c) Number of Participants :

Each Educational institution can sponsor 2 participants in each of the competitions. In each competition minimum number of twelve entries are required to conduct the competition at taluka/district level.

(d) Time Schedule :

1. The last date for submission of entries for all the competition to the respective ADEIs Office of the taluka will be 31st August, 1995, thursday.

2. Taluka level competition of drawing , poster and Essay will be conducted on 19th November '95, Sunday from 10.00 a.m. to 11.30 a.m. in the respective ADEIs Offices of taluka.
3. The competition of elocution will be conducted on 19th November '95, Sunday from 10.00 am in the Office of South Education Zone, Margao for South Goa District and Central Education Zone, Panaji, for North Goa District. The State level competition of Elocution will be conducted on 25th November '95, Saturday, in the office of Directorate of Education building, Panaji.
4. Prize distributed of State level will be held on 18th December '95, Monday at Panaji. Taluka level prize will be distributed on 19 th December '95 in ADEIs Offices.

(e) Prizes :

All the prizes will be given in the form of books/ magazines, other useful material.

1. For Drawing Competition:

(a) Taluka level prizes :

Three prizes of Rs. 200/-, Rs.150/- and Rs. 100/- for first three rankers and five consolation prizes in the order of merit of Rs. 50/- each. The total expenditure will be Rs. 700/-×11Rs.7,700/-.

(b) State Level prizes :

Five prizes of Rs. 500/-, Rs. 450/-, Rs. 400/-, Rs. 350/- and Rs. 300/- for the first five rankers in the merit list and five consolation prizes of Rs. 100/- each. The total expenditure will be Rs. 2500/-.

2. Poster Competition :

(a) Taluka Level prizes :

Three prizes of Rs.400/-, Rs.350/-, and Rs.300/- for the first three rankers and five consolation prizes of Rs.100/- each. The total expenditure will be Rs. 1550/- X11RS. 17,050/-

(b) State level prizes :

Five prizes of Rs. 700/-, Rs. 650/-, Rs.600/-, Rs.550/- and Rs.500/- for the first five rankers in the merit list and five consolation prizes of Rs.200/- each. The expenditure will be Rs. 4,000/-.

3. Essay Competition :

a) Taluka level prizes :

Three prizes of Rs. 400/-, Rs.350/- and Rs. 300/- will be given to first three rankers and five consolation prizes of Rs. 100/- each. The total expenditure will be Rs. 1550/- X 11..... Rs. 17,050/-

(b) State Level prizes :

Five prizes of Rs. 700/-, Rs. 650/-, Rs. 600/-, Rs. 550/- and Rs. 500/- add Rs. 500/- and five consolation prizes of Rs. 200/- each. The expenditure will be Rs. 4000/-

4. Elocution Competition :

This competition will be conducted at two levels i.e. District level and State level. The competition for North Goa District will be held at Panaji and for South Goa District at Margao.

(a) District level prizes :

Three prizes of Rs. 400/-, Rs. 350/- and Rs. 300/- for the first three rankers and five consolation prizes of Rs.

100/- each. The total expenditure will be Rs. 1050/- + Rs. 500/- = Rs. 1550/- X 2 district Rs. 3,100/-.

(a) State level prizes :

Three prizes of Rs. 700/-, Rs.650/- and Rs.600/- and three consolation prizes of Rs. 200/- each will be awarded.

The evaluation of competition will be done as per following :

1. Drawing competition :

Sketching	--30 marks	
Size	--10 marks	
Proportion	--10 marks	
Colour Schemes	--25 marks	
Neatness General	--10 marks	
Impressing	--15 marks	Total 100 marks.

2. Poster Competition :

Theme	-- 25 marks	
Colour Schemes	-- 25marks	
Slogans	-- 25 marks	
General		
Impression	-- 25 marksTotal 100 marks.

3. Essay Competition :

Subject matter/Content	.. 20 marks
Language/Vocabulary	.. 10 marks
Arrangements of Points/ paragraphs	.. 10 marks
General impression	.. 10 marks
Total	.. 50 marks.

4. Elocution Competition :

Subject matter/content	.. 20 marks
Style of presentation/personality and presence of mind.	.. 10 marks
Language/Vocabulary	.. 10 marks.
General Impression	.. 10 marks
Total	.. 50 marks

B. ENVIRONMENTAL STUDY TOURS

A group of 50 students along with five teacher guides an take up a Environmental Study Tour from July to December. The places of environment interest are as follows :-

1. Dr. Salim Ali bird sanctuary - Chorao in Tiswadi taluka.
2. Bondla sanctuary in Ponda taluka.
3. Carambolim lake bird sanctuary in Tiswadi taluka.
4. Mahavir Wild Life Sanctuary - Mollem in Sanguem taluka.
5. Wild Life Sanctuary - Cotigao in Canacona taluka.
6. Salgini Verla in Sanguem taluka.
7. Surla - Vageri in Satteri taluka.
8. Terekol and Patradevi in Pernem taluka.

The actual bus fare (full) from the school to the place of environment interest and back will be paid to the school. Again Rs.120/- will be paid for giving away prizes to students as given below :-

1. Three prizes of Rs. 10/- each for the students for the best oral reporting.

2. Three prizes of Rs.10/- each for the best written report.
3. Three prizes of Rs.10/- each for the best filling up the questionnaire.
4. Three prizes of Rs.10/- each for the other best items e.g. drawing, pictures, poem, story, article based on the tour.

C. *COMPETITION FOR PRIMARY AND SECONDARY SCHOOLS 'CLEAN SCHOOL BEAUTIFUL SCHOOL'*

The Scheme 'Clean School Beautiful School' is being implemented in the Secondary Schools for last twenty five years in Pune sponsored by Kirloskar Foundation, on the same lines, we have planned the scheme for the schools in Goa.

The scheme envisages primarily in inculcating clean habits among the students with their active participation in keeping the school premises and its surroundings clean and tidy. Thus the importance and necessity of keeping our Environment clean can be emphasised on our younger generation at early age.

The schools participating in this competition be assessed by an Expert Committee and will be awarded suitable cash prize/trophy/certificate. etc.

The following fundamental factors responsible for cleanliness will be adjudged during assessment of schools:

1. Impure and unfiltered drinking water causes number of diseases. Hence school must provide clean and filtered drinking water and should also develop among students the habit of drinking clean and safe water.
2. Cleanliness and tidyness of the headmasters room,

staff rooms, Office, Class rooms, Library, Laboratory , etc. will be observed for the purpose.

3. Proper sanitation facilities available in the school for keeping the toilets/latrines clean and germ-free by the students after use will be assessed.
4. Personal hygiene of the students, their uniform, books, notebooks, etc. and tidyness of the classroom, sitting arrangements, black board and other teaching material will also be considered during assessment.
5. Cleanness of the school play ground and surroundings, special projects undertaken by the schools for conservation of environment such as tree planting , kitchen garden, etc. and efforts made by the school and students in this respect will be taken into account for the purpose. The points to be observed for maintaining cleanliness are given below. They are only suggestive.
 1. Provide waste paper basket in every classroom.
 2. Do not paste examination seat numbers on the door of the classrooms, instead paste them on a Card-board and hang it by the centre of the door frame.
 3. Keep the top of the table polished and covered with a table cloth. A vase/flower pot in every class will be added beauty.
 4. The tank used for storing drinking water should be easily accessible and care should be taken to clean it every fortnightly.
 5. The toilet/W.C.'s, should have adequate supply of water and the required cleaning material to keep them clean after use.
 6. A Broom with long steak /Bamboo should be used to clean the ceiling and high surfaces.

7. Every classroom should be provided with a door mat (preferably of a wire mesh) which can be easily washed whenever required.
8. The Blackboard in the class room should be painted black and decoration of its frame would be minimum.
9. Stick no bills, drawings, etc. on the walls of schools to keep the premises clean.
10. Cover the table tops of the laboratory with suitable tiles or paint them with melanite paint for longer preservation.

The pattern of assessment for cleanliness is as follows

- | | |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. Toilet/Latrines/Lavotary | ..20 marks |
| 2. Students uniform/Books/ Notebooks/ etc..
personal hygiene and tidyness. | ..20marks |
| 3. Cleanliness of the class including sitting arrangement, ventilation, quotations, slogans depicted on walls etc.... | ..10 marks |
| 4. Headmaster room, staff room, Office library, Laboratories | ..10 marks |
| 5. Activities conducted for motivation/promotion of the aspect of cleanliness among students e.g. | ..10 marks |
| 6. Cleanliness of school in general including playgrounds, canteen, surrounding, etc. | ..10 marks |
| 7. Special projects undertaken/implemented by schools for tree planting, nursery, decoration of class room etc. | ..10 marks |
| 8. General impression of the Examiner/Judge. | ..10 marks |
| Total | ..100 marks |

Taluka level evaluation will be done by the committee appointed for this purpose. The committee will visit atleast twice to the school from July to september once with intimation and once without intimation. This committee will give the list of 8 best schools in the taluka without assigning any rank. All ranking for taluka, district and state Level will be decided by the State Evaluation Committee. After getting the report from taluka level evaluation committee, district level evaluation committee will visit this 8 schools atleast twice once with intimation and once without intimation, and in turn they will submit the list of best 5 schools from the district, from October to December. The State level evaluation committee will visit first 5 schools from that district atleast twice once with intimation and once without intimation in the month of January by the State Evaluation Committee.

The above scheme will be implemented in Goa, talukawise in two categories (1) Primary School (2) Secondary School. The structure of the prizes is detailed below :-

(1) For Primary Schools:

PRIZES	TALUKA LEVEL	STATE LEVEL
1st	Rs.500/-	Rs.2000/-
2nd	Rs.400/-	Rs.1500/-
3rd	Rs,300/-	Rs.1000/-

Five consolation prizes of Rs. 200/- each...Rs800/- each

(2) For Secondary schools :

PRIZES	TALUKA LEVEL	STATE LEVEL
1st	RS.1000/-	Rs.5000/-
2nd	Rs.800/-	Rs.4000/-
3rd	Rs.600/-	Rs.3000/-

5 Consolation prizes

of Rs.400/- each. Rs.1500/-

The prize money is to be utilised for purchase of material /providing facilities to make the school more clean and beautiful and report is to be submitted after doing so.

Besides this, participation certificates will be awarded to every school. Efforts will be made for sponsorship of Trophy's/Shields from the Industrialists/Entrepreneurs/Private Organisations.

D. SCHEME OF PLANTATION OF TREES/GREEN LEAFY VEGETABLES/YELLOW FRUIT/RAISING NURSERY.

Each educational institution will be paid Rs.2000/- for raising of Nursery/undertaking plantation programme for green leafy vegetables/yellow fruit trees. Institute has to apply on the below proforma by 5th July '95 for raising nursery/plantation of trees.

E. PURCHASE OF BOOKS AND MAGAZINES :

Under this scheme books and magazines are supplied from colleges to primary schools in the State. For this two years we are supplying the books through School Complexes. W.W.F. India has brought out translation of

English books in Marathi specially for the primary schools of Goa. Again Centre for Environment Education, Ahmedabad has brought out books on Environment in story form. Many other organisation are also coming forward with good reading material on Environment education. A provision of Rs. 1,00,000/- is made for the supply of books and magazines.

F. PUBLICATION OF ANNUAL BULLETIN :

Every year we conduct different competitions and prizes are awarded to the best drawings, essays, etc. However, publicity is not given to these essays's or drawings. Different activities are organised throughout the year by different agencies on account of environment protection, so for this purpose we can print a annual bulletin and the same can be distributed free of cost to all the educational institutions and other agencies.

Articles of environmentalists, throughout the year the report of the activities conducted can also be included . This will be published on the 5 th June i.e. World Environment Day.

G. VILLAGE LEVEL SEMINAR ON ENVIRONMNET EDUCATION

Seminar for 50 to 60 participants of Mahila Mandal, Sports and Cultural clubs, Parent - Teachers Association and Village Panchayat, can be organised by the leading school of the village. A provision of amount of Rs.1100/- is made towards the following expenses.

- (1) Rs.10/- towards working lunch for 70 people
i.e. 70 X 10/- Rs. 700/-
- (2) Transport charges for the resource persons for discussion/demonstration RS. 200/- (Rs.50/- for

four resources persons).

- (3) Miscellaneous expenditure for cyclostyling, bouquet, loud speaker, etc., will be Rs. 200/-.

H. STUDY TOUR OF TEACHERS TO THE PROJECT UNDERTAKEN BY NGOs/INDIVIDUAL IN RESPECT OF ENVIRONMENT PROTECTION/AFFORESTATION/SUSTAINABLE DEVELOPMENT/ENVIRONMENTALY FRIENDLY ACTIVITIES :

Some innovative projects are implemented by individual/NGOs for environment protection, afforestation. These projects are to be repeated with some changes as per the need of local environment.

There is need of studying such projects. It is suggested that the teachers, who are doing goodwork in respect of environment education in educational institution may be deputed for studying the project in the neighbouring states of Maharashtra, Karnataka.

A group of 22 teachers- 12 from North Goa and 10 from South Goa will be selected.

One Officer from Directorate of Education will accompany as co-ordinator.

Each participant has to submit the report of the visit and also to implement the scheme through his school. They will attend the meeting to discuss and decide about the action plan to be implemented.

6. AUDIO VISUAL SCHEMES

In order to improve the quality of Education imparted in schools, use of Audio visual material in teaching learning process is always emphasised by the Directorate of Education. Following schemes for promotion of Audio-

Visual Education in educational institutions are implemented.

a. Film Shows in Schools :

The projection unit of the Directorate regularly screen 16 m.m. educational films in primary, secondary, Higher Secondary schools and colleges to acquaint students and teachers better use of films in teaching learning process rather than for mere entertainment. The required educational films are screened in schools with prior appointments and without charging any fees for the purpose.

b. Supply of A.V. material to Schools/ A.D.E.I.s Offices

Consequent upon availability of colour T.V. in schools and suitability of pre-recorded video cassettes on educational subjects. Four V.C.P.s are supplied to the A.D.E.I.s Offices from backward taluka of Sanguem, Canacona, Pernem and Sattari on experimental basis to cater to the needs of the schools from rural areas for screening educational video films in class room teaching and when required. The desire school can borrow the V.C.P. from the A.D.E.I.s free of charge for the purpose.

Also no. of pre-recorded Audio Cassettes on patriotic songs. National Integration songs, National Anthem, Speeches of am Mahatma Gandhi Nehru, Thoughts of Swami Vivekananda etc. are supplied to Govt. Schools for their use.

C. Establishment of film Library :

The Audio Visual Unit has established film library to cater to the needs of schools/ Educational institutions who possesses the Audio Visual equipment like 16 m.m. film projector, V.C.R., V.C.P. Epidiascope, Slide Projector

tor, etc.

At present the film library consists of 700 films in 16 m.m. and 867 video cassettes on educational subjects like Science, Maths, Environment, Social Sciences, Adult Education, Children films etc. which are borrowed by the schools free of charge for their use.

Most of the Govt. High Schools are provided with a colour T.V. and Radio cum cassette player to facilitate viewing of Educational T.V. programmes well as educational Broadcast from the All India Radio, Panaji, during school hours.

7. MINI JSN SCHEME

The Mini JSN to Educational Institutions/ Mahila Mandals Youth Clubs will be allotted for upgrading skills of Neo-literates in special and other people in general. The details of pattern of assistance is given here below. There is no provision for honorium of in the scheme.

1. The Aim and Objective Of Mini JSNs are as follows:-
 1. To undertake activities for the neo-literates for the upgradation of literacy and numeric skills in the Basic Literacy Course.
 - ii. To conduct various activities for creating awareness about the schemes of the government implemented for the rural population.
 - iii. To conduct recreational and cultural activities.

2. Quantum of Financial Assistance.

Non-Recurring	Rs.8,000=00
Recurring	Rs.6,000=00

3. The Terms and conditions of the Grant.

- i. The entire amount of the grants will be utilised within a period of one year from the date of sanction and only for the purpose for which it is sanctioned. Any portion of the grant which it is sanctioned will be refunded in cash to the Government Treasury. After utilising / refunding the above sanctioned amount, a Utilisation Certificate should be furnished to this sanctioning authority as in form G.F.R. 19 A.
- ii. The equipments purchased with the aid of the grant will vest in the Government. The grantee shall maintain a register in Form G.F.R. 19 of the permanent and semi-permanent assets acquired wholly or partly out of the Govt. grants. The register shall be maintained separately in respect of the grants sanctioned and an exact copy from the register shall be furnished to the Govt. annually with the audited accounts after the close of the financial year.

The activities of State Institute of Education (SIE) Goa towards Universalisation of Elementary Education.

I) DEVELOPMENT OF CURRICULUM

After liberation, the State of Goa marched towards universalisation of elementary Education. The progress report of the net work revealed the requirement of need based curriculum and instructional material suitable for the student population of Goa in general and first generation learners in particular.

Concrete and effective guidelines in this regard from National Council of Education Research and Training (N.C.E.R.T.) and full financial support by UNICEF made it easy to plan a programme for development of need based curriculum and instructional material (Text books teacher guides etc.)

This planned and phased out programme for development of learning material based on principles and basics planned to be adopted then in the National Policy on Education 1986 (N.P.E. 1986) came to be introduced in Goan schools for Std.I 1986 after proper try out in selected 30 rural and urban primary schools.

The approaches and strategies adopted in the Curriculum and learning material was found to be in toto with the requirements proposed in the N.P.E. 1986 with modification in 1992 and helped marching towards universalisation of Elementary Education in the State. The said curriculum of Std-IV was followed by curriculum and learning material for Std V-VII in Std V from June 1994.

OVERVIEW OF OUR CURRICULUM

1) It is responsive to the needs and aspirations of our

ever changing society

- 2) Dynamic and relevant to the situation
- 3) Provides for functional approach
- 4) Aims at learning of basics in all the students for achievements of comparable standards at all levels.
- 5) Provides for equal opportunity to all children for achievements of Minimum Level of Learning (M.L.L.) for each stage of Education.
- 6) Based on National Curricular framework with common core and adoption of local specifics at the primary stage.
- 7) Curriculum for Std.V-VII has been proved to be extension of the curriculum for Std. I-IV and base for the NCERT curriculum for Std. VIII-X adopted by the Goa Board of Secondary and Higher Secondary Education.
- 8) Basic features of curriculum aim at development of human resources for realisation of the national goals.
- 9) It is child centered and activity based
- 10) The curriculum spells out the learning objectives and also learning outcomes to enable the teachers to take up and adopt remedial measures.
- 11) Involvement of class-room teaching in the process of development of curriculum has been proved to be responsible for provision of need based programme which brought down the rate of stagnation and wastage.

A perusal to the curriculum books of Std.I-IV in the media of Marathi, English and Konkani and for Std. V-VII will give clear picture of the provision made.

II. DEVELOPMENT OF INSTRUCTIONAL MATERIAL

1. The Curriculum Cell of the State Institute of Education (S.I.E.) under the Department of Education took up the task of preparation of instructional material in a phased out programme.
2. The strategy of involvement of class-room teachers in the process has been proved to be in consonance with the suggestion made in N.P.E. 1986. Local experiences and functional approach adopted in teaching learning strategies proposed to be adopted in the class-room provide for effective instructions.
3. Out of class-room activities designed in our teachers manual/teacher guides to enable the students to develop a strong conceptual base has been accepted in the mass education process.

A perusal to the text books and teacher guides/ teacher manual in the media of Marathi, Konkani and English listed below will give a clear information of our activities leading towards universalisation of elementary education.

MARATHI MEDIUM

Category of the book	Text Books	Teachers hand book	Work book
Class Std. I	1. Marathi	1. Marathi 2. Mathematics 3. Env. studies 4. Recreation 5. Healthy life 6. Craft.	Nil
Std.II	1. Marathi	1. Marathi 2. Mathematics. 3. Env.Studies 4. Recreation 5. Healthy life 6. Craft.	Nil

Std.III	1. Marathi 2. Maths. 3. Env.	1. Marathi 2. Maths. 3. Env.Studies studies 4. Second Lang 5. Healthy life 6. Craft. 7. Second Lang.	1.Marathi 2. Maths. 3. Env. Studies 4. Recreation
Std.IV.	1. Marathi 2. Maths 3. Env.Studies 4. Second Lang.	1. Marathi 2. Maths. 3. Env.Studies 4. Recreation 5. Healthy life 6. Craft 7. Second Lang.	1. Marathi 2. Maths 3. Env.Studies

KONKANI MEDIUM

Category of the book	Text books	Teachers hand book	Work book.
Class Std.I	1.Konkani	1. Konkani 2. Mathematics. 3. Env. studies. 4. Recreation. 5. Healthy life. 6. Craft.	Nil
Std.II.	1. Konkani.	1. Konkani 2. Mathematics. 3. Env. studies. 4. Recreation. 5. Healthy life. 6. Craft.	Nil
Std.III.	1. Konkani.	1. Konkani. 2. Mathematics. 3. Env. studies. 4. Recreation. 5. Healthy life. 6. Craft.	Nil
Std.III.	1. Konkani.	1. Konkani. 2. Mathematics. 3. Env. studies.	Nil

		4. Recreation. 5. Healthy life. 6. Craft.	
Std.III	1. Konkani.	1. Konkani. 2. Mathematics. 3. Env. studies. 4. Recreation. 5. Healthy life. 6. Craft.	Nil
Std.III	1. Konkani. 2. Maths. 3. Env. studies. 4. Second lang.	1. Konkani. 2. Maths. 3. Env.Studies. 4. Recreation. 5. Healthy life 6. Craft. 7. Second lang.	1. Konkani 2. Maths. 3. Env. studies.

ENGLISH MEDIUM

Category of the book	Text books	Teachers hand book	Work book.
Class Std.I	1. English	1. English 2. Mathematics. 3. Env.studies. 4. Recreation 5. Healthy life 6. Craft.	Nil.
Std.II	1. English	1. English 2. Mathematics. 3. Env.studies. 4. Recreation 5. Healthy life 6. Craft.	Nil.
Std.III	1.English 2. Maths. 3. Env.studies. 4. Second lang.	1. English 2. Maths. 3. Env.studies 4. Recreation 5. Healthy life. 6. Craft. 7. Second lang.	1. English 2. Maths. 3. Env.studies.

Std.IV	1.English 2. Maths. 3. Env.studies. 4. Second lang.	1. English 2. Maths. 3. Env.studies 4. Recreation 5. Healthy life. 6. Craft. 7. Second lang.	1. English 2. Maths. 3. Env.studies.
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Text Books

Std V

- 1) Gomant Bharati (English) F.L.
- 2) Sulabh Gomant Bharati (Hindi) T.L.
- 3) Sulabh Gomant Bharati (Marathi) T.L.
- 4) Sulabh Gomant Bharati (Marathi) T.L.
- 5) Mathematics
- 6) Gen. Science.
- 7) History + Civics
- 8) Geography

Std VI

- 1) Gomant Bharati (English) F.L.
- 2) Sulabh Gomant Bharati (Hindi) S.L.
- 3) Sulabh Gomant Bharati (Marathi) T.L.
- 4) Sulabh Gomant Bharati (Marathi) T.L.
- 5) Mathematics
- 6) Gen. Science.
- 7) History + Civics
- 8) Geography

teacher guides/manuals have been made available to teachers free of cost.

III. ORIENTATION TO TEACHERS

The revised curriculum with learning material was effectively implemented after orientation of all teachers in the area of content and methodology (approach).

Orientation of teachers in content & methodology

- 1) Orientation to teachers of Std, I to implement "eight week's programme" could enrich the ability of our teachers.

PMOST Programme

- 2) Orientation of teachers under the programme of "Programme for Mass Orientation of school teacher's "PMOST) could enable the teachers to design need based activities for students to bring down the rate of stagnation and wastage.

School based and complex level in service training

- 3) Involvement of teachers of all level to bring quality improvement in elementary education through school based and complex level orientation undertaken by the State was found to be useful for 100% enrolment and retention.

Special Orientation Programme for Teachers (SOPT)

- 4) Acceptance and implementation of SOPT programme in the effective use of material provided under the scheme of Operation Black Board (OB) in the State aims at to help the teachers to bring minimum level

of competencies (M.L.L) in all the students upto Std.IV. This mass orientation programme for school teachers proposes to cover all the teachers of the State by end of the year, 1995-96.

This programme sponsored by M.H.R.D. helps mass education programme to achieve the objectives aimed at to satisfy the constitutional obligation of Education to all.

Workshop for introduction of new approach and instructional material for Std.V and VI

The State has accepted the guidelines of N.P.E 1986 to orient the teachers in the area of approach and strategies in Std. V-VII and accordingly the teachers teaching various subjects to Std.V to VII have been oriented.

IV. PREPARATION OF TEACHERS MANUAL

As suggested in N.P.E. 1986 it is proposed to prepare and made available to all teachers, the instructional material/teachers manual in the area of physical and health Education, Work Experience, Value education etc. to make learning of our students easy and interesting.

Table - I

Progress of School Education Since Liberation (1961 to 1995)

Type of Institutions	1961 - 62			1973 - 74			1989 - 90			1994 - 95		
	No of Institutions	No. of teachers	Enrolment	No of Institutions	No. of teachers	Enrolment	No of Institutions	No. of teachers	Enrolment	No of Institutions	No. of teachers	Enrolment
Primary	476	1206	53607	1074	NA	121519	996	3994	107216	1271	4120	99760
Middle	--	--	--	344	NA	47087	118	2453	84840	458	2315	79937
Secondary	95	341	9260	209	NA	33962	322	3443	68064	354	3787	67621
Hr. Secondary	1	40	921	--	--	--	39	673	16812	75	1172	23710
Total	572	1587	63788	1627	--	202568	1475	10563	276932	2158	11394	271028

Table - II

Progress of Higher Education in Goa

Type of Institutions	1961 - 62			1989 - 90			1994 - 95		
	No of Institutions	No. of teachers	Enrolment	No of Institutions	No. of teachers	Enrolment	No of Institutions	No. of teachers	Enrolment
Goa University	-	-	-	1	86	980	1	128	958
Goa Medical College	1	17	117	1	109	369	1	97	362
Pharmacy College	1	3	19	1	20	189	1	18	126
Dental College	-	-	-	1	19	96	1	17	126
College of Engg.	-	-	-	14	45	638	1	65	599
Arts, Science and commerce college	-	-	-	14	380	9361	20	625	13428
Law College	-	-	-	2	18	573	2	17	674
College of Fine Art	-	-	-	1	19	186	1	18	199
Polytechnics	-	-	-	2	85	1281	3	109	1576
Teachers Training (degree)	-	-	-	1	15	168	2	22	204
Teachers Training (diploma)	1	14	77	4	29	182	1	15	88
Institute of Ship building	-	-	-	1	14	105	1	12	240
Nursing School	1	-	42	1	15	49	1	19	236
Goa College of Architecture	-	-	-	1	7	99	1	12	160
Institute of Management Studies	-	-	-	2	20	134	2	40	205

Table - 3

Literacy Rates in the State (1961 - 1991)

		1961	1971	1981	1991
Urban	M	57.02	64.54	71.88	86.33
	F	40.53	47.80	57.57	73.38
	T	48.85	56.78	65.08	80.10
Rural	M	36.16	50.96	63.06	81.71
	F	20.78	32.03	44.15	62.87
	T	28.17	41.37	53.56	72.31
Total	M	39.38	54.65	76.01	83.64
	F	23.59	35.81	55.17	67.09
	T	31.23	45.31	65.71	75.51

District-wise Literacy Rates

District	General Literacy Rates					
	Male		Female		Total	
	1981	1991	1981	1991	1981	1991
North Goa	70	76.67	50	61.26	60	69.10
South Goa	61	70.93	46	56.98	54	64.04
Total	66	74.19	48	59.40	57	66.92

Selected Indicators of Educational Development

Goa and All India

Indicators	Unit	Year of Reference	Goa*	All India
1	2	3	4	5
I. District Educational Blocks and Inhabited Villages				
(a) i) Total districts	Nos.	1991	2	466
ii) Share in total districts of the country	%	1991	0.43	100.00
(b) i) Educational blocks	Nos.	1991	11	7098
ii) Share in total blocks in the country	%	1991	0.15	100.00
(c) i) Inhabited villages	Nos.	1981	427	539383
	"	1986	401	579148
ii) Share in total inhabited villages of the country	%	1981	0.08	100.00
	%	1986	0.07	100.00
(d) i) Villages having population less than 500	Nos.	1981	125	270795
ii) Villages having population less than 500 in inhabited villages	%	1981	30.34	70.98
II. Demographic				
(a) i) Total population	'000	1991	1170	846305
ii) Annual exponential growth rate	%	1981-91	0.74	2.44

	iii) Share in population	%	1991	0.14	100.00
(b)	i) Area	Sq. Kms.	1981	3814	3287263
	ii) Share in area	%	1981	0.12	100.00
(c)	Population	Per Sq.	1981	272	216
	Density	Km.			
		"	1991	316	267
(d)	Sex ration	Per 1000	1981	981	933
		Males	1991	967	927
(e)	Rural population	%	1981	67.63	76.30
		%	1991	58.97	74.29
(f)	SC population	%	1991	2.08	16.33
(g)	ST population	%	1981	0.99	7.76
		%	1991	0.03	8.08
(h)	School age- population for elemenatry education				
	i) 6 to 11 years	%	1981		
	Age-groups		Boys	11.53	13.37
			Girls	11.30	13.46
			All	11.42	13.41
		%	1991		
			Boys	10.57	11.70
			Girls	10.50	11.88
			All	10.54	11.79
	ii) 11 to 14 years	%	1981		
	Age-groups		Boys	7.07	7.21
			Girls	6.99	7.16
			All	7.03	7.18
		%	1991		
			Boys	6.18	6.21
			Girls	6.42	6.39
			All	6.30	6.30
	iii) 6 to 14 years	%	1981		
	Age-groups		Boys	18.60	20.58
			Girls	18.29	20.62
			All	18.45	20.60
		%	1991		
			Boys	16.76	17.90
			Girls	16.92	18.28
			All	16.84	18.08

(i)	Infant mortality rate	Per 1000 Population	1981	NA	110
			1991 (p)	NA	80
(j)	Birth rate	"	1981	15.5	33.9
		"	1991 (P)	16.8	29.3
(k)	Death rate	"	1981	6.8	12.5
(l)	Rate of married couple	"	1991 (p)	7.5	9.8
		Rural	1991	136.2	170.9
		Urban	1991	142.4	161.3
(m)	Mean age of females at Marriage	Years	1991	NA	18.3
(n)	Expectation of life at birth	"	1981-88		
		Male		NA	55.9
		Female		NA	55.9

III. Socio-Economic

(a)	Net state domestic products				
i)	At current prices	Crore Rs.	1980-81	315	110340
			1988-89(P)	796	312634
ii)	At constant (1980-81) (prices)	Crore Rs.	1988-89 (P)	431	168382
(b)	Per Capita Net Domestic Product				
i)	At current prices	Rs.	1980-81	3145	1625
		Rs.	1988-89 (P)	6619	3908
ii)	At constant (1980-81) Prices	Rs.	1988-89(P)	3582	2105
(c)	Population below the Poverty line	%	1988	NA	29.9
(d)	Workers to total population	%	1981	30.89	33.48
		%	1991	32.79	34.18

IV. Literacy (a)

(a)	Literacy of Persons aged 7	%	1981		
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years and above	Male		76.01	56.50
	Female		55.17	29.85
	All	65.71	65.71	43.67
	Male	1991	83.64	64.20
	Female		67.09	39.19
	All		75.51	52.21
(b) Increase in literacy rate (All persons)	%	1981-91	9.8	8.54
(c) Districts having literacy rates				
i) below 30	%	1981	0.00	25.12
	%	1991	0.00	5.31
ii) 30 to 60	%	1981	00.0	64.43
		1991	0.00	66.81
iii) 60 and above	%	1981	100.00	10.45
		1991	100.00	27.88
V. Illiteracy				
(a) i) Illiterate persons of age 7 years and above	000	1981	320	305318
		1991	253	328879
ii) Share in total illiterates of the country		1981	0.10	100.00
		1991	0.08	100.00
(b) i) Increase/decrease in illiterate persons of age 7 years and above		1981-91	20.94	7.72
VI. Ability of schooling facility (Rural population served (by schooling facility				
i) Primary level (upto 1 Km)	%	1973	92	90
	%	1978	89	93
	%	1986	91	94
ii) Upper primary level (upto 3 Km)	%	1973	88	72
	%	1978	93	79
	%	1986	92	84
iii) Secondary level (upto 5 Km)	%	1973	85	68
	%	1978	95	74
	%	1986	97	79

iv) Hr. Secondary	%	1973		32
level (upto 8 Km)	%	1978	39	41
	%	1986	60	51

VII. Institutions

(a) No. of school stages

(i) Primary stage	Nos.	1973	1073	530867
	-	1978	1181	570011
	-	1986	1240	631308
Annual growth rate	%	(1973-78)	1.94	1.43
	%	(1978-86)	1.09	1.28
ii) Upper primary stage	Nos.	1973	344	119799
	%	1986	419	187602
Annual growth rate	%	(1973-78)	1.14	4.21
	%	(1978-86)	2.60	3.07
iii) Secondary/hr secondary stage	Nos.	1973	209	45135
	%	1978	245	55074
	%	1986	328	82706
Annual growth rate	%	(1973-78)	3.23	4.06
	%	(1978-86)	4.41	5.21
(iv) All school stage	Nos.	1973	1626	695801
	%	1978	1790	772335
	%	1986	1987	901616
Annual growth rate	%	(1973-78)	1.94	2.11
	%	(1978-86)	1.31	1.95

(b) Educational pyramid (Ratio of primary and upper primary stages to secondary stage)

P:UP:S	1973	5:2:1	12:3:1
	1978	5:1:1	10:3:1
	1986	4:1:1	8:2:1

(c) Government and local body schools

(i) Primary schools	%	1973	97	94
	%	1978	96	94
	%	1986	95	93
(ii) Up primary schools	%	1973	89	78
	%	1978	86	78
	%	1986	84	75
(iii) Secondary schools	%	1973	8	37
	%	1978	11	39
	%	1986	13	46

(iv) Hr. secondary schools	%	1973	100	37
	%	1986	30	42
(d) Average population served by a school stage				
(i) Primary stage	Nos.	1973	864	1091
	"	1978	889	1137
	"	1986	875	1203
(ii) Upper Primary stage	Nos.	1973	2695	4833
	"	1978	2885	4401
	"	1986	2521	4048
(iii) Secondary/hr sec. stage	Nos.	1973	4435	12827
	"	1978	4286	11766
	"	1986	3257	9182
(iv) All stages	"	1973	570	832
	"	1978	587	839
	"	1986	542	842
(e) Average number of school stages per lakh of population				
(i) Primary Stage	Nos.	1973	116	92
	"	1978	112	88
	"	1986	117	83
(ii) Upper Primary Stage	Nos.	1973	37	21
	"	1978	35	23
	"	1986	41	25
(iii) Primary Stage	Nos.	1973	23	8
	"	1978	23	8
	"	1986	31	11
(iv) All stages	Nos.	1973	185	120
	"	1978	170	119
	"	1986	189	119
(f) Average area served by a school stage				
(i) Primary Stage	Sq. Km.	1973	4	6
	"	1978	3	6
	"	1986	3	5
(ii) Upper primary Stage	"	1973	11	27
	"	1978	10	22
	"	1986	9	18
(iii) Secondary/hr sec. Stage	"	1973	18	73
	"	1978	16	60
	"	1986	11	40
	"	1973	2	5

(iv)	All stages	"	1973	2	5
		"	1978	2	4
		"	1986	2	4
(g)	Average size of primary, upper primary, secondary and hr. secondary stage				
(i)	Primary Stage	Nos.	1973	120	115
		"	1978	123	120
		"	1986	121	136
(ii)	Upper Primary	Nos.	1973	110	116
		"	1978	151	122
		"	1986	184	145
(iv)	All stages	Nos.	1973	117	119
		"	1978	123	124
		"	1986	139	142

VIII. Enrolment

(a) Stagewise

(i)	Class I-V	In '000	1973	129	61235
		"	1978	146	68602
		"	1986	150	85911
	Annual growth rate	%	(1973-78)	2.46	2.30
		%	(1978-86)	0.38	2.85
(ii)	Class VI-VIII	In '000	1973	38	13950
		"	1978	55	17958
		"	1986	77	27272
		"	1991 (P)	81	34446
	Annual growth rate	%	(1973-78)	7.87	5.18
		%	(1978-86)	4.32	5.36
(iii)	Class IX-XI/XII	In '000	1973	23	7714
		"	1978	20	8872
		"	1986	48	15030
		"	1991 (P)	60	19303
	Annual growth rate	%	(1973-78)	2.60	3.10
		%	(1978-86)	11.54	6.81

(b) Girls enrolment

(i)	Classes I-V	%	1973	44.05	37.74
		%	1978	45.37	38.26
		%	1986	47.44	40.81
		%	1991 (P)	47.69	41.70
(ii)	Classes VI-VIII	%	1973	40.16	30.80
		%	1978	44.39	32.70
		%	1986	45.42	35.32
		%	1991 (P)	47.69	37.73

(iii) Classes IX-XI/XII	%	1973	39.33	27.25
	%	1978	41.66	28.69
	%	1986	45.13	31.49
	%	1991 (P)	45.65	33.57
(b) Enrolment of scheduled castes children				
(i) Classes I-V	%	1973	2.86	13.24
	%	1978	1.85	14.73
	%	1986	2.47	17.12
	%	1991 (P)	1.55	15.79
(ii) Classes VI-VII	%	1973	1.19	8.83
	%	1978	1.25	11.21
	%	1986	1.37	14.69
	%	1991 (P)	1.29	13.62
(iii) Classes IX-XI/XII	%	1973	0.91	7.99
	%	1978	1.12	9.77
	%	1986	0.76	12.67
	%	1991 (P)	0.86	12.46
(d) Coefficient of equality among scheduled castes children				
(i) Primary	%	1973	1.48	0.89
	%	1978	0.86	0.94
	%	1986	1.20	1.05
	%	1991 (P)	0.76	0.97
(ii) Upper Primary	%	1973	0.62	0.60
	%	1978	0.58	0.71
	%	1986	0.61	0.65
	%	1991 (P)	0.63	0.83
(iii) Secondary & hr. secondary stage	%	1973	0.47	0.54
	%	1978	0.52	0.62
	%	1986	0.37	0.78
	%	1991 (P)	0.42	0.76
d) Erolment of scheduled tribes children				
(i) Classes I-V	%	1973	0.63	5.84
	%	1978	0.88	6.28
	%	1986	0.09	7.84
	%	1991 (P)	0.14	7.91
(ii) Classes VI-VIII	%	1973	0.20	2.97
	%	1978	0.22	3.39
	%	1986	0.05	5.12
	%	1991 (P)	0.08	5.21

(iii) Classes IX-XI/XII secondary stage	%	1973	0.08	2.50		
	%	1978	0.17	2.84		
	%	1986	0.01	3.96		
	%	1991 (P)	0.01	4.08		
(f) Coefficient of equality among scheduled castes children	(i) Primary	%	1973	0.64	0.86	
		%	1978	0.89	0.81	
		%	1986	3.00	0.98	
		%	1991 (P)	4.81	0.99	
	(ii) Upper Primary	%	1973	0.40	0.44	
		%	1978	0.22	0.44	
		%	1986	1.67	0.64	
		%	1991 (P)	2.76	0.65	
	(iii) Secondary & hr. secondary stage	%	1973	0.08	0.37	
		%	1978	0.17	0.37	
		%	1986	0.33	0.49	
		%	1991 (P)	0.39	0.51	
(g) Coefficient of equality among scheduled castes children	(i) Classes I-V (6-11 yrs.)	%	1973	107.50	80.30	
		%	1978	114.72	81.65	
		%	1986	133.13	91.69	
		%	1991 (P)	101.41	102.74	
	(ii) Classes VI-VIII (11-14 yrs)	%	1973	61.47	33.16	
		%	1978	70.58	37.94	
		%	1986	103.18	47.95	
		%	1991 (P)	104.16	61.15	
	(h) Age specific enrolment ration	(i) 6-11 yrs	%	1973	74.81	63.17
			%	1978	76.68	64.13
			%	1986	83.41	75.89
			%	1991 (P)	80.70	51.17
(ii) 11-14 yrs		%	1973	26.40	22.08	
		%	1978	73.86	41.72	
		%	1986	80.70	51.17	
		%	1991 (P)	80.70	51.17	
(i) Wastage rates	(i) Class I-V	%	1972-76	53	63	
		%	1981-85	11	46	
		%	1984-88	-4	45	
	(ii) Class I-VIII	%	1969-86	70	77	
		%	1978-85	40	64	
		%	1981-88	19	61	

(iii) Class I-X	%	1967-76	80	85
	%	1976-85	64	77
	%	1978-88	57	75

(j) Educational pyramid of Enrolment (Ratio of enrolment in primary stages to enrolment in secondary/higher stage)	P;UP;S	1973	6:2:1	8:2:1
	"	1978	7:3:1	8:2:1
	"	1991	2:1:1	5:2:1

IX. Teachers

(a) Number of teacher

(i) Primary stage	Nos.	1973	3166	1471667
	"	1978	3620	1599162
	"	1986	4156	1815445
(ii) Upper Primary stage	Nos.	1973	1515	581606
	"	1978	1906	744918
	"	1986	2213	914872
(iii) Secondary/hr sec. stage	Nos.	1973	1936	507407
	"	1978	2057	596237
	"	1986	3625	914364
(iv) All stages	Nos.	1973	6617	2560680
	"	1978	7583	2940317
	"	1986	9994	3644681

(b) Annual growth in stage-wise teachers in school

(i) Primary stage	%	1973-78	2.72	1.68
	%	1978-86	4.14	1.60
(ii) Upper Primary stage	%	1973-78	4.70	5.07
	%	1978-86	2.91	2.60
(iii) Secondary/hr sec. stage	%	1973-78	1.22	3.28
	%	1978-86	7.98	5.49
(iv) All stages stage	%	1973-78	2.76	2.80
	%	1978-86	6.99	4.39

(c) Female teachers				
(i) Primary stage				
	%	1973	53.25	26.45
	%	1978	54.36	27.37
	%	1986	67.66	30.20
(ii) Upper Primary stage				
	%	1973	44.42	24.96
	%	1978	43.97	27.76
	%	1986	56.80	30.92
(iii) Secondary stage				
	%	1973	33.58	21.19
	%	1978	36.43	25.70
	%	1986	42.55	28.53
(iv) Hr. Secondary stage				
	%	1973	46.66	22.00
	%	1978	26.92	20.85
	%	1986	35.89	29.64
(d) Trained teachers				
(i) Primary stage				
	%	1973	66.69	84.36
	%	1978	75.33	86.27
	%	1986	80.37	86.45
(ii) Upper Primary stage				
	%	1973	63.99	83.76
	%	1978	71.83	86.67
	%	1986	86.71	87.42
(iii) Secondary stage				
	%	1973	64.41	78.13
	%	1978	78.78	88.41
	%	1986	89.20	90.02
(e) Scheduled caste teachers				
(i) Primary stage				
	%	1973	0.69	2.68
	%	1978	1.67	9.00
	%	1986	1.21	11.05
(ii) Upper Primary stage				
	%	1973	0.26	5.36
	%	1978	0.93	6.96
	%	1986	1.16	8.58
(iii) Secondary/hr sec. stage				
	%	1973	0.16	2.94
	%	1978	0.33	3.63
	%	1986	0.20	5.89
(iv) All stages stage				
	%	1973	0.00	1.85
	%	1978	2.56	2.68
	%	1986	0.66	4.83
(f) Scheduled tribes teachers				
(i) Primary Schools				
	%	1973	0.16	4.44
	%	1978	0.08	4.82
	%	1986	0.00	6.13

(ii) Upper Primary Schools	%	1973	0.07	2.46
	%	1978	0.09	3.53
	%	1986	0.09	4.66
(iii) Secondary schools	%	1973	0.21	1.36
	%	1978	0.08	1.66
	%	1986	0.02	2.54
(iv) Hr. Secondary schools	%	1973	0.00	0.74
	%	1978	0.00	0.67
	%	1986	0.00	1.33
(g) Pupil teacher ratio				
(i) Primary stage	Pupils	1973	41	42
	Per stage	1978	40	43
	"	1986	36	47
(ii) Upper Primary stage	"	1973	25	24
	"	1978	29	24
	"	1986	35	30
(iii) Secondary /hr. sec. stage	"	1973	12	15
	"	1978	10	15
	"	1986	13	16
(iv) All stages	"	1973	23	26
	"	1978	23	26
	"	1986	23	28
(h) Teacher school stage ratio				
(i) Primary stage	Teachers	1973	3	3
	Per stage	1978	3	3
	"	1986	3	3
(ii) Upper Primary stage	"	1973	4	5
	"	1978	5	5
	"	1986	5	5
(iii) Secondary /hr. sec. stage	"	1973	9	11
	"	1978	8	11
	"	1986	11	11
(iv) All stages	"	1973	4	4
	"	1978	4	4
	"	1986	5	4

X. Education in Rural Areas

(a) Rural population	%	1991	58.97	74.29
(b) (i) Institutions	%	1988	84.35	88.48

(ii) Enrolment	%	1988	46.34	79.79
(c) Upper primary				
(i) Institutions	%	1988	87.93	79.12
(ii) Enrolment	%	1988	18.68	71.01
(d) Secondary				
(i) Institutions	%	1988	64.67	70.92
(ii) Enrolment	%	1988	58.23	61.67
(e) Hr. secondary				
(i) Institutions	%	1988	37.84	44.77
(ii) Enrolment	%	1988	25.64	38.53
(f) All types of schools*				
(i) Institutions	%	1988	78.53	83.73
(ii) Enrolment	%	1988	39.52	70.13

XI. (a) Budgeted Expenditure on Education Budget (Revenue Account)

(i) Expenditure on education and training by all deptts. to total budget	%	1973-74	27.4	23.3
	%	1983-84	21.6	24.1
	%	1991-92	23.1	23.1
(ii) Plan expenditure on education of education department	%	1973-74	29.4	17.1
	%	1983-84	16.4	10.8
	%	1991-92	18.4	10.0
(iii) Plan Expenditure on education and training by all departments to total plan expenditure	%	1973-74	30.4	18.4
	%	1983-84	25.7	16.1
	%	1991-92	22.2	12.8
(b) Budget sectoral expenditure of education department				
(i) Primary education	%	1973-74	32.3	48.7
	%	1983-84	34.3	48.6
	%	1991-92	28.8	46.8
(ii) Secondary education	%	1973-74	52.9	32.1
	%	1983-84	49.5	32.4
	%	1991-92	49.5	31.1

(iii) Adult/special education	%	1973-74	0.3	0.9
	%	1983-84	0.7	1.2
	%	1991-92	0.9	1.0
(iv) University and higher education	%	1973-74	5.2	10.5
	%	1983-84	6.1	12.6
	%	1991-92	12.4	11.7
(v) Technical education	%	1973-74	5.4	3.3
	%	1983-84	5.1	2.6
	%	1991-92	5.8	3.3
(vi) Other programmes	%	1973-74	3.9	4.5
	%	1983-84	4.3	2.1
	%	1991-92	2.6	6.1

XII. Budgeted Expenditure on Education in State excluding Govt. of India Budget (Capital Account)

(a) Capital expenditure on education to total capital expenditure	%	1983-84	0.9	1.0
	%	1991-92	3.5	2.3
(b) Loans for education to total loans and advances	%	1983-84	2.3	0.2
	%	1991-92	2.5	0.1

XIII. Total Expenditure on Education (From Govt. and Non-Govt. Sources)

(a) Per capita expenditure on education (at current Prices)	Rs	1973-74	61.78	27.00
	"	1983-84	184.43	78.97
(b) Educational expenditure to State income (at current Prices)	%	1973-74	4.82	2.73
	"	1983-84	4.34	3.00
(c) Recurring expenditure to total expenditure on education	%	1973-74	92.45	87.74
	"	1983-84	91.60	95.40
(d) Expenditure on education by objects (at current prices) education				

(i) Salaries to teachers	%	1973-74	70.0	75.3
	"	1983-84	67.2	75.2
(ii) Salaries to other staff	%	1973-74	9.7	10.5
	"	1983-84	18.5	10.9
(iii) Maintenance of equipment and other items	%	1973-74	12.7	3.7
	"	1983-84	0.4	0.7
(iv) Expenditure on direction and inspection to total expenditure on education	%	1973-74	2.5	2.1
	"	1983-84	2.7	1.5
(v) Other items teachers	%	1973-74	5.1	8.5
	"	1983-84	11.2	11.7
(d) Per pupil recurring cost (at current prices)				
(i) Primary schools	Rs.	1973-74	148.1	72.3
	"	1983-84	459.0	217.1
	"	1987-88	1325.3	339.7
(ii) Upper primary schools	%	1973-74	112.5	110.6
	"	1983-84	205.8	285.1
	"	1987-88	467.2	429.7
(iii) Secondary/hr. secondary schools	%	1987-74	240.7	213.6
	"	1983-84	482.1	578.4
	"	1987-88	1046.0	771.5

Notes : (i) Indicators have been developed on the basis of the latest data available at the national levels.

(ii) In certain cases, the data given in indicators may not tally with the data given in the report due to different sources and definitions.

(iii) Data prior to 1986 pertains to Goa, Daman & Diu.