

GOVERNMENT OF GOA

DIRECTORATE OF EDUCATION

OPERATION BLACKBOARD
(1987-88)

**PROJECT REPORT FOR SATTARI AND CANACONA
BLOCKS AND URBAN AREA OF SANGUEM**

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STATE SURVEY UNIT
DIRECTORATE OF EDUCATION
PANAJI

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**STATE SURVEY UNIT
DIRECTORATE OF EDUCATION
PANAJI**

Sub. National Systems Unit,
National Institute of Educational
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GOVERNMENT OF GOA
DIRECTORATE OF EDUCATION

PROJECT REPORT

ON

'Operation
Blackboard'

(1987-88)

IN

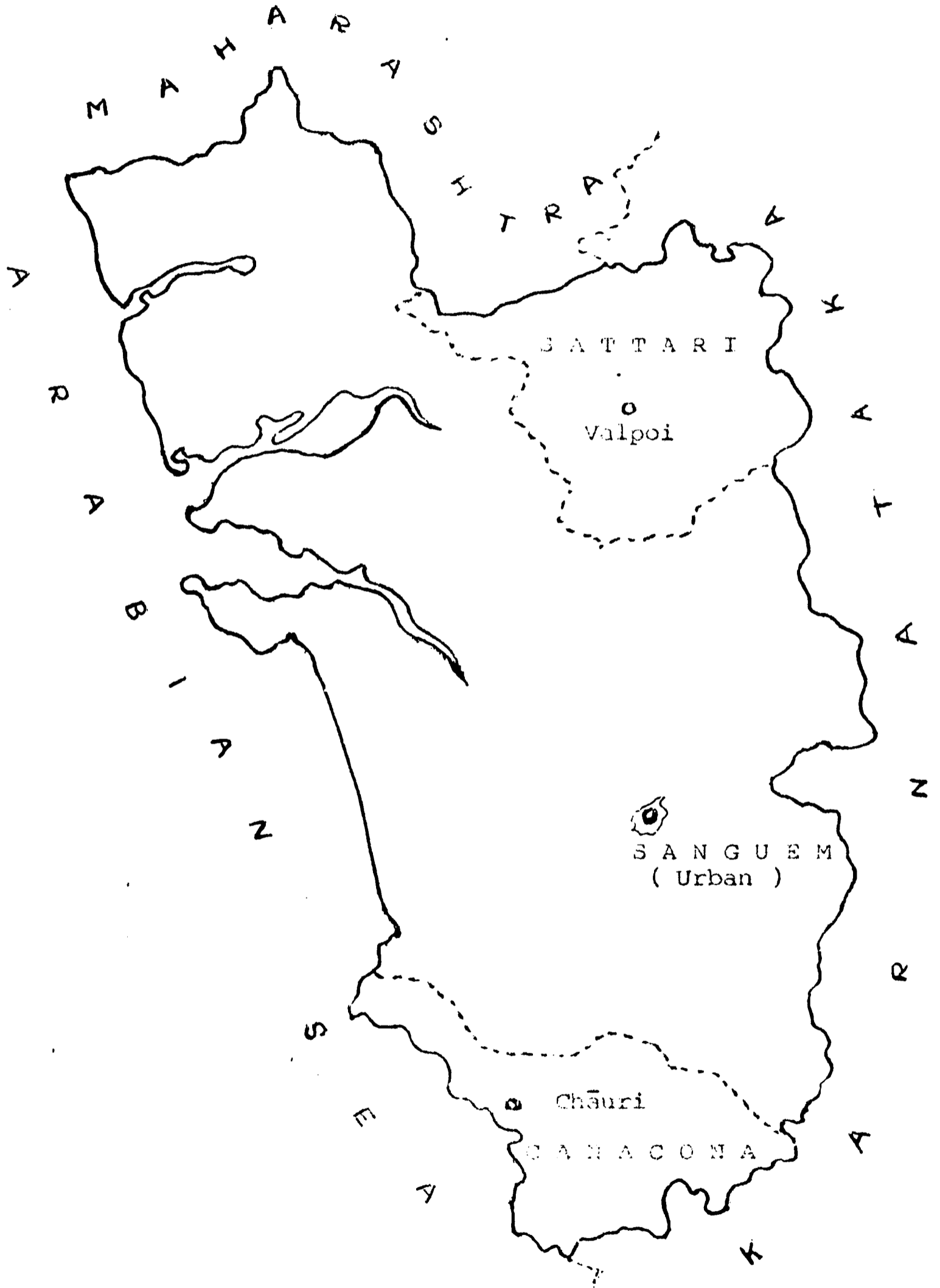
SATTARI, CANACONA BLOCKS
AND SANGUEM (URBAN AREA)

GOA - STATE

OPERATION BLACKBOARD

(1987-88)

Talukas and areas selected



GOVERNMENT OF GOA
DIRECTORATE OF EDUCATION

OPERATION BLACKBOARD
(1987-88)

PROJECT REPORT FOR
SATTARI AND CANACONA BLOCKS
AND URBAN AREA OF SANGUEM

STATE SURVEY UNIT
DIRECTORATE OF EDUCATION
PANAJI.

PREFACE

The National Policy on Education, 1986 gives an unconditional priority to the universalisation of elementary education for pupils upto 14 years of age in consonance with the directive principles of the constitution that provide for free and compulsory education to all children until they complete the age of 14 years. Thus, it is necessary to ensure that all the children who attain the age of 11 years by 1990 would have 5 years of schooling, or its equivalent, and by 1995 all children upto the age of 14 years will be covered under free and compulsory education upto upper primary level. The National Policy on Education - 1986 also envisages substantial improvement in the quality of education.

For the improvement of quality of education the following programme has been suggested in the programme of action:

- i) Improvement in the content knowledge of teachers and educational process.
- ii) Provision of school buildings and other facilities.
- iii) Provision of additional teachers and their comprehensive training.

Keeping in view the directives mentioned in the programme of action a phased drive symbolically called 'Operation Blackboard' has been evolved which aims at

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improvement in facilities in primary and upper primary schools. It lays down minimum level of facilities to be provided as also minimum level of funding for opening new schools in future. The present report is delimited to the status survey of primary schools upto the standard IV in the blocks selected for implementation of 'Operation Blackboard' during 1987-88.

In accordance with the guidelines issued by the Ministry of Human Resource Development and the National Council of Educational Research and Training, New Delhi, a survey of facilities available in various primary schools both Government and Non-Government was undertaken in the selected talukas of Sattari and Canacona as also one Municipal area viz. that of Sanguem town in which the scheme 'Operation Blackboard' has to be implemented during 1987-88. For the next academic year, another three blocks will be selected for implementing the scheme and during the academic year 1989-90 all the remaining blocks(5) of the State shall be covered under the scheme.

This report presents the data in respect of the two blocks viz. Sattari and Canacona as also the urban area of Sanguem selected for the year 1987-88 for implementing the scheme 'Operation Blackboard'. The above talukas were selected being somewhat backward in comparison with other parts of the State.

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My thanks are due to S/Shri C.R.Gawas, S.S.Rane, R.N.Nayak, the Block Education Officers in respect of Sattari, Canacona and Sanguem blocks respectively for their cooperation and help in collecting the data. The analysis of the data and the report have been prepared by the State Survey Officer of this Directorate without whose co-operation the project report would not have been available at a short notice.

I hope the report shall be very useful to all the field agencies responsible for implementing the scheme 'Operation Blackboard' with a sense of urgency, as required within the framework of the National Policy on Education-1986.



(S.V.Kurade)
Director.

DIRECTORATE OF EDUCATION - GOA
OPERATION BLACKBOARD - (1987-88)

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CHAPTER - I

INTRODUCTION

The term 'Operation Blackboard' means much more than a project to equip our rural primary schools with the basic minimum hardware like a good usable blackboard, instructional aids and material, an in-expensive kit of apparatus for Science teaching, etc. as also provision of physical facilities by way of good school buildings of at least two classrooms for providing a proper, all-season shelter for the classroom work. It is an open expression of a resolve to strive hard towards and establish equality of educational opportunities even in the utmost backward and difficult rural areas. 'Operation Blackboard' also implies an awareness of a sense of urgency towards achieving the goals kept in view.

1.2 Components of 'Operation Blackboard' (O.B.)

The scheme aims at substantial improvement in facilities in primary education and lays down minimum level of facilities to be provided in all the primary schools already established. It also prescribes the minimum level of funding for the new primary schools which may be required to be opened in future. The three interdependent components of the scheme 'Operation Blackboard' are as follows.

- 1) Provision of at least two reasonably large rooms that are usable in all-weather conditions with a

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deep verandah alongwith separate toilet facilities for boys and girls.

- 2) Provision of at least two teachers, as far as possible one of them a woman, in every primary school .
- 3) Provision of essential teaching and learning material including blackboards, maps , charts, a small library, toys and games and some equipment for work experience.

The scheme has to be implemented in a phased manner in all the urban areas as also all the villages. The scope of the scheme is confined to primary schools (upto Std. IV) in this State. Upper primary schools and secondary schools, even if they have classes I to IV are not covered under this scheme.

The coverage of 'Operation Blackboard' is to be extended to all primary schools run by Government, local bodies, Panchayat Raj institutions and recognised aided institutions. The scheme is essentially meant for educational institutions which have remained deprived of facilities and adequate resources in the past.

1.3 Selection of Blocks and Municipal areas

The scheme 'Operation Blackboard' has to be implemented in our State so as to cover all the blocks inclusive of all the municipal areas within coming three years, commencing the current academic year 1987-88. As per the directives from MHRD, Govt. of India, 20 percent of the

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blocks and municipal areas were to be selected for implementing the scheme during 1987-88 giving preference to the selection of educationally disadvantaged and backward blocks in the first instance. During the subsequent years viz. 1988-89 and 1989-90, 30 percent and 50 percent of the blocks are to be selected for implementing the 'Operation Blackboard'. Thus by 1990, all the blocks in the State shall be covered under the scheme.

During the current academic year out of 10 blocks in the State, two blocks viz. Sattari and Canacona have been selected. In addition the municipal area of Sanguem has also been selected for implementation of the Operation Blackboard.

1.4 Survey of existing facilities under OB

Survey of existing educational facilities by way of school buildings, teachers, educational aids and equipments, etc. was conducted as recommended by the NCERT during August-September 1987 with 30th September, 86 as the reference date and covering all the recognised schools catering to primary education.

The results of the survey are presented in this report in two parts for each block separately ; Part I - relating to the availability of facilities for primary education in the block by way of school building, teachers, teaching aids, sports equipment etc.etc. and Part II - the remaining data regarding additional buildings, teachers,

teaching/learning materials, sports equipment etc.necessary for providing minimum facilities to the primary schools in the block in terms of the 'Operation Blackboard'. Thus, the report tries to analyse blockwise and municipal area-wise data concerning existing facilities as well as deficiencies.

Based on the results of this survey the Government of Goa is very keen to make good the deficiencies at the earliest to meet the challenge of taking primary and upper primary education to the backward areas in the first instance where people are somewhat ignorant of the role the education can play in their lives. The Government ^{is} also aware that _L providing basic facilities wherever they are deficient would only constitute a beginning. The task of improving the quality of education by undertaking research and development projects for generating an appropriate pedagogy and for designing effective methods of teacher-training is also equally important. The State Institute of Education will also play its role effectively in the matter of improving the quality of education.

A copy of the guide-lines received from the Ministry of Human Resource Development, Govt.of India, New Delhi is also appended at the end of the report as Annexure-III. The guidelines specify clearly the minimum norms for provision of various facilities to the primary schools by way of buildings, teachers as also teaching aids, sports equipment etc. The funding arrangements from different sources such as the State Department of Education, Rural Development Agency, Govt.of India(M.H.R.D.)are also indicated in these guidelines.

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OPERATION BLACKBOARD

(1987 - 88)

SATTARI BLOCK

C H A P T E R - I I

OPERATION BLACKBOARD IN SATTARI BLOCK EXISTING FACILITIES AS ON 30/9/1986.

2.1 General Background

Sattari is one of the backward blocks of Goa, situated on the Northern border of the State adjoining the States of Maharashtra and Karnataka. There is no urban area in the block. The total number of revenue villages in the block is 82 of which 3 villages are uninhabited. The total population of the block is 40,838 as per the census of 1981 and is considered entirely rural. The area of the block comprises 490.3 sq.kms., the population density being 83 persons per sq.km. which is the second lowest in the State. The total number of persons belonging to the Schedule Castes is 948 or 2.32% of the total population according to the census of 1981. The number of persons belonging to the Schedule Tribes is negligible(4). However, majority of the population of the block is very much economically backward and is engaged in activities such as small cultivations including Kumeri(shifting) cultivation, agricultural labour, forestry, forest-labour, goat-keeping etc.

The literacy rate is the lowest in Sattari block namely 39%, the female literacy being yet quite low namely in the vicinity of 27% as per the census of 1981. The

people are very much hardworking, honest yet socially deprived because of their low educational background and resultant economic backwardness.

There is thick forestry in the block as also heavy rainfall to the tune of about 440 cms per annum. The principal crops are paddy, Ragi, Coconut, Cashewnut, Bananas, etc., as in other parts of the State. There is no industry in the block worth mentioning, excluding the branch of Telco viz. Automobile Corporation of Goa Ltd., Honda which manufactures press components for Tata Diesel vehicles, employing about 450 persons and Goa Auto Assessories Ltd. also at Honda manufacturing auto-spare parts employing about 200 workers.

The availability of important civic amenities/ facilities such as Post and Telegraph Offices, Market places, assessibility of villages by pukka roads, availability of Power Supply in the villages, etc. are shown in table 2.1 below:

Table 2.1 : Availability of some civic amenities

Amenity	No. and percentage of villages in which it is available	Percentage of population served.
Medical	21 26.6	100.0
Post and Telegraph	9 11.4	34.5
Market (One at Valpoi)	72 90.0	81.6
Approach by pukka road	56 70.0	84.2
Power supply	79 100.0	67.0
Total no. of inhabited villages.	79 100.0	(Popu. 40,838) → 100.8

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2.2 Educational Facilities in the block :

The table below presents the Educational facilities available in the block.

Table 2.2 : Educational facilities in the block

Type of Institution	No. of institutions/ schools.
Pre-primary schools (Govt.: 5) (Pvt. : 1)	6
Anganwadies (ICDS)	63
Primary schools upto Class-IV Govt.: 91 Pvt. : 1	92
Ashram schools	Nil
Upper Pry. (Middle) Schools Govt.: 13 Pvt. : 1	14
Secondary schools Govt. : 6 Pvt. : 5	11
Junior colleges/Higher Secondary Schools. Govt.: 1	1
Colleges	Nil
Technical Institutes- I.T.I. Govt. : 1	1

The facilities of primary education are available practically in every village which need be updated by providing suitable equipments. There is only one Higher Secondary School in the entire taluka. No facilities for collegiate or higher education of any kind exist in the block and students who are desirous of availing higher education have to travel about 40 kms. to come to Mapusa where such facilities are available.

Table 2.3 below presents the number of pre-primary, primary, upper primary(middle), secondary & higher secondary sections available in the block as also total enrolment, sex-wise as on 30-9-1986 according to different media of instructions used in the block.

Table 2.3 : No.of sections of various stages of education and enrolment.

Stage of Education	No.of sections in different media of instructions				Total Enrolment		
	Mara- thi	Eng- lish	Urdu	Total	Boys	Girls	Total
Pre-primary including Anganwadi	68	1	-	69	N.A.	N.A.	N.A.
Primary	97	5	4	106	3288	3029	6317
Upper Primary	7	19	1	27	1756	1144	2900
High School	4	8	1	13	886	436	1322
Higher Secondary	-	1	-	1	50	39	89

The situation as regards availability of educational facilities upto higher secondary stage as also number of students availing the same will be clear from the table Nos. 2.2 and 2.3 above.

There are no facilities of technical education in the block with the exception of one Industrial Training Institute located at Honda which has an intake capacity of 150 students per year and trains students in diversified courses such as turning, fitting, welding, plumbing, electrician's course and diesel mechanics.

2.3 Retention at Primary stage of Education :

Table 2.4 below shows enrolment in Class-I over 1979-80 to 1986-87 as also percentage of students that continued their education further in Classes-II, III & IV.

Table 2.4 : Yearwise enrolment in Class-I and percentage of pupils that continued in classes-II, III & IV during subsequent years in Sattari block. :

Year	Enrolment in Class-I	Percentage of pupil that continued further in		
		Class-II	Class-III	Class-IV
1979-80	1557	85.7	70.9	53.9
1980-81	1698	108.1	74.4	59.0
1981-82	1499	136.6	89.1	71.4
1982-83	1648	144.7	84.7	72.5
1983-84	1251	157.0	119.7	120.2
1984-85	1578	129.7	114.6	-
1985-86	1577	90.2	-	-
1986-87	1582	-	-	-

Out of pupils who enrolled themselves in Std.I in the year 1979-80, only 53.9% reached standard IVth. During the year 1980-81 instructions were issued concerning no detention of pupil in Std.I of primary education, as a result of which percentages above 100 are noted in the above table against Std.II because of pupil from Std.I being promoted to Std.II as also pupil from Std.II who were detained in the same standard for lack of adequate performance worth promotion to Std.III. Subsequently

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instructions were issued concerning no detention of pupil in Std.II also, as a result percentages shown against Std.III for the year 1983-84 and 1984-85 also work out to above 100% on the grounds mentioned above.

However, yet looking to the percentage retention in Std.IVth, which is 120.2 in comparison with the enrolment in Std.I, 3 years before; during 1983-84, the latest year for which the retention data is available; the situation appears to be quite well. Also gradual improvement is noticed in the percentage of students retained upto standard IV in comparison with those enrolled 3 years earlier from about 54 percent for the year 1979-80 to more than cent per cent in the year 1983-84. However, from the angle of universalisation of primary education we must see that this percentage ^{is maintained at} ~~is~~ ^{100%} ~~to~~ ^{100%}

2.4 Enrolment at different stages as percentage to the population in the respective age groups :

The table below presents data on enrolment at various stages of education available in the block in comparison with the corresponding total number of boys and girls in the respective age-groups. The percentage enrolment at the primary stage appears to be more than 100 percent because of detentions at the primary stage in case of a number of pupil.

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Table 2.5 : Enrolment at different stages as percentage to the population in the respective age groups.

Stage of Education	Age group in Years	Estimated no. of children in the age group as on 30/9/86.			Enrolment (Absolute and Percentage) at the stage as on 30/9/86.		
		Boys	Girls	Total	Boys	Girls	Total
Primary (Stds. I - IV)	5-9	2400	2306	4706	3288 (137%)	3029 (131%)	6317 (134%)
Upper Primary (Middle) (Stds. V - VII)	9-12	1697	1632	3329	1756 (103%)	1144 (70%)	2900 (87%)
Secondary (Stds. VIII-X)	12-15	1809	1762	3561	886 (49%)	836 (25%)	1322 (37%)
Higher Secondary (Stds. XI - XII)	15-17	1083	1111	2194	50 (4.6%)	39 (3.5%)	89 (4.1%)

It may be noted that even though about 87 percent of the pupil in the age group 9-12 years are enrolled at middle stage of education, yet the percentage enrolment in the respective age-group at secondary stage is hardly 37 percent. Thus from the above table, sizable drop-outs are noticed after the primary stage of education, dropping out after middle education appears to be a very common phenomenon and leaving education after secondary stage appears to be a universal thinking in the block. The percentage of pupil enrolled at the higher secondary stage to the respective age group population is hardly 4 percent.

2.5 Administration of Primary Schools

The table below gives the distribution of 92 primary schools functioning in the block according to type of management.

Table 2.6 : Administrationwise distribution of Primary Schools.

Types of administration	No.of Schools	Percentage
Government	91	98.9
Zilla Parishad	Nil	0.0
Municipal	Nil	0.0
Private aided	Nil	0.0
Private unaided	1	1.1
Total:	92	100.0

Almost entire primary school system in the taluka is run by the Government of Goa. There is only one primary school which does not receive any grant from the Government and is run by a Private Convent Management. All these schools are complete primary schools as they have all the standards I - IV in each of them. Out of all the 92 primary schools 39(42.4%) run in two shifts and the remaining run as regular schools.

2.6 Number of Divisions and Teachers :

contd.....14

Table 2.7 : Number of divisions of classes
I - IV in the Primary schools.

Class	Total no.of divisions
I	94
II	94
III	94
IV	94
Total:	376

There are only 2 primary schools which have two divisions each of standards I to IV. All the other 90 schools have one division of each of standards I to IV.

All these classes, including divisions numbering 376 are managed by only 177 primary teachers. The following table shows primary schools classified according to the number of teachers employed in them:

Table 2.8 : No.of Primary Schools according to
no.of teachers working

No.of teachers	No.of primary schools	Percentage
One	32	34.8
Two	45	48.9
Three	9	9.8
Four	6	6.5
Five and above	Nil	0.0
Total :	92	100.0

Thus more than 82 percent of the primary schools are having two teachers or less. Of these 31.5 percent schools are single teacher schools. The number of schools having one teacher for every standard is only 6.5 percent.

2.7 Accommodation for Primary Schools and condition of class rooms

Data regarding type of accommodation for different primary schools, total number of rooms inclusive of staff-rooms, etc. and condition of class-rooms are presented in tables 2.9 and 2.10 below.:

Table 2.9 : Accommodationwise distribution of primary school rooms

Type of accommodation	No. of rooms	Percentage
Owned by the Government	140	96.5
Rented premises	4	2.8
Donated/rent-free by villagers	Nil	0.0
A rent free public place	Nil	0.0
A) Temple	1	0.7
B) Grampanchayat office	Nil	0.0
Total no. of rooms	145	100.0

Out of 145 rooms mentioned above B are used as staff rooms for teachers.

The 92 primary schools in the block which have 376 divisions are accommodated in 137 class-rooms which are classified as per their condition below.

Table 2.10 : Condition of classrooms

Condition of rooms	No.of classrooms	Percentage
Good	132	96.4
Average, can be pulled on with them	3	2.2
Very bad, calling for urgent repairs	2	1.4
Total No.of rooms	137	100.0

It would be clear from the above table that the condition of about 96% classrooms is quite good where teaching can progress without difficulty.

2.8 Availability of benches in the schools :

Table 2.11 : Availability of benches in the schools

Benches available for	No.of schools	Percentage
a)All the pupils	22	23.9
b)For more than 50% of the pupils	19	20.7
c)For less than 50% of the pupils	42	45.6
d)For none of the pupils	9	9.8
Total no.of schools :	92	100.0

It would be seen from the above table that the seating arrangements by way of benches, which are either

two seaters or three seaters, in adequate quantity is there for about 24 percent of schools only. About 76 percent of the schools do not have adequate benches for the pupil of which 9, or 10 percent, of the schools do not have any seating arrangement for the pupil. The pupil in these 9 schools are required to sit on bare-ground.

2.9 Drinking water availability :

Table 2.12 below shows the distribution of schools as per type of facility for drinking-water, available to the pupils.

Table 2.12 : Availability of drinking water in the schools

Type of facility	No.of schools in which available.	Percentage
Water cooler	Nil	0.0
Tap water	19	20.7
A pump on close-by well	Nil	0.0
A well without a pump	5	5.4
Vessels/earthen pots to store water.	64	69.6
Tube-wells	4	4.3
No facilities at all	Nil	0.0
Total No.of schools	92	100.00

In almost 70 percent of the schools drinking water is made available to the pupil using vessels made of copper, stainless-steel, plastic or even earthen pots. About 21 percent of the schools are having a water-tap connection near the school. Well water from near-by dug well is used in case of 5 schools and 4 schools have tube-well facilities

as source of drinking water.

2.10 Availability of urinals :

Table 2.13 : Availability of urinals in the schools.

Type of facility	No.of schools in which available.	Percentage
A common urinal for boys and girls	14	15.2
Urinal for boys only	Nil	0.0
Urinal for girls only	Nil	0.0
No facility at all	78	84.8
Total No.of schools	92	100.0

About 85 percent of the schools do not have any urinal facilities and the pupils, both boys and girls have to pass water at a nearby place. Most of these schools had a urinal facility but now it is in broken and unusable condition. Urinal facilities by way of common urinals for both boys and girls are there at present for 14(15%)schools. There are no facilities of urinals for girls alone in the block at any primary schools.

2.11 Playgrounds :

Table 2.14 below shows the distribution of primary schools according to availability of playground area.

Table 2.14 : Area-wise distribution of playgrounds

Area of Playground	No. of schools in which available	Percentage
Less than 100 sq.mts.	15	16.3
100 to 500 sq.mts.	24	26.0
More than 500 sq.mts..	38	41.3
No playground at all	15	16.3
Total number of schools	92	100.0

About 41% of the schools have playground of more than 500 sq.mts. area available to the pupils. Fifteen schools do not have any playground facility at all. Another fifteen schools have the playground area of less than 100 sq. mts. nearby their schools where the children avail of P.T. lessons. It may be mentioned that only 7 schools have playground of their own admeasuring more than 500 sq.mts.

2.12 Availability of Instructional Material, newspapers etc. :

Teaching material such as syllabi, text-books, teachers' handbooks are available in some of the schools as shown below:

Table 2.15 : Availability of instructional material in the Block

Type of material	No. of schools in which available	Percentage
Syllabi	28	30.4
textbooks	28	30.4
Teachers' handbooks	36	39.2
Total No. of schools:	92	100.0

Out of 92 schools only 28 schools have been provided with syllabi and text-books concerning primary education. Teachers' handbooks have been provided to only 36 schools.

As regards availability of newspapers, periodicals, journals etc. to teachers or children, the same are available only in one school viz. Fatima Convent Primary school (private unaided). At present there is no financial provision to acquire newspapers, periodicals or journals etc. for Govt. Primary schools. However depending upon the number of copies, the Block Education Officers distribute one copy each to Govt. primary school, of the Magazine 'Nava Parva' released by the Directorate of Information of the State.

2.13 Availability of teaching aids and equipment

Table below presents the number of schools in column 4 in which different kinds of teaching aids, kits, play-material and toys, tool boxes, audio equipment etc. is available. The quantity of material available in the Block is shown in column 3 against each item.

Table 2.16 : Availability of teaching aids, kits, equipments etc.

Sr. No.	Material	No. available in all the schools.	No. of schools where it is available.	Percentage.
1	2	3	4	5
<u>I. Classroom Teaching Material</u>				
	Map of the district	Nil	Nil	0.0
	Map of the State	28	28	30.4
	Map of India	19	19	20.7

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1	2	3	4	5
	Map of World	Nil	Nil	0.0
	Globe of the Earth	19	19	20.7
	Educational Charts (Health, Social studies, languages)	505	54	58.7
<u>II. Play Material & Toys</u>				
	Wisdom blocks	2	2	2.2
	Birds & animals puzzle	Nil	Nil	0.0
	Toys(dolls; human, Animal figures; science toys)	Nil	Nil	0.0
<u>III. Science Equipments etc.</u>				
	Balance and weights	9	9	9.8
	Lenses	4	4	4.4
	Magnet	2	2	2.2
	Measuring tape	8	8	8.7
	Charts on Nutrition, Cleanliness, Language etc.	74	11	11.9
	Primary Science kit	91	91	98.5
	Mini tool box	Nil	Nil	0.0
	Maps of other States/ Districts	231	62	67.4
	Minitool kit(NCERT)	Nil	Nil	0.0
	Mathematics kits	Nil	Nil	0.0
	School bell	23	23	25.0
<hr/>				
	Total Number of Schools	-	92	100.0
<hr/>				

It can be seen from the above table that majority of the schools suffer from lack of adequate teaching aids. Primary Science kits however, have been provided to all the Govt. Primary Schools in the Block. Measuring tapes

have also been provided to remaining 83 Govt. Primary schools during July, 1987. Also two-in-one radio-tape-recorder sets have been provided to all the Govt. Primary Schools in the block in August, 1987.

2.14 Sports & Games Equipments :

Sports and games material is available in good majority of schools as shown below.:

Table 2.17 : Availability of sports material

No.	Item	No. of schools where it is available	Percentage
1.	Football *	41	44.6
2.	Volleyball *	63	68.5
3.	Rubber ball *	26	28.3
4.	Skipping rope *	71	77.2
5.	Ring *	68	73.9
6.	Swings with tyre	Nil	0.0
7.	Air Pump	Nil	0.0
8.	Lazims	22	23.9
9.	Dumbels	22	23.9
10.	Tiprees	Nil	0.0
11.	'Ghungurkathi'(play sticks)	Nil	0.0
12.	Khanjiri	Nil	0.0
13.	Halgi	Nil	0.0
14.	Dhol(Drum)	Nil	0.0
15.	Dholak or Tabla	Nil	0.0
16.	Harmonium	Nil	0.0
Total No. of schools		92	100.0

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* Football, Volleyball, Rubber ball, Skipping rope and Rings have been supplied to all the remaining Govt. Primary schools in June 1987. None of the primary schools in the block are having any musical instruments.

2.15 Conclusion :

It would be clear from the forgoing paras that a number of primary schools lack adequate teaching material, periodicals journals etc. even in terms of the minimum quantum now prescribed under the Operation Blackboard. What has been thus far achieved is the exposure of the traditional non-learners to the system of formal education. A number of pupil get detained at the primary stage of education for more than 4 years because of (1)irregular attendance at school on part of a number of pupil; (2)lack of adequate teaching aids (3)lack of adequate incentives to pupil for regular attendance at school.

It has been a common experience that improvement in attendance is noticed wherever the scheme of mid-day meals is introduced. For lack of adequate funds this scheme could be implemented only in 22 remote and backward schools during the year 1986-87. It is felt, if the mid-day meals scheme is extended to more schools, the attendance as also performance by the primary school pupil in the block will improve. Also because of poverty, a number of children cannot purchase their own text-books, exercise books, note books etc. Text-books are however provided from the

book banks. There is a scheme at present to provide some monetary grant for the purpose. However the amount provided per pupil is grossly inadequate and needs be enhanced in tune with the current costs.

Thus concerted efforts to ensure that the pupil from the concerned age-group remain in the school, receive a good quality education and perform on par with other socially advanced communities need be undertaken urgently. The State Government is very keen to remove the academic problems of the teachers as also students in the backward blocks such as Sattari. The next chapter describes some concrete suggestions regarding improvement of schooling facilities as also quality of education provided at the primary level, in the block.

CHAPTER - III

GUIDELINES FOR ACTION PLAN

SATTARI BLOCK

3.1 Introduction

The discussion in the previous chapter gives vivid picture as regards the shortage of various kinds of teaching facilities in the block. The present condition of the materials already supplied to the schools is also a point to ponder over. The block as a result is lagging markedly behind others as regards compulsory enrolment at primary and upper primary schools from the concerned age-groups in the population, as well as attainment levels.

Even though we are not to start from a scratch, as facilities by way of at least one primary school in every village already exist, most of the Government primary schools (96%) are housed in buildings owned by Government and in a good condition. Yet the situation calls for immediate action covering all the Government primary schools as well as the private unaided single school as regards provision of adequate teaching aids and equipments. Keeping in view the list of minimum equipment that is necessary to be provided at each primary school; table No.3.6 presents the detailed list of educational equipment required in Sattari Block.

However, as the 'Operation Blackboard' has three

components viz.:

- I) Construction of school buildings wherever adequate facilities are not there. This also includes provision of at least 2 reasonably large rooms usable in all-weather-conditions, with a deep verandah of about 10 feet width, alongwith separate toilet facilities for boys and girls.
- II) Provision of atleast two teachers, of whom there will be atleast 1 woman teacher, in case of all the single teacher schools in the block.
- III) Provision of essential teaching and learning material which includes blackboard, maps, charts, library books, toys, games material and equipments, etc.

We have worked out the requirements in respect of these three components separately both in physical and financial terms which are discussed below.:-

I) Construction of buildings for Primary Schools :

The following 4 Government primary schools are at present functioning in rented premises which are not quite suiting to the requirement, need be provided with suitable school buildings:

contd....27

Table 3.1 : Construction of Buildings

Sr. No.	Name of the school	Enrolment	No. of teachers
1.	G.P.S. Gaulmale, Valguem Fatodem	17	1
2.	G.P.S. Gundelwada, Velus	37	2
3.	G.P.S., Nagvem, Valpoi	35	2
4.	G.P.S., Harijanwada, Thane	29	1

As per the norms prescribed by the Ministry of Human Resource Development, New Delhi, the above schools need be provided with two classrooms and deep varandah of about 10 ft. each. For the school mentioned at serial No. 4 quotations are already invited to construct one room at a cost of about Rs. 0.75 lakh. Three of the above schools are at present functioning in a single class-room taken on rent in private premises which are quite inadequate and one of them is functioning in a temple.

The total cost of construction for providing each of the above four schools with minimum suitable buildings as recommended under Operation Blackboard works out to Rs. 6.00 lakhs at the rate of Rs. 1.50 lakh per school for construction of two rooms and a deep varandah.

In addition a number of Government primary schools totalling to 31 with all the four standards at each of them are at present functioning in a single room. As per the norms prescribed under the Operation Blackboard at least one more room and varandah as specified above need be

constructed at these schools. Table 3.2 below shows the location and enrolment at these schools. Schools mentioned at serial 1 to 22 are single-teacher schools and those mentioned from serial no.23-34 are two teacher schools. Enrolment at these schools is also mentioned against the respective school.

Table 3.2 : List of single-room Govt.Primary Schools in Sattari.

A) Single Teacher Schools	Enrolment 1986-87
1. G.P.S.Bhironda	30
2. G.P.S.Keri(Urdu)	9
3. G.P.S. Singne, Thane	21
4. G.P.S. Shelap-Thane	20
5. G.P.S. Naneli	17
6. G.P.S. Riye	15
7. G.P.S. Maloli	33
8. G.P.S. Kodai	14
9. G.P.S. Shir	30
10. G.P.S. Kumthol	29
11. G.P.S. Bimbal	32
12. G.P.S. Gavane	10
13. G.P.S. Maingini	32
14. G.P.S. Shelmelavali	18
15. G.P.S. Dhamshe'	34
16. G.P.S. Uste	33
17. G.P.S. Ovaliye	14
18. G.P.S. Hivre Khurd	29
19. G.P.S. Nanoda Bamber	31
20. G.P.S. Dhada	37
21. G.P.S. Padoshe	52

Single Teacher Schools	Enrolment
------------------------	-----------

22. G.P.S. Karmali budruk	56
---------------------------	----

B) Two Teacher Schools	Enrolment
------------------------	-----------

23. G.P.S. Dhonkolwada	57
------------------------	----

24. G.P.S. Betkikarwada	37
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25. G.P.S. Kumarkhan	38
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26. G.P.S. Brahmakarmali	35
--------------------------	----

27. G.P.S. Gaonkarwade-Bhuipal	47
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28. G.P.S. Golali	34
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29. G.P.S. Kankire	44
--------------------	----

30. G.P.S. Madai	37
------------------	----

31. G.P.S. Dabose	37
-------------------	----

32. G.P.S. Mormune	38
--------------------	----

33. G.P.S. Dhatwada-Padoshe	37
-----------------------------	----

34. G.P.S. Khotode	47
--------------------	----

Thus an amount of Rs.25.50 lakh would be required to provide one more room and necessary varandah^{etc.} to each of the schools mentioned above at the cost of Rs.0.75 lakh for each room and varandah adjoining it.

Also there are about 7 schools which are at present functioning in 2 room school buildings where the enrolment has out-grown sufficiently so as to necessitate construction of additional 2 rooms to run the school as regular schools. At present these schools are being run in double shifts.

contd.....30

Table 3.3 below indicates such schools along with their present enrolment as also number of teachers working.

Table 3.3 : List of Govt. Primary Schools with two or more rooms needing extension

Sr. No.	Name of the school	Enrolment (Sept. 1986)	No. of teachers.
1.	G.P.S., Gaokarwada-Honda	102	3
2.	G.P.S., Morle	124	4
3.	G.P.S., Keri (Marathi)	139	4
4.	G.P.S., Ghoteli No.1	128	3
5.	G.P.S., Massorde	86	3
6.	G.P.S., Mause	137	4
7.	G.P.S., Pal	126	3

Thus for the schools mentioned above 14 rooms alongwith necessary varandah ^{etc.} may be constructed which may need additional amount of Rs.10.50 lakhs. During the subsequent year i.e. 1987-88 the enrolments at the above schools have shown increasing trend.

Thus the cost of providing adequate number of class-rooms to each of the schools mentioned in tables 3.1 and 3.2 above where construction of two rooms and construction of additional one room respectively to provide each of these schools with minimum 2 class-rooms as suggested in the guidelines, works out to Rs.31.50 lakh, at the rate of an estimate cost of Rs.0.75 lakh per room.

Also additional Rs.10.50 lakhs may be necessary for construction of 2 additional rooms at schools which are already having 2 class-room school buildings as shown at Table 3.3 above.

As regards the single private unaided primary school there is no problem regarding accommodation. The school management have made arrangements to provide adequate rooms for the primary school.

II. Provision of one more teacher to all single teacher schools :

As stated earlier all the single teacher primary schools, in the selected blocks are to be provided with one more teacher under the scheme 'Operation Blackboard'. The table 3.4 below presents the list of all the single teacher schools in the block as on 30th September, 1986 as required, indicating the enrolment at these schools as also the media in which these schools are run.

Table 3.4 : Requirement of Primary teachers in respect of single teacher schools.

Sr.No.	Name of the primary school	Enrolment	Medium
1	2	3	4
1.	G.P.S. Bhironde	30	Marathi
2.	G.P.S. Keri Urdu	9	Urdu
3.	G.P.S. Singane	21	Marathi
4.	G.P.S. Shelap-Thane	20	"
5.	G.P.S. Naneli	17	"

contd...32

1	2	3	4
6.	G.P.S. Harijanwada, Thane	29	Marathi
7.	G.P.S. Hiverekherd	29	"
8.	G.P.S. Riye	15	"
9.	G.P.S. Gongurli	30	"
10.	G.P.S. Nanoda Bambar	31	"
11.	G.P.S. Maloli	33	"
12.	G.P.S. Derode	11	"
13.	G.P.S. Satre	13	"
14.	G.P.S. Kodai	14	"
15.	G.P.S. Dharkhand	37	"
16.	G.P.S. Karmali Budruk	56	"
17.	G.P.S. Bandirwada	30	"
18.	G.P.S. Karanzol	34	"
19.	G.P.S. Gaulmala Velgue	17	"
20.	G.P.S. Bimbal	32	"
21.	G.P.S. Gawane	10	"
22.	G.P.S. Maingini	32	"
23.	G.P.S. Shelmelawali	18	"
24.	G.P.S. Dhamshe	34	"
25.	G.P.S. Ovaliye	14	"
26.	G.P.S. Uste	33	"
27.	G.P.S. Temkarwada	21	"
28.	G.P.S. Satode	35	"
29.	G.P.S. Dhada	41	"
30.	G.P.S. Kumthol	29	"
31.	G.P.S. Assode	25	"
32.	G.P.S. Padoshe	52	"

In case of all these 32 single teacher government primary schools in the block services of one more teacher are to be provided as required under 'Operation Blackboard'. The cost on account of salaries to these 32 teachers works out to Rs. 5.54 lakhs ^{per year} approximately at the present rate of salary of Rs.1441/- per month per teacher. The Ministry of Human Resource Development (Govt. of India) is going to reimburse the cost on account of salaries to additional teachers appointed in the single teacher schools.

As regards the singular private unaided primary school in the block there are 4 teachers for their 4 divisions and no additional cost is involved.

Also in case of the following 4 multi-teacher Government primary schools, necessity of appointing one more teacher is felt looking to the enrolment at these schools in the respective media.

Table 3.5 : Requirement of additional teachers, one each at the multiteacher primary schools.

Sr. No.	Name of the School	Medium of instruction.	Enrol-ment	No. of teachers	Addi-tional teachers required
1.	G.P.S. Nanus	Urdu Marathi	39 17	2 1	- 1
2.	G.P.S. Zarme	Marathi	95	2	1
3.	G.P.S. Pal	"	126	3	1
4.	G.P.S. Thane	"	138	3	1
Total no. of teachers required (additional)					4

Contd....34

The requirement of funds to the tune of Rs.0.70 lakh a year is necessary to provide one additional teacher each at the above 4 schools at the rate of Rs.1441 per month per teacher.

III) Provision of essential teaching and learning material :

As stated earlier a number of primary schools in the block are lagging in teaching aids, learning material, games and play equipment etc. The number of schools having certain equipments and teaching aids with them from among the 92 primary schools in the block are already shown in tables 2.15, 2.16 and 2.17. The table 3.6 below presents data on requirement of different types of teaching aids, learning material, such as blackboards, maps, charts, library books, toys, games material, syllabi, text-books, teacher-guides, etc. in the block so as to equip all the primary schools with the minimum necessary materials of these type as required under the Operation Blackboard.

Table 3.6 : Provision of essential facilities at the primary schools in Sattari.

Sr. No.	Item	No. of schools where the item is necessary.	No. of sets per school	Cost per set in Rs.	Total cost in Rs.
1	2	3	4	5	6
i) <u>Teachers' equipment</u>					
	i) Syllabus	64	01	05	320
	ii) Text-books	64	One primary set	25	1600
	iii) Teachers' Guide	56	-do-	15	840

contd....35

1	2	3	4	5	6
II. Classroom teaching materials					
i) Maps*	District State Country World	92	One each	175	16,100
ii) Plastic globe		73	01	100	7,300
iii) Educational charts (Health, social studies, language)		38	One set	90	3,420
III. Play materials and toys.					
i) Wisdom blocks (construction of different designs, patterns objects, etc.)		90	3 sets	120	10,800
ii) Bird and Animal puzzle (jigsaw puzzle)		92	3 sets	60	5,520
iii) Toys (dolls, human figures, animals, science toys)		92	2 sets	300	27,600
IV. Games equipment					
i) Skipping rope**		50	10 sets	60	3,000
ii) Balls - Football**		50	02	70	3,500
	Volleyball		02	80	3,500
	Rubber balls		10	50	2,500
iii) Air pump		92	01	35	3,220
iv) Ring		75	05	50	3,750
v) Swing rope with tyre		92	01	35	3,220

V. <u>Primary Science kit</u> (of NCERT)		Nil	01	400	Nil
VI. <u>Mini Tool Kit (of NCERT)</u>		92	01	300	27,600
VII. <u>Mathematics Kit</u>		92	01	300	27,600

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1	2	3	4	5	6
<u>VIII. Books for library</u>					
i) Reference Books -					
Dictionaries	92	02	100	9,200	
Encyclopaedia	-	01	100	9,200	
ii) Children's Books (at least 200) (NBT, Children's Book Trust, Nehru Bal Pustakalaya & other)	92	-	1600	1,47,200	
iii) Magazine, journals & news papers for teachers & children (One newspaper, one magazine and one professional journal)	92	-	450	41,400	
IX. School Bell	69	01	50	3,450	
X. <u>Musical instruments</u>					
Dholak or table	92	01	100	9,200	
Harmonium	92	01	500	46,000	
Manjira	92	02	50	4,600	
XI. Contingency money with teacher	92	Recurring			
XII. <u>Furniture</u>					
For teachers	32	02	700	22,400	
Benches per school 2 seaters ****	50	10	9000	4,50,000	
Boxes	92	02	300	27,600	
XIII. Black Board	46	02	400	18,400	
Pin-up board(canvas)	46	02	50	2,300	
XIV. Chalk and duster	92	-	30	2,760	
XV. Water facility (Pitchers, glasses and ladle)	46	-	100	4,600	
XVI. Trash can	92	10	50	4,600	

				Total Rs.:	9,51,500
				=====	

contd.37

- * The statehood has been granted to Goa from 30-5-1987. Furthermore the state has been divided into two Districts namely, North Goa and South Goa w.e.f. 15-8-1987. New maps suiting the current situation shall be got prepared and circulated among all the schools.
- ** Games, equipments, such as skipping ropes and balls (Football, Volley-ball, Rubber balls) are supplied to all the primary schools in the Block after 30-9-86 but quantity supplied is half the minimum quantum as specified under the 'Operation Blackboard'. As such cost of these items has been worked out for about 50 primary schools.
- *** The science kits for primary classes sent by the NCERT have been already supplied to all the primary schools in the block.
- **** In Goa it is customary that the primary school children even sit on benches; Mats/Tarpolians are not used. The above cost is on account of 10 benches on an average, to be provided to about 50 schools at the rate of Rs.900/- per two seater desks and bench.

OPERATION BLACKBOARD

SATTARI TALUKA

FINANCIAL REQUIREMENT AT A GLANCE

Sr. No.	Item	Specification of requirements for	Cost Rs. in lakhs.
1	2	3	4
I. <u>Construction Programme :</u>			
	a) Construction of two classroom school buildings	4 schools	6.00
	b) Construction of additional one class-room each where there is already one class- room.	34 "	25.50
	Sub-total (I) Bldg. construction		31.50
II. Appointment of additional one teacher at each of single-teacher schools as on 30th September, 1986			
	Sub-total (II) Addl. teachers	32 "	5.54
			5.54 per year
III. <u>Provision of Essential facilities/equipment to Primary Schools.</u>			
	a) Teacher's equipment	64 "	0.03
	b) Maps and charts	As specified (38 to 92 schools)	0.27
	c) Play-material	92 (as specified) (52 to 92 schools)	0.44
	d) Games equipment	92 "	0.23
	e) Mini tool kit of NCERT	92 "	0.28
	f) Mathematics kit	92 "	0.28
	g) Library books	92 "	2.07
	h) School bell	69 "	0.03

contd.:::..39

2	3	4
i)Musical instruments	92 Schools	0.60
j)Furniture for teachers	32 "	0.22
k)Furniture for pupil(benches)	50 "	4.50
l)Boxes	92 "	0.28
m)Black-boards	46 "	0.19
n)Rolling black-boards	46 "	0.02
o)Chalk and dusters	92 "	0.03
p)Water storing facility	46 "	0.05
q)Trash can	92 "	0.05
Sub-total(III) Essential facilities/equipment		9.57
Grand Total : Total requirement of funds		Rs. 46.61*

of these Rs.8.50 lakh per year will be the recurring expenses on account of salaries of additional teachers to be appointed under Operation Blackboard.

OPERATION BLACKBOARD

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CANACONA BLOCK

C H A P T E R - I V

OPERATION BLACKBOARD IN CANACONA TALUKA EXISTING FACILITIES AS ON 30/9/1986

4.1 General Background

Canacona is also one of the backward blocks in the State situated on the southern border of Goa adjoining the State of Karnataka. There is only one urban area in the block. The total number of revenue villages in the block is only 8 all of them being inhabited villages. The total population of the block is 35,935 as per the Census of 1981 of which 1,629 persons reside in the urban area of Chāuri. The area of the block comprises 347.4 sq. kms. the population density being 103 persons per sq. km. which is the third lowest in the State. The total number of persons belonging to the Scheduled Castes is 208 or 0.58 percent of the total population according to the census of 1981. The number of persons belonging to the Scheduled Tribes is negligible(2). However, majority of the population of the block is very much economically backward and is engaged in activities such as small cultivations including kumeri(shifting) cultivation, agricultural labour, forestry, forest-labour, goat-rearing, fishing, etc.

The literacy rate is quite low in Canacona block viz. 45 percent. The female literacy is yet lower namely in the vicinity of 38 percent as per the census of 1981. The people are very much hardworking and sincere yet socially deprived because of their economic backwardness.

In Canacona also, there is thick forestry as well as heavy rainfall to the tune of about 370 cms. per annum. The principal crops are paddy, Ragi, Coconut, Cashewnut, Bananas, etc., as in the other parts of the State. There is no industry in the block at present worth mentioning. An industrial estate complex is being constructed at Mithal, Canacona at present.

The availability of important civic amenities/facilities such as Post and Telegraph Offices, Market places, assessibility of villages by pucca roads, availability of Power Supply in the villages, etc. are shown in the table 4.1 below:

Table 4.1 : Availability of some civic amenities

Amenity	No. and percentage of villages/urban area in which it is available				Percent- age of population served
	Rural	Urban	Total		
Medical	8	1	9	100.0	100.0
Post and Telegraph	8	1	9	100.0	100.0
Market (One at Chāuri)	-	1	1	11.0	22.0
Approach by pucca road	8	1	9	100.0	100.0
Power Supply	8	1	9	100.0	95.0
Total no. of inhabited villages/urban area	8	1	9	100.0	(Popu. 35,935) 100.0

4.2 Educational facilities in the Block

Table below presents the educational facilities available in the block.

Table 4.2 : Educational facilities in the Block

Type of Institutions	No. of Insitutions/ Schools		
	Rural	Urban	Total
Pre-primary Schools	Govt. 4	4	- 4
Anganwadies (ICDS)		40	- 40
Primary Schools upto Class-IV	Govt. 71	70	1 71
	Pvt. 2	-	2 2
Ashram Schools upto Class VII		-	- -
Upper Primary (Middle) Schools	Govt. 8	8	- 8
	Pvt. -	-	- -
Secondary Schools	Govt. 3	3	- 3
	Pvt. 9	7	2 9
Junior Colleges/Hr. Secondary Schools	Govt. 1	-	1 1
Colleges		-	- -
Technical Institute (ITI)	Govt. 1	-	1 1

The facilities of primary education are available practically in every habitation in the villages. These however need be up-dated by providing necessary equipments. There is only one Higher Secondary School in the entire taluka. Recently a Navoldaya Vidyalaya which will have classes upto Higher Secondary level in due course has also started functioning at Mastimol near Chāuri since October, 1986.

No facilities for collegiate or higher education of any kind exist in the block and students who are desirous of availing higher education have to travel about 35 kms. from the block H.Q. to come to Margao where such facilities are available.

Table 4.3 below presents the number of pre-primary, primary, upper primary (middle), secondary and higher secondary sections available in the block according to different media of instruction as also total enrolment at different stages of education, sex-wise, as on 30/9/1986.

Table 4.3 : No. of sections of various stages of education and their enrolment

Stage of education	No. of sections in different media of instructions			Total		
	Marathi	English	Total	Boys	Girls	Total
Pre-primary including Anganwadi	44	-	44	246	209	455
Primary	77	7	84	2477	2162	4639
Upper Primary	5	16	21	1583	1203	2786
High School	2	11	13	1109	854	1963
Higher Secondary	-	1	1	214	168	382

The situation as regards availability of educational facilities upto higher secondary stage, as also number of students availing the same will be clear from the tables

nos. 4.2 and 4.3 above. There are no facilities of technical education in the block with the exception of one Industrial Training Institute located at Chāuri which has a intake capacity of about 90 students per year and trains students in diversified courses of fitting, welding, plumbing, electrician's course and tailoring.

4.3 Retention at Primary state of Education

Table 4.4 below shows enrolment in Class-I, over 1979-80 to 1986-87 as also percentage of students that continued their education further in Classes II, III and IV in subsequent years.

Table 4.4 : Yearwise enrolment in Class-I and percentage of pupil that continued in Classes II, III & IV during subsequent years in Canacona Block

Year	Enrolment in Class-I	Percentage of pupil that continued further in		
		Class-II	Class-III	Class-IV
1979-80	977	100	72	66
1980-81	1102	109	68	59
1981-82	1204	117	70	61
1982-83	1152	111	79	66
1983-84	971	118	85	85
1984-85	1019	105	85	-
1985-86	1033	80	-	-
1986-87	1068	-	-	-

Out of pupils who enrolled themselves in Std.I in the year 1979-80, only 66 percent reached standard IVth. During the year 1980-81 instructions were issued concerning no detention of pupil in Std.I of primary education, as a result of which percentages above 100 are noted in the above table against Std.II because of pupil from Std.I being promoted to Std.II as also pupil from Std.II who were detained in the same standard for lack of proper attendance or adequate performance worth promotion to Std.III.

However, yet looking to the percentage retention in Std.IVth, which is 85 percent as compared to the enrolment in Std.I, 3 years before; during 1983-84, the latest year for which the retention data is available, the situation appears to be not very much beyond control. Also gradual improvement is noticed in the percentage of students retained upto Std.IV in comparison with those enrolled 3 years earlier from about 59 percent for the year 1980-81 to about 85 percent in the year 1983-84. However, from the angle of universalisation of primary education we must see that this percentage rises to full coverage of pupils under primary education age-group.

4.4 Enrolment at different stages as percentage to the population in the respective age-groups

The table below presents data on enrolment at various stages of education, available in the block, in comparison with the corresponding total number of boys and girls in the respective age-groups. The percentage enrolment at the primary stage appears to be more than

100 percent because of detentions at the primary stage in case of a number of pupil.

Table 4.5 : Enrolment at different stages as percentage to the population in the respective age-groups

Stage of Education	Age group in years	Estimated no. of children in the age group as on 30/9/86			Enrolment (Absolute & Percentage) at the stage as on 30/9/86		
		Boys	Girls	Total	Boys	Girls	Total
Primary (Stds. I-IV)	5-9	2111	2030	4141	2477 (117.3)	2162 (106.5)	4639 (112.0)
Upper Primary (Middle) (Stds.V-VII)	9-12	1494	1436	2930	1583 (105.9)	1203 (83.8)	2786 (94.9)
Secondary (Stds. VIII-X)	12-15	1592	1547	3139	1109 (69.7)	854 (55.2)	1963 (62.5)
Higher Secondary (Stds. XI-XII)	15-17	953	978	1931	214 (22.4)	168 (17.2)	382 (19.8)

It may be noted that about 95 percent of the pupil in the age group 9-12 years are enrolled at middle stage of education, the percentage enrolment in the respective age group at secondary stage is also quite good being nearly 63 percent. Thus from the above table it may be noticed that the people in the block are quite conscious of availing of educational facilities and one must think in terms of qualitative improvement of education available through

the existing schools. The percentage of pupils enrolled at the higher secondary stage to the respective age-group of population is however hardly 20 percent.

4.5 Administration of Primary Schools

The table below gives the distribution of 73 primary schools functioning in the block according to the type of management.

Table 4.6 : Administrationwise distribution
of Primary Schools

Types of administration	No. of schools		
	Rural	Urban	Total
Government	70	1	71
Zilla Parishad	-	-	-
Municipal	-	-	-
Private aided	-	-	-
Private unaided	-	2	2
Total	70	3	73

Almost entire primary school system in the taluka is run by the Government of Goa. There are only two schools which do not receive any grant from the government and are run by private managements. Almost all these schools are fulfilled primary schools as they have all the standards I-IV in each of them with the exception of two government schools(rural) which do not have Std.III and one government school without standard IV for lack of enrolment in them. Out of all the 73 primary schools 40 schools (55 percent) run in two shifts and all the remaining run as regular schools.

Table 4.7 : Number of divisions of classes
I-IV in the Primary Schools

Class	Total no. of divisions		
	Rural	Urban	Total
I	70	3	73
II	70	3	73
III	68	3	71
IV	69	3	72
Total	277	12	289

All these classes or rather divisions numbering 289 are managed by only 157 primary teachers (Government 151 + private 6). The following table shows primary schools classified according to the number of teachers employed in them.

Table 4.8 : No. of Primary Schools according
to no. of teachers

No. of teachers	No. of Primary Schools
One	12
Two	46
Three	8
Four	6
Five	1
Six and above	Nil
Total	73

4.6 Accommodation for Primary Schools and condition of class-rooms

Data regarding type of accommodation for different primary schools, total number of class-rooms and condition of these class-rooms are presented in tables 4.9 and 4.10 below:

Table 4.9 : Accommodationwise distribution of Primary School rooms used for instruction purposes

Type of accommodation	No. of rooms	Percentage
Owned by the Government	102	77.0
Rented premises	10	8.0
Given on rent free basis by villagers	16	12.0
<u>A rent free public place</u>		
A) Temple	4	3.0
B) Grampanchayat Office	-	-
<u>Total no. of rooms</u>	<u>132</u>	<u>100.0</u>

The 73 primary schools in the block which have 289 divisions are accommodated in 132 class-rooms, which are classified as per their condition below:

Table 4.10 : Condition of class-rooms

Condition of rooms	No. of classrooms	Percentage
Good	76	58.0
Average, can be pulled on with them	31	23.0
Very bad, calling for urgent repairs	25	19.0
<u>Total no. of rooms</u>	<u>132</u>	<u>100.0</u>

It would be clear from the above table that the condition of about 58 percent class-rooms only, is quite

good where teaching can progress without difficulty. All others are either not suitable for class-room instruction purposes or they need repairs.

4.7 Availability of benches in the schools

Table 4.11 : Availability of benches
in the schools

Benches available for	No. of schools	Percentage
a) All the pupils	43	59.0
b) For more than 50 percent of the pupils	22	30.0
c) For less than 50 percent of the pupils	3	4.0
d) For none of the pupils	5	7.0
Total no. of schools	73	100.0

It would be seen from the above table that the seating arrangements by way of benches, which are generally two seaters, in-adequate quantity is there for about 60 percent of the schools in the block. About 30 percent of the schools have adequate benches for more than 50 percent of the pupil. In 3 schools seating arrangement for the pupil is grossly inadequate. The pupils in about 5 schools (7 percent) are required to sit on bare-ground as they do not have any benches.

4.8 Drinking water availability

Table 4.12 below shows the distribution of schools as per type of facility for drinking water available to the pupils.

Table 4.12 : Availability of drinking water in the schools

Type of facility	No. of schools in which available	Percentage
Water cooler	Nil	0.0
Tap water	4	6.0
A pump on close-by well	Nil	0.0
A well without a pump	1	1.0
Vessels/earthen pots to store water	65	89.0
Tube well	Nil	0.0
No facility at all	3	4.0
Total	73	100.0

In almost 90 percent of the schools drinking water is made available to the pupil using vessels made of Alluminium, stainless-steel, and plastic. About 5 percent of the schools are having a water-tap connection near the school. Well-water from nearby dug well is used in case of 1 school and 3 schools do not have any facility for drinking water.

4.9 Availability of Urinals

Table 4.13 : Availability of urinals in the School

Type of facility	No. of schools in which available	Percentage
A common urinal for boys and girls	2	3.0
Urinal for boys only	1	1.0
Urinal for girls only	1	1.0
No facility at all	69	95.0
Total no. of schools	73	100.0

About 95 percent of the schools do not have any urinal facilities and the pupils, both boys and girls have to pass water at a nearby place. Urinal facilities by way of common urinals for both boys and girls are there, at present, for 2 schools (3 percent) schools. There are facilities of urinals for girls alone in the block at only one primary school.

4.10 Playgrounds

Table 4.14 below shows the distribution of primary schools in the block according to the availability of playground area for each school.

Table 4.14 : Areawise distribution of playgrounds

Area of Playground	No. of schools in which available	Percentage
Less than 100 sq. mts.	6	8.0
100 to 500 sq. mts.	32	44.0
More than 500 sq. mts.	10	14.0
No. playground at all	25	34.0
Total no! of schools	73	100.0

Only about 14 percent of the schools have playground of more than 500 sq. mts. area. Twenty five schools do not have any playground facility at all. Another thirty two schools have the playground area of less than 500 but more than 100 sq. mts. Six schools have a playground area of less than 100 sq. mts. nearby their schools where children avail of P. T. lessons.

4.11 Availability of instructional material, newspapers, etc.

Teaching material such as syllabi, text-books, teachers' hand-books are available in some of the schools as shown below:

Table 4.15 : Availability of instructional material in Taluka

Type of material	No. of schools in which available	Percentage
Syllabi	10	14.0
Text-books	73	100.0
Teachers' Handbooks	10	14.0
Total no. of schools	73	100.0

Text-books have been provided to all the primary schools in the block. However, out of 73 schools only 10 schools have been provided with syllabi and teachers' hand-books concerning primary education.

As regards availability of periodicals, all the 71 government primary schools get the magazine viz. 'Kishore' quite regularly. At only one of the two private unaided primary schools, periodicals are available to teachers. In the same school newspapers are also available to students and teachers. At none of the government schools facility of newspapers is available as there are no funds placed so far for the purpose. Also copies of 'Nave Parva' released by the Directorate of Information, Goa, are circulated to the primary schools.

4.12 Availability of teaching aids and equipments

Table below presents the number of schools in column 4 in which different kinds of teaching aids, kits, play-material and toys, tool-box, audio equipment, etc. is available. The quantity of material available is shown in column 3 against each item.

Table 4.16 : Availability of teaching aids, kits, equipment, etc.

Sr. No.	Material	No. available in all the schools	No. of schools where it is available	percent- age
<u>I) Classroom teaching material</u>				
	Map of the district	63	60	82.0
	Map of the state	37	35	48.0
	Map of India	24	18	24.0
	Map of world	Nil	Nil	0.0
	Globe of the Earth	14	14	19.0
	Educational charts (Health, Social studies, language)	432	43	59.0
<u>II) Play material & Toys</u>				
	Wisdom blocks (1 set)	2	2	3.0
	Bird & Animal puzzle	Nil	Nil	0.0
	Toys (dolls, human, animal figures, science toys)	Nil	Nil	0.0
<u>III) Science Equipments, etc.</u>				
	Balance and weights	2	2	3.0
	Lenses	Nil	Nil	0.0
	Magnet	Nil	Nil	0.0
	Measuring tape	32	32	44.0
	Charts on nutrition, cleanliness, language, etc.	42	42	58.0
	Primary Science Kit	72	72	98.0
	Mini tool box	Nil	Nil	0.0
	Maps of other states/ districts	Nil	Nil	0.0
	Minitool kit (NCERT)	Nil	Nil	0.0
	Mathematics kit	Nil	Nil	0.0
	School bell	68	68	93.0
<u>Total no. of schools</u>		Nil	73	100.0

It can be seen from the above table that, majority of the schools suffer from lack of adequate teaching aids.

Primary Science Kits however, have been provided to all the government primary schools. Measuring tapes have been provided to 12 more government primary schools during July, 1987. Also two-in-one radio tape-recorder sets have been provided to all the government primary schools in October, 1987.

4.13 Sports and Games Equipments

Sports and games material is available in good majority of schools as shown below:

Table 4.17 : Availability of sports material

No.	Item	No. of schools where it is available	Percentage
1	Foot ball	65	89.0
2	Volley ball	23	31.0
3	Rubber ball	41	56.0
4	Skipping rope	56	77.0
5	Ring	52	71.0
6	Swings with tyre	Nil	0.0
7	Air pump	3	4.0
8	Lazims	5	7.0
9	Dumbels	1	1.0
10	Tiprees	Nil	0.0
11	'Ghungurkathi' (Play-sticks)	Nil	0.0
12	Khanjiri	1	1.0
13	Halgi	Nil	0.0
14	Dhol (Drum)	Nil	0.0
15	Dholak or Tabla	Nil	0.0
16	Harmonium	Nil	0.0
Total no. of schools		73	100.0

Foot balls, Volley balls, Rubber balls, Skipping ropes, Rings have been supplied to all the government primary schools in July, 1987.

4.14 Conclusion

It would be seen from the foregoing paras that describe the facilities existing as on 30/9/86; as also some equipments supplied till October, 1987 as mentioned separately below each table; that a number of primary schools lack adequate teaching materials, periodicals, journals, etc. The awareness and attitude about primary education, in the minds of inhabitants of the block is quite appreciable as can be seen from the fact that nearly 62.5 percent of the pupil from the concerned population age-group are enrolled at the secondary stage of education. The attendance at various government primary schools is also reported to be satisfactory.

The quality of education, however, needs improvement and in the next chapter concrete suggestions regarding improvements in the facilities of primary school education in the block from qualitative angle, have been discussed.

CHAPTER - V

GUIDELINES FOR ACTION PLAN

CANACONA BLOCK

5.1 Introduction

The discussion in the previous chapter gives vivid picture as regards the shortage of various kinds of teaching facilities in the block. Even though we are not to start from a scratch, as facilities by way of at least one primary school in almost every habitation already exist, most of the government primary schools (73 percent) are housed in buildings owned by government and in a working condition; yet the situation calls for immediate action covering all the government primary schools as well as the two private unaided schools as regards provision of adequate teaching aids and equipments. Keeping in view the list of minimum equipment that is necessary to be provided at each primary schools; table no.5.4 presents the detailed lists of educational equipment required in Canacona Block.

However, as the 'Operation Blackboard' has three components viz.:

- I) Construction of school buildings wherever adequate facilities are not there. This also includes provision of at least 2 reasonably large rooms usable in all-weather conditions, with a deep varandah of about 10 ft. width along with separate toilet facilities for boys and girls.

II) provision of at least two teachers, of whom there will be at least 1 woman teacher, in case of all the single teacher schools in the block.

III) Provision of essential teaching and learning material which includes blackboard, maps, charts, library books, toys, games material and equipments, etc.

we have worked out the requirements in respect of these 3 components separately both in physical and financial terms which are discussed below:

I) Construction of Buildings for Primary Schools

Construction of two classroom buildings with a deep varandah of about 10 feet width as recommended under O.B. is necessary in respect of following 15 government primary schools in the block:

Table 5.1: Construction of 2 classrooms Buildings

Sr.No.	Name of the School	Enrolment (1986-87)	No. of teachers
1	G.P.S. Mastimol	46	2
2	" Gal-Neturli	31	2
3	" Gaval-Khol	73	2
4	" Shisteval	25	2
5	" Paryekatta	15	1
6	" Vagona	62	2
7	" Paryemol	34	2
8	" Ponsulemol	19	1
9	" Nadke	7	1
10	" Avali	56	2
11	" Badsare	31	2
12	" Matalbodde	35	2
13	" Tirwal	10	1
14	" Tanshi	14	1
15	" Popoidanda	30	2

Out of these 15 schools, those mentioned at serial no. 1 to 5 running at present in rented premises which are quite unsuitable for instructional purposes. The enrolment for schools at serial no. 9 viz. Nadke and sr. no. 13 viz. Firwal is 10 students or less yet these schools are likely to continue at these places. There is no other primary school available to the inhabitants of these places within a radius of about 5 kms. Schools from serial no. 6 to 15 are at present functioning in huts, temples or extremely kuchcha structures.

The total cost of construction for providing each of the above 15 schools with 2 class-room buildings with a deep varandah as specified above works out to Rs. 22.50 lakhs at the rate of Rs. 1.50 lakh per school.

In addition a number of government primary schools totaling to 13, with all the 4 standards at each of them, are at present functioning in a single room. As per the norms prescribed under the O. B. at least one more room and deep varandah^{etc} need be constructed at these schools. Table 5.2 below shows the location and enrolment at these schools.

Table 5.2 : List of single room Government Primary Schools in Canacona needing one more room

Sr.No.	Name of the School	Enrolment (1986-87)
A)	<u>Single Teacher Schools</u>	
1	G. P. S. Avem	40
2	" Yeda	36
B)	<u>Two Teacher Schools</u>	
3	G. P. S. Amone	64
4	" Chapoli	39
5	" Gule	70
6	" Karegal	46
7	" Pedem	34
8	" Saturlim	44
9	" Shristhal-Gaondongari	48
10	" Vaizavada	54
11	" Partgal	35
12	" Assali	33
13	" Shristhal-Nuven	58

For schools mentioned at serial no. 2 and 12 above viz. Yeda and Assali, one room school-buildings are under construction and are expected to be ready for occupation within 2 to 3 months. Therefore construction of additional one room has been proposed for these schools as recommended under the O.B.

An amount of Rs. 9.75 lakhs would be required to provide one more room and necessary varandah^{etc} to each of the schools mentioned above at a cost of Rs. 0.75 lakh for one room and its adjoining varandah.

Thus the total cost of construction of school buildings under the programme 'Operation Blackboard' for providing 2 classrooms to each of the schools mentioned in table 5.1 and one room to each of the schools mentioned in table 5.2 works out to Rs. 32.25 lakhs.

II) Provision of one more teacher
to all single teacher schools

As stated earlier all the single teacher primary schools, in the selected blocks are to be provided with one more teacher under the scheme 'Operation Blackboard'. The table 5.3 below presents the list of all the single teacher schools in the block as on 30th September, 1986 as required, indicating the enrolment at these schools. All these schools use Marathi as medium of instruction.

Table 5.3 : Requirement of Primary teachers in respect
of single teacher schools as on 30/9/86

Sr.No.	Name of the Primary School	Enrolment	Medium
1	G.P.S. Agas	19	Marathi
2	" Avem	40	"
3	" Marli	21	"
4	" Mudukud	22	"
5	" Nadke	7	"
6	" Pansulemol	19	"
7	" Paryekatta	15	"
8	" Shishegal-Kumbgal	14	"
9	" Tirwal	10	"
10	" Tanshi	14	"
11	" Yeda	36	"
12	" Tamane	9	"

Out of these 12 single teacher schools(as on 30/9/86) the school at serial no. 12 viz. Tamane is closed during this year. Thus only 11 single teacher schools need be provided with one more additional teacher as required under O.B. The cost on account of salaries to these 11 additional teachers works out to Rs. 1.90 lakh ^{per year} approximately at the present rate of total salary of Rs. 1,441/- per month per teacher. The Ministry of Human Resource Development (Govt. of India) is going to reimburse this expenditure on account of salaries to these additional teachers to be appointed at these single teacher schools. The two private unaided primary schools in the block have four and two teachers respectively and no additional teachers are required there.

III) Provision of essential teaching and learning material

As stated earlier a number of primary schools in the block are lagging in teaching aids, learning material, games and play equipment, etc. The number of schools having certain equipments and teaching aids with them from among the 73 primary schools in the block are already shown in tables 4.15, 4.16 and 4.17. The table 5.4 below presents data on requirement of different types of teaching aids, learning material, such as blackboards, maps, charts; library books, toys, games-material, syllabi, textbooks, teacher-guides, etc. in the block so as to equip all the primary schools with the minimum necessary materials of these type as required under the O.B.

Table 5.4 : Provision of essential facilities at the Primary Schools in Canacona

Sr. No.	Item	No. of schools where it is necessary	No. of sets per school	Cost per set in Rs.	Total cost in Rs.
<u>I) Teachers' equipment</u>					
i)	Syllabus	63	01 set	05	315
ii)	Text-books	Nil	one primary set	25	Nil
iii)	Teachers' guides	63	-do-	15	945
<u>II) Classroom teaching material</u>					
i)	Maps* State) Country) World)	73	1 each	175	12,775
ii)	Plastic globe	59	01 set	100	5,900
iii)	Educational charts (health, social studies, language)	73	01 set	90	6,570
<u>III) Play materials and toys</u>					
i)	Wisdom blocks (construction of different designs, patterns, objects, etc.)	73	3 sets	120	8,760
ii)	Bird and animal puzzle (Jig-saw puzzle)	73	3 sets	60	4,380
iii)	Toys (dolls, human figures, animals, science toys)	73	2 "	300	21,900
<u>IV) Games equipment</u>					
i)	Skipping rope	Nil	10	60	Nil
ii)	Balls - Football	Nil	02	70	Nil
	Volleyball	Nil	02	70	Nil
	Rubber balls	64	10	50	3,200
iii)	Air pump	70	01	35	2,450
iv)	Ring	20	05	50	1,000
v)	Swing rope with tyre	73	01	35	2,555
<u>V) Primary Science Kit** (of NCERT)</u>					
		Nil	01	400	Nil
<u>VI) Mini tool Kit (of NCERT)</u>					
		73	01	300	21,900
<u>VII) Mathematics Kit</u>					
		73	01	300	21,900

Sr. No.	Item	No. of schools where it is necessary	No. of sets per school	Cost per set in Rs.	Total Cost in Rs.
<u>VIII) Books for Library</u>					
i) Reference books					
	Dictionaries	73	02	100	7,300
	Encyclopaedia	73	01	100	7,300
	ii) Children's books (at least 200) (NBT, Children's Book Trust, Nehru Bal Pustakalaya & other)	73		1600	1,16,800
	iii) Magazine, journals and newspapers for teachers & children (one newspaper, one magazine and one professional journal)	73		450	32,850
	iv) School Bell	5	01	50	250
<u>X) Musical Instruments</u>					
	Dholak or Tabla	73	01	100	7,300
	Harmonium	73	01	500	36,500
	Manjira	73	02	50	3,650
<u>XI) Furniture for teachers, Pupils</u>					
i) Mats and furniture for students and teachers (one chair & one table for one teacher + 2 large boxes)					
	For teachers	28	02	700	19,600
	Mats/Benches***	20		4500	90,000
	Boxes	73	02	300	21,900
XII)	Black Board	20	02	400	8,000
	Pin-up Board (canvas)	73	02	50	3,650
XIII)	Chalk and Duster	Nil		30	Nil
XIV)	Water facility (pitchers, glasses & ladle)	8		100	800
XV)	Trash can	73	10	50	3,650
				----- 7215 -----	----- 4,74,100 -----

- * The statehood has been granted to Goa from 30/5/1987. Furthermore the State has been divided into two Districts namely, North Goa and South Goa w.e.f. 15/8/1987. New maps suiting the current situation shall be got prepared and circulated among all the schools.

- ** The Science Kits for primary classes sent by the NCERT have been already supplied to all the primary schools in the Block.

- *** In Goa it is customary that the primary school children even, sit on benches. Mats/tarpolians are not used. The above cost is on account of 5 benches on an average, to be provided to about 20 schools at the rate of Rs. 900/- per two seater desk and bench.

- 13 -

OPERATION BLACKBOARD

(1987-88)

CANACONA BLOCK

FINANCIAL REQUIREMENTS AT A GLANCE

Sr. No.	Item	Specification of requirements	Cost Rs. in lakhs
1	2	3	4
I) <u>Construction Programme</u>			
a)	Construction of two classroom school buildings	15 schools	22.50
b)	Construction of additional one classroom each where there is already one classroom	13 "	9.75
Sub-total (I) Bldg. Construction			32.25
II) Appointment of additional one teacher at each single-teacher schools as on 30th September, 1986			
Sub-total (II) Addl. teachers			1.90
III) <u>Provision of essential facilities/equipments to primary schools</u>			
a)	Teachers' equipment	63 "	0.01
b)	Maps and charts	73 "	0.25
c)	Play materials	73 "	0.35
d)	Games equipment	73 "	0.09
e)	Mini-tool Kit of NCERT	73 "	0.22
f)	Mathematics Kits	73 "	0.22
g)	Library Books	73 "	1.64
h)	School Bell		

1	2	3	4
---	---	---	---

i) Musical Instruments	73 schools		0.47
j) Furniture for teachers	28 "		0.20
k) Furniture for pupils	20 "		0.90
l) Boxes	73 "		0.22
m) Blackboards	20 "		0.08
n) Pin-up board (canvas)	73 "		0.04
o) Water storing facility	8 "		0.01
p) Trash can	73 "		0.04
Sub-total(III) Essential facilities/ equipments			4.74

Grand total - Total requirement of funds Rs. 38.90 lakhs

GENERAL BLACKBOARD

(1987 - 88)

MUNICIPAL AREA OF SANGUEM

CHAPTER - VI

OPERATION BLACKBOARD IN SANGUEM MUNICIPAL AREA

6.1 General Background

The Municipal area of Sanguem town comprises 5.4 sq. kms and has a population of 5,977 (10.7 percent of the Block Population). The facilities of Post and Telegraph Office, market place, approach by pucca road, electricity supply as also medical and health care facilities have already been provided to the population.

The total literacy rate for the area is 64 percent as per the census of 1981. The male literacy rate being 72 percent and female literacy rate being 56 percent. The persons belonging to Scheduled Caste and Scheduled Tribe form a negligible portion of the population (S.C.:63 persons and S.T.: 1 person).

6.2 Availability of Educational facilities

Table below presents the educational facilities available in the urban area of the block.

Table 6.1 : Educational facilities in the urban area of Sanguem

<u>S.No.</u>	<u>Type of Institution/School</u>	<u>No.of Institutions/Schools</u>
1	Pre-primary schools	2
2	Anganwadi	1
3	Primary Schools upto class IV	7
4	Upper Primary (Middle) Schools	Nil
5	Ashram Schools upto Std.VII	Nil
6	Secondary Schools	3
7	Higher Secondary Schools/ Jr. Colleges	Nil
8	Colleges	Nil
9	Technical Institutions/ITI	1

There are no facilities for education higher than secondary level either in the urban area of Sanguem or in that block. Students desirous of taking education after passing Standard X are required to go to Curchorem or Margao which are at a distance of 7 km. and 24 km. from the block headquarters respectively for Higher Secondary and College education.

Table 6.2 below presents the number of pre-primary, primary, upper primary and secondary sections available in the area according to media of instructions. The total enrolment, section-wise as on 30/9/1986 is also shown.

Table 6.2 : Number of schools of various stages of education and their enrolment.

State of Education	No. of sections in each media of Instructions			Total Enrolment (1986-87)		
	Marathi	Eng.	Urdu	Boys	Girls	Total
Pre-primary including Anganwadi	2	1	-	27	25	52
Primary	6	1	1	335	260	595
Upper Primary	-	3	-	455	299	754
High Schools	-	3	-	370	221	591

There are no facilities of technical education either in the urban area or other areas in the block except one

Industrial Training Institute located at Sanguem which has an intake capacity of 30 students per year and trains students in welding and electricians' course.

6.3 Retention at Primary Stage of Education

Table 4.3 below shows enrolment in Class-I for 1979-80 to 1986-87 as also percentage of students that continued their education further in Class II, III and IV.

Table 6.3 : Yearwise enrolment in Class-I and percentage of pupil that continued in classes II, III and IV during the subsequent years

Year	Enrolment in Class-I	Percentage of pupil that continued further in Class		
		II	III	IV
1979-80	201	105.4	87.6	82.6
1980-81	226	107.5	81.9	75.2
1981-82	200	108.5	96.5	78.5
1982-83	185	120.0	103.8	98.4
1983-84	152	119.1	107.2	112.5
1984-85	149	116.6	113.4	-
1985-86	151	85.4	-	-
1986-87	126	-	-	-

It would be seen from the above table that in comparison with the enrolment during 1979-80 in Std.I,

only 82.6 percent pupil were enrolled in Std. IV three years later i.e. during 1982-83. As a result of instructions issued by the Education Department during the year 1980-81 and subsequently from time to time concerning no detention of pupil in Std. I, II, etc. at primary stage of education during the years commencing 1980-81 onwards, we find that the percentages of students coming at Std. II onwards work out to more than 100 percent. This happens so because e.g. for the year 1980-81 all pupils from Std. I were promoted to Std. II during 1981-82 and the number of pupils who failed in Std. II or those whose attendance was irregular were detained in Std. II.

The enrolment in Std. I also has decreased considerably over the years mentioned above because of the fact that Sanguem block has registered declining birth rates during this period. Sanguem has registered the lowest birth rate of 11.6 births per thousand population during 1984 as against the general birth rate of about 20 for the State.

However, it appears from the data presented in the above table that the retention in primary schools, in the sense of not dropping out from education, appears to be quite good in the area.

Also positive improvement is noticed in the percentage in the last column of the above table which

indicates that the retention at primary stage of education in the area is progressively better and very near to achieving universalisation of primary education in the area.

6.4 Administration of Primary Schools

The table below shows the distribution of seven primary schools functioning in the area according to their managements.

Table 6.4 : Administrationwise distribution of Primary Schools

Type of administration	No. of schools
Government	7
Zilla Parishad	Nil
Municipal	Nil
Private aided	Nil
Private unaided	Nil
Total	7

Thus all the 7 schools in the Municipal area are run by the government. In addition there is only one private unaided primary section in the area.

6.5 Number of Divisions and Teachers

The table below indicates the total number of divisions of each standard.

Table 6.5 : No. of divisions of Class-I, II, III and IV in the Primary Schools

Class	Total no. of divisions
I	8
II	8
III	8
IV	8
Total	32

Six of the Govt. Primary Schools have one division each of Stds. I to IV. There is only one Govt. Primary School which has two divisions each for Stds. I to IV.

Thus there are 32 divisions in all in the area which are managed by only 19 teachers. The following table shows the primary schools classified according to the number of teachers employed in them.

Table 6.6 : No. of Primary Schools according to number of teachers working

No. of Teachers	No. of Primary Schools
One Teacher	2
Two Teachers	3
Three Teachers	1
Four to seven Teachers	Nil
Eight Teachers	1
Total	7

Thus there are only 2 single teacher schools in the area. All other (5) schools have two or more teachers.

6.6 Type of accommodation and condition of class-rooms

The table below shows types of accommodation used for primary schools as also the number of rooms belonging to each category.

Table 6.7 : Accommodationwise distribution of primary schools and classrooms for instructional purposes

Type of accommodation	No. of rooms
Owned by the Government	11
Rental premises	2
Donated rent free by villagers	Nil
A rent free public place	Nil
a) Temple	Nil
b) Grampanchayat	Nil
<u>Total no. of rooms</u>	<u>13</u>

Out of 13 rooms mentioned above 11 (85 percent) are in quite good condition for classroom purposes whereas 2 are not so good but classes are being conducted in them.

6.7 Availability of benches etc. in the schools

Table below shows the schools classified according to adequacy of benches for the pupil.

Table 6.8 : Availability of benches in Primary Schools

Seats/benches available for	No. of schools
a) All the pupils	1
b) For more than 50% of the pupils	5
c) For less than 50% of the pupils	1
d) For none of the pupils	Nil
Total no. of schools	7

Sitting arrangement by way of benches is adequate only in one school. However in majority of the cases the benches are inadequate looking to the enrolment in the respective school.

6.8 Drinking Water Facilities

The seven primary schools in the area have been classified below according to type of drinking water facilities available to the pupils.

Table 6.9 : Availability of drinking water in the Primary Schools

Type of facility	No. of schools in which available
Water cooler	Nil
Tap water	1
A pump on close by well	Nil
A well without a pump	Nil
Vessels/earthen pots to store water	6
No facility at all	Nil
Total no. of schools	7

Even though all the schools are located in the Municipal area, tap water connection is available only to one school whereas in the case of remaining six schools the water is stored in vessels made from plastic, stainless-steel or brass.

6.9 Availability of Urinals

Urinals are a basic necessity for the pupil, more particularly in urban areas.

Table 6.10 : Availability of urinals in the schools

Type of facility	No. of schools in which available
A common urinal for boys & girls	1
Urinal for boys only	Nil
Urinal for girls only	Nil
No facility at all	6
Total no. of schools	7

Urinals that too common for both boys and girls, exist in only one school whereas no urinal facilities are provided in all the remaining six schools(86%) in the area.

6.10 Playgrounds

Table 6.11 below shows the primary schools distributed according to availability of playground area:

Table 6.11 : Areawise distribution of playgrounds for the schools

Area of Playground	No. of school in which available
Less than 100 sq. mts.	4
100 to 500 sq. mts.	2
More than 500 sq. mts.	1
Total no. of schools	7

more than half the schools in the area have quite inadequate playground facility (less than 100 sq.mts.). Only one school has a playground of more than 500 sq. mts.

6.11 Availability of instructional material, newspapers, etc.

Teaching material such as syllabi, text-books, handbooks for teachers, etc. are also basic requirements for the school.

Table 6.12 : Availability of instruction materials

Type of material	No. of schools in which available
Syllabi	7
Text-books	5
Teacher's handbooks	4

It would be clear from the above table that three of the schools need be provided with teacher's handbooks and two schools be provided with set of text-books used for primary education. A copy of syllabi exists at each of the primary schools in the area.

None of the seven primary schools functioning in the municipal area of Sanguem have any newspapers or periodicals, journals, etc. available either to the teachers or to the pupils.

6.12 Availability of teaching aids and equipments

Table 6.13 below shows the number of schools in column 4 in which different kinds of teaching aids, play-material, tool-boxes, audio equipment is available as

shown against the respective items. The quantity of material available in all such schools is also shown in column 3 itemwise.

Table 6.13 : Availability of teaching aids, equipments, etc.

Sr. No.	Material	No. avail- able in all the schools	No. of schools where it is avail- able	Per- cent- age
<u>I) Classroom teaching material</u>				
	Map of the District	Nil	Nil	0.0
	Map of the State	7	7	100.0
	Map of India	Nil	Nil	0.0
	Map of the World	Nil	Nil	0.0
	Globe of the Earth	1	1	14.3
	Educational charts(health, social-studies, languages)	47	6	85.7
<u>II) Play material and toys</u>				
	Wisdom blocks	Nil	Nil	0.0
	Bird and animal puzzle	Nil	Nil	0.0
	Toys(dolls, human, animal figures, science toys)	Nil	Nil	0.0
<u>III) Science equipment, etc.</u>				
	Balance and weights	Nil	Nil	0.0
	Lenses	Nil	Nil	0.0
	Magnet	Nil	Nil	0.0
	Measuring tape	8	7	100.0
	Charts and nutrition cleanliness, etc.	Nil	Nil	0.0
	Primary science kit	7	7	100.0
	Mini-tool box	Nil	Nil	0.0
	Maps of other state/districts	7	7	100.0
	Mini-tool kit(NCERT)	Nil	Nil	0.0
	Mathematic kits	Nil	Nil	0.0
	School bell	6	6	85.7
Total no. of schools		Nil	7	100.0

It would be clear from the above table that almost all the schools in the area suffer from lack of adequate teaching

Primary Science Kits (NCERT) have however been already supplied to all the primary schools in the area. Measuring tapes, school bells, are available in almost all the schools. Charts on health, social studies and languages are also available in all the schools. During August, 87 all the 7 schools in the area have been provided with one radio cum tape-recorder for their use.

6.3 Sports and games equipment

With the exception of foot-balls, rubber balls, skipping ropes and rings, ^{Sports equipment} is generally not available to the schools. No musical instruments are available at any of the primary schools.

Table 6.14 : Availability of sports material

Sl. No.	Item	No. of schools where it is available	Percentage
1	Foot ball	7	100.0
2	Volley ball	Nil	0.0
3	Rubber ball	5	71.4
4	Skipping rope	5	71.4
5	Ring	5	71.4
6	Swings with tyre	Nil	0.0
7	Air pump	Nil	0.0
8	Lazim	1	14.3
9	Dumbels	1	14.3
10	Tiprees	Nil	0.0
11	Ghungurkathi (Play sticks)	Nil	0.0
12	Khanjiri	Nil	0.0
13	Halgi	Nil	0.0
14	Dhol (Drum)	Nil	0.0
15	Dholak or Tabla	Nil	0.0
16	Harmonium	Nil	0.0
Total no. of schools		7	100.0

In addition to the above, skipping ropes, rubber balls, tenny-coit rings, have been supplied to all the primary schools in the area during August, 87.

6.15 Conclusion

Even a cursory glance on the foregoing pages concerning the availability of different teaching materials, periodicals, journals, games and sports equipment, etc. will indicate that the primary schools in the Municipal area of Sanguem have not been adequately provided with these equipments. However, from the data available with the Block Education Office, universalisation of primary education has been well achieved in the schools in the sense that all the children from the concerned age-group from this area attend primary schools. Even in the matter of attendance the pupils are quite regular.

Efforts in the direction of improving quality of education however are necessary and the next chapter describes various equipment, etc. that need be supplied to the primary schools in the Municipal area of Sanguem, from this angle.

CHAPTER - V I I

GUIDELINES FOR ACTION PLAN

MUNICIPAL AREA OF SANGUEM

As we have seen the facilities available in various primary schools in the Municipal area of Sanguem being quite inadequate; this chapter describes what additional equipment, material, etc. may be provided to these schools within the broad guidelines and recommendations of the scheme 'Operation Blackboard'.

I) Construction of Buildings for Primary Schools

There is a Urdu Medium Government Primary School in Sanguem town with an enrolment of 24 pupils which at present runs in rented premises which are not quite suitable for conducting classes. It is necessary to construct 2 rooms with a deep varandah as recommended under O.B. for use of this school. Necessary land can be available for the purpose. Thus the total cost of construction for providing this school with minimum suitable building as recommended under O.B. works out to Rs. 1.50 lakh.

In addition, 3 government primary schools are at present functioning in one room school-buildings. As per norms prescribed for primary school buildings under O.B., one more room and necessary varandah^{er} need be constructed at these schools. Table 7.1 below shows the location of and enrolment at these schools. Incidentally all these 3 schools have 2 teachers each.

Table 7.1 : List of single-room Govt. Primary Schools in Sanguem Municipal area

Sr.No.	Name of the School	Enrolment (1986-87)
1	G. P. S. Taripanta	51
2	" Vorcatto	33
3	" Nondurlem	33

Thus an amount of Rs. 2.25 lakhs would be required to provide one more room with necessary varandah^{etc.} to each of these three schools at the cost of Rs. 0.75 lakh for one room and adjoining varandah^{etc.}.

In addition there is a government primary school in Sanguem proper, which has an enrolment of about 212 and functions in two shifts with only 4 rooms at their disposal inclusive of rooms used for K.G. classes. This school need be provided with 2 to 3 additional rooms for which land is also available in close vicinity of the existing building. This may involve an expenditure of about Rs. 2.25 lakhs.

Thus the cost of construction of 2 rooms for the Urdu medium school mentioned above and the 3 primary schools mentioned in the table 7.1, as recommended under the O.B. works out to Rs. 3.75 lakhs.

II) Provision of one more teacher to all the single-teacher schools

Out of 7 primary schools in the area, only 2 are single teacher schools. They are as below*:

Table 7.2 : Requirement of primary teachers in respect of single-teacher schools

Sr.No.	Name of the Primary School	Enrolment (1986-87)	Medium of instruction
1	G. P. S. Tarimal	26	Marathi
2	" Sanguem (Urdu)	24	Urdu

Both the above schools need be provided with one more teacher as required under O.B. The cost on account of salaries of these two additional teachers works out to Rs. 0.35 lakh per year approximately at the present rate of salary of Rs. 1,441/- per month per teacher.

III) Provision of essential teaching and learning material

As stated earlier most of the primary schools in the area are not having the requisite teaching aids, learning materials, games and play equipment, etc. From among the 7 schools in the Municipal area of Sanguem, the number of schools having certain equipments and teaching aids at their disposal are shown in tables 6.12 to 6.14. The table below presents data on requirement of different types of teaching aids, learning materials, such as blackboards, maps, charts, library books, toys, games and sports material, syllabi, text-books, teacher's guides, etc., so that each of the 7 primary schools in the area get minimum necessary equipment as suggested under the O.B.

Table 7.3 : Provision of essential facilities, equipment, etc. at the primary schools in Bangalore (Urban Area)

	Item	No. of sets per school	Cost per set in Rs.	Total cost in Rs.	
	2	4	5	6	
<u>(I) Teachers' equipment</u>					
i)	Syllabus	Nil	01 set	Nil	
ii)	Text-books	2	1 primary	25	50
iii)	Teachers' guides	3	1 set do	15	45
<u>(II) Classroom teaching material</u>					
i)	Maps* - District) State) Country) World)	7	1 each	175	1,225
ii)	Elastic globe	7	01	100	700
iii)	Educational charts (health, social studies, language)	1	1 set	90	90
<u>(III) Play materials and toys</u>					
i)	Wisdom blocks (construction of different designs, patterns, objects, etc.)	7	3 "	120	840
ii)	Bird and animal puzzle (Jig-Saw puzzle)	7	3 "	60	420
iii)	Toys (dolls, human figures, animal science toys)	7	2 "	300	2,100
<u>(IV) Games equipment</u>					
i)	Skipping rope	Nil	10	60	Nil
ii)	Balls - Foot ball	Nil	02	70	Nil
	Volley ball	7	02	70	490
	Rubber ball	4	10	50	200
iii)	Air pump	7	01	35	245
iv)	Ring	Nil	05	50	Nil
v)	Swing rope with tyre	7	01	35	245
<u>(V) Primary Science Kit (of NCERT)</u>					
i)	Primary Science Kit (of NCERT)	Nil	01	400	Nil
ii)	Mini-tool Kit (of NCERT)	7	01	300	2,100
iii)	Mathematics Kit	7	01	300	2,100

1	2	3	4	5	6
<u>VIII) Books for Library</u>					
i) Reference books -					
	Dictionaries	73	02	100	700
	Encyclopaedia	7	01	100	700
ii) Children's Books (at least 200) (NBT Children's Book Trust, Nehru Bal Pustakalaya & other)					
		7		1600	11,200
iii) Magazine, journals and newspapers for teachers and children (one newspaper, one magazine and one professional journal)					
		7		450	3,150
IX) School Bell					
		1	01	50	50
<u>X) Musical Instruments</u>					
	Dholak or Tabla	7	01	100	700
	Harmonium	7	01	500	3,500
	Manjira	7	02	50	350
<u>XI) Furniture for teachers and pupils</u>					
i) Mats and furniture for students & teachers (one chair and one table for one teacher + 2 large boxes)					
	For teachers	3	02	700	2,100
	Mats/Benches**	6	5 benches 2 seaters	4500	27,000
	Boxes	Nil	02	300	Nil
XII) Black board					
		2	02	400	800
Pin-up board (canvas)					
		7	02	50	350
XIII) Chalk and Duster					
		Nil		30	Nil
XIV) Water facility (pitchers, glasses and ladle)					
		Nil		100	Nil
XV) Trash can					
		7	10	50	350
				-----	-----
				7215	61,800
				-----	-----

* The statehood has been granted to Goa from 30/5/1987. Furthermore the State has been divided into two Districts namely, North Goa and South Goa w. e. f. 15/8/1987. New maps suiting the current situation shall be got prepared and circulated among all the schools.

** In Goa it is customary that the primary school children even sit on benches; mats/tarpolians are not used. The above cost is on account of 5 benches on an average to be provided to about 6 schools at the rate of Rs. 900/- per two-seater desk and bench.

OPERATION BLACKBOARD

(1987-88)

SANQUEM (URBAN AREA)FINANCIAL REQUIREMENTS AT A GLANCE

Sr. No.	Item	Specification of requirements	Cost in Rs.
1	2	3	4
<u>I) Construction Programme</u>			
	a) Construction of two class-room school building	1 school	1,50,000
	b) Construction of additional one classroom each where there is already one classroom	3 "	2,25,000
	Sub-total(I) Bldg.construction		3,75,000
<u>II) Appointment of additional one teacher at each of single-teacher schools as on 30th September,1986</u>			
		3 teachers	35,000
	Sub-total(III) Addl. teachers		35,000 per yr.
<u>III) Provision of essential facilities/equipments to Primary Schools</u>			
	a) Teacher's equipment	3 schools	95
	b) Maps and charts	As specified (1 to 7 schools)	2,015
	c) Play-material	7 schools	3,360
	d) Games equipment	7 "	1,180
	e) Mini-tool Kit of NCERT	7 "	2,100
	f) Mathematics Kit	7 "	2,100
	g) Library books	7 "	15,750

	2	3	4
School bell		1 school	50
Musical instruments		7 "	4,550
Furniture for teachers		3 "	2,100
Furniture for pupils(benches)		6 "	27,000
Boxes		Nil	Nil
Blackboards		2 "	800
Rolling black boards		7 "	350
Chalk and dusters		Nil	Nil
Water storing facility		Nil	Nil
Trash can		7 "	350

Total(III) Essential facilities/ equipments			61,800 -----
Grand total - Total requirement of funds			Rs. 4,71,800*

			= Rs. 4.72 lakhs -----

Of these Rs. 0.35 lakh per year will be the recurring expenses on account of salaries of additional teachers to be appointed under O.B. in case of single teacher schools.

OPERATION BLACKBOARD

(1987 - 88)

ANNEXURES

OPERATION BLACKBOARD

ANNEXURE - IA

ENROLMENT AT PRIMARY STAGE OF EDUCATION IN

SATTARI BLOCK AS ON 30/9/86

Std.	1979-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
<u>Std. I</u>								
Girls	707	755	706	841	603	734	789	783
Boys	850	943	793	807	648	844	788	799
<u>Std. II</u>								
Girls	623	608	755	969	1130	970	950	702
Boys	778	727	980	1078	1254	994	1097	721
<u>Std. III</u>								
Girls	341	435	484	574	602	692	705	840
Boys	574	586	620	689	734	704	793	968
<u>Std. IV</u>								
Girls	318	389	328	408	452	488	544	704
Boys	433	475	481	432	549	533	651	800
<u>Total</u>								
Girls	1989	2187	2373	2792	2787	2884	2988	3029
Boys	2635	2731	2877	3006	3185	3125	3329	3288
Grand Total	4624	4918	5250	5798	5972	6009	6317	6317

OPERATION BLACKBOARD

ANNEXURE - IB

ENROLMENT IN PRIMARY SCHOOLS IN CANACONA BLOCK AS ON 30/9/1986

Std.	1979-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
<u>Std. I</u>								
Girls	421	473	543	500	454	480	474	485
Boys	556	629	661	652	517	539	559	583
<u>Std. II</u>								
Girls	378	393	510	604	579	526	494	446
Boys	530	588	631	734	695	517	584	478
<u>Std. III</u>								
Girls	219	237	307	322	373	424	366	401
Boys	348	325	399	428	473	483	460	464
<u>Std. IV</u>								
Girls	168	207	216	276	290	308	353	367
Boys	266	329	304	373	402	427	402	457
<u>Total</u>								
Girls	1186	1310	1576	1702	1696	1738	1687	1699
Boys	1700	1871	2055	2187	2087	1966	2005	1982
<u>Grand Total</u>								
	2886	3181	3631	3889	3783	3704	2692	3681

OPERATION BLACKBOARD

ANNEXURE - IC

ENROLMENT AT PRIMARY STAGE OF EDUCATION

URBAN AREA OF SANGUEM TALUKA

Std.	1979-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
<u>Std. I</u>								
Girls	107	86	102	83	70	62	57	57
Boys	94	140	98	102	82	87	94	69
<u>Std. II</u>								
Girls	121	109	93	100	92	86	81	53
Boys	134	103	150	117	130	95	95	76
<u>Std. III</u>								
Girls	70	91	86	70	89	87	73	75
Boys	103	112	91	115	104	105	90	94
<u>Std. IV</u>								
Girls	83	68	85	81	74	75	85	75
Boys	112	99	97	85	96	82	97	96
<hr/>								
<u>Total</u>								
Girls	381	354	366	334	325	310	296	260
Boys	443	454	436	419	412	369	376	335
<hr/>								
<u>Grand Total</u>	824	808	802	753	737	619	672	595
<hr/>								

OPERATION BLACKBOARD

ANNEXURE - IIA

24 SCHOOLS AND THEIR ENROLMENT AS ON 30TH SEPTEMBER, 1986 IN SATTARI BLOCK

Name of the School	Medium	Enrolment in Std.				Enrolment		
		I	II	III	IV	Boys	Girls	Total
2	3	4	5	6	7	8	9	10
P.S. Bhironde	Marathi	7	4	8	11	10	20	30
" Keri	Urdu	2	2	4	1	4	5	9
" Shingane Thane	Marathi	3	5	7	6	12	9	21
" Shelap Thane	"	6	5	8	4	10	10	20
" Naneli	"	5	3	4	5	11	6	17
" Harijanwada Thane	"	8	5	7	9	14	15	29
" Hivare Khurd	"	8	7	7	7	10	19	29
" Riye	"	4	8	11	7	16	14	30
" Dongurli	"	5	8	8	10	15	16	31
" Maloli	"	12	7	10	4	19	14	33
" Derode	"	1	2	2	6	8	3	11
" Satre	"	1	5	4	3	9	4	13
" Kodal	"	3	3	4	4	9	5	14
" Dharkhand	"	8	4	12	13	20	17	37
" Satode	"	12	3	8	10	17	16	33
" Nanoda Bambar	"	16	5	5	5	17	14	31
" Kumthol	"	3	8	9	9	20	9	29
" Karanjol	"	6	7	7	14	17	17	34
" Bandirwada (Pvt.)	"	8	6	5	7	19	7	26
" Gaulmala Velgue	"	4	5	4	4	10	7	17

	2	3	4	5	6	7	8	9	10
G.P.S. Bimbal		Marathi	5	12	10	5	17	15	32
" Gavane		"	3	5	1	1	7	3	10
" Maigini		"	9	12	5	6	20	12	32
" Sheilmalavali		"	4	5	5	4	10	8	18
" Ovaliye		"	4	4	2	4	8	6	14
" Padoshe		"	21	5	6	3	18	17	35
" Uste		"	12	6	9	6	20	13	33
" Assode		"	7	5	9	4	14	11	25
" Dhada		"	19	11	5	6	20	21	41
" Dhamshe		"	7	9	12	6	16	18	34
" Tembakarwada Uste		"	8	3	4	6	14	7	21
" Karmali Budruk		"	18	10	18	10	35	21	56
" Betkikarwada		"	9	6	11	11	20	17	37
" Sawarshe		"	9	9	24	20	34	28	52
" Madai Vante		"	6	16	3	9	15	19	34
" Vante		"	7	8	18	13	25	21	46
" Gaonkarwada Vante		"	17	12	9	4	23	19	42
" Panshe		"	18	15	11	8	32	20	52
" Advoi		"	14	5	16	15	26	24	50
" Khodiye		"	8	14	13	6	23	18	41
" Dhondalwada Pissurle		"	13	17	15	12	37	20	57
" Dhatwada Pissurle		"	13	11	16	8	20	28	48
" Kumbharkhan		"	9	8	13	8	22	16	38
" Dhangarwada Bhuipal		"	10	12	6	10	21	17	38
" Gaonkarwada		"	11	14	14	8	20	27	47
" Saleli		"	10	13	29	17	37	32	69

	2	3	4	5	6	7	8	9	10
G.P.S. Sonus		Marathi	12	16	25	19	32	40	72
" Soliye		"	12	12	14	14	26	26	52
" Tulshimala Parye		"	8	4	19	9	25	15	40
" Belwada Parye		"	27	14	12	38	48	43	91
" Mahalshewada Parye		"	32	37	15	13	56	31	87
" Bagawada Morle		"	16	8	14	16	21	33	54
" Keri Baharilwada		"	10	15	13	8	22	24	46
" Shirola		"	11	10	17	17	29	26	55
" Rawan		"	10	11	13	15	28	21	49
" Kelawade		"	10	12	10	4	16	20	36
" Dhatwada Padoshe		"	14	5	14	4	22	15	37
" Nayawada		Urdu	11	13	15	14	23	30	53
" Nagave		Marathi	18	15	-	2	20	15	35
" Gundelwada Veluz		"	6	8	13	10	20	17	37
" Veluz		"	9	12	16	6	21	22	43
" Dabose		"	9	12	8	8	14	23	37
" Zarme		"	24	26	32	13	53	42	95
" Gollali		"	14	15	14	7	22	22	44
" Surla		"	16	12	16	10	30	23	53
" Hedode		"	14	7	7	5	20	13	33
" Bramakarmali		"	6	4	15	10	20	15	35
" Barajan		"	2	9	17	10	16	25	41
" Khotode		"	4	28	9	6	30	17	47
" Shelapkhurd		"	7	6	15	6	23	11	34
" Shirsode		"	11	13	3	13	27	13	40

	2	3	4	5	6	7	8	9	10
67	P.S. Malpan *	Marathi	12	12	11	13	25	23	48
68	" Murmune*	"	19	13	13	8	30	23	53
69	" Guleli	"	12	13	9	26	35	26	61
70	" Kankire *	"	12	8	5	9	18	16	34
71	" Ghoteli No.II	"	20	10	33	20	48	35	83
72	" Shir *	"	8	12	5	5	18	12	30
73	" Nanus*	Marathi/ Urdu	16	12	16	9	27	26	53
74	" Pal	Marathi	36	28	27	35	56	70	126
75	" Thane	"	29	36	54	19	78	60	138
76	" Hivare Budruk*	"	13	20	32	37	49	53	102
77	" Charvane*	"	13	5	34	33	39	46	85
78	" Kudashe	"	19	19	12	8	27	31	58
79	" Massorde*	"	11	21	27	27	41	45	86
80	" Koparde*	"	20	19	32	28	52	57	99
81	" Nagargao	"	22	16	27	32	48	49	97
82	" Ghoteli No.I*	"	29	20	41	38	56	72	128
83	" Keri*	"	30	28	34	30	79	73	152
84	" Morle *	"	35	34	35	20	67	57	124
85	" Mause *	"	11	26	56	49	80	62	142
86	" Gaonkarwada Honda*	"	19	33	27	23	61	41	102
87	" Fatima Convent School **	English	33	29	44	41	70	77	147

8.3. * Schools marked with an astrisk run in two shifts

** This is the only private unaided primary school in the Block.
All are Govt. Primary Schools from Sr. No. 1 to 91

OPERATION BLACKBOARD

ANNEXURE - II B

PRIMARY SCHOOLS AND THEIR ENROLMENT AS ON 30TH SEPTEMBER, 1986

IN CANACONA BLOCK

Name of the School	Medium	Enrolment in Std.				Enrolment		
		I	II	III	IV	Boys	Girls	Total
2	3	4	5	6	7	8	9	10
P.S. Agas	Marathi	1	5	2	11	13	6	19
" Avem	"	10	9	12	9	21	19	40
" Marlim	"	7	-	8	6	11	10	21
" Nadke	"	2	2	-	3	3	4	7
" Mudkud	"	10	6	3	3	11	11	22
" Panasulemal	"	6	10	3	-	5	14	19
" Paryekatte	"	4	8	1	2	12	3	15
" Shishegal-Kumegal	"	3	2	5	4	6	8	14
" Tirval	"	5	3	-	2	8	2	10
" Tanshi	"	3	7	2	2	6	8	14
" Tanane **	"	3	1	2	3	5	4	9
" Yedda	"	18	3	11	4	19	17	36
" Agonda *	"	6	4	14	5	15	14	29
" Amone *	"	17	21	8	18	38	26	64
" Kudewada	"	40	19	16	18	48	45	93
" Asali-Shrithal*	"	11	11	5	6	13	20	33
" Anvali *	"	11	15	18	12	35	21	56
" Badasarem*	"	9	9	10	3	16	15	31
" Bhupar	"	18	12	9	7	24	22	46
" Saddem	"	11	6	13	6	24	17	41
" Chapoli	"	18	4	9	8	26	13	39

	2	3	4	5	6	7	8	9	10
A.S. Chipalem *	Marathi	11	13	15	-	20	19	39	
" Delem	"	5	6	12	8	17	14	31	
" Davalkhajan	"	14	14	11	13	23	31	54	
" Gulem *	"	32	17	11	10	49	21	70	
" Galjibag	"	18	13	15	5	26	25	51	
" Gal-Neturlim	"	9	6	9	7	14	17	31	
" Gaval-Khol*	"	14	36	10	13	35	38	73	
" Galayem	"	4	6	16	10	24	12	36	
" Irdar	"	21	18	11	32	39	45	84	
" Karegal*	"	17	18	7	4	27	19	46	
" Kajalker	"	7	15	7	13	22	18	40	
" Kindalem	"	4	10	7	9	14	16	30	
" Kuskem	"	7	9	16	9	28	13	41	
" Loliem	"	8	12	8	9	23	4	27	
" Mahalbaddem*	"	13	15	3	4	19	16	35	
" Malore-Khol	"	7	14	13	8	23	19	42	
" Mastimal*	"	11	11	14	10	24	22	46	
" Mashem	"	14	13	4	8	21	18	39	
" Nave-Shrithal*	"	18	27	6	7	31	27	58	
" Partgal*	"	22	4	6	3	16	19	35	
" Panasulem	"	6	13	16	15	37	21	58	
" Panayephond	"	6	10	17	8	20	21	41	
" Paryemal*	"	12	10	7	5	14	20	34	
" Peddem *	"	10	8	11	5	15	19	34	
" Popaidando*	"	16	6	4	4	19	11	30	
" Polem	"	9	9	9	9	22	14	36	
" Saturlim*	"	14	19	6	5	24	20	44	

	2	3	4	5	6	7	8	9	10
G.P.S. Shristhal- Gaondongrim*	Marathi	15	15	10	8	13	30	48	
" Shiesheval*	"	6	7	6	6	16	9	25	
" Sadolaxe*	"	12	8	11	9	24	16	40	
" Shiroti	"	22	10	18	9	43	16	59	
" Tudal	"	10	17	15	15	36	21	57	
" Vaizawada*	"	10	15	14	14	25	29	54	
" Vagon-Khol*	"	14	13	11	24	31	31	62	
" Khalwade	"	8	2	9	16	15	17	32	
" Sheli	"	12	15	16	10	27	26	53	
" Sheli-Loliem*	"	8	9	8	6	27	18	45	
" Muthal*	"	12	22	12	20	44	20	64	
" Mahalwada*	"	27	26	13	15	44	37	81	
" Sawantwada*	"	25	7	23	20	32	43	75	
" Talpan*	"	9	35	14	24	38	44	82	
" Ziltawadi*	"	35	15	16	16	41	41	82	
" Velwada*	"	19	12	32	27	46	44	90	
" Ardphond*	"	12	11	19	24	37	29	66	
" Kindalebag*	"	23	23	24	32	75	47	122	
" Parven*	"	25	29	28	25	50	57	107	
" Saleri*	"	50	20	24	28	67	55	122	
" Karven*	"	55	26	20	23	66	58	124	
" Nagarcem*	"	29	15	25	29	58	40	98	
" Chawadi*	"	53	50	32	46	92	89	181	
* St. Francis Xavier English		8	6	5	11	15	13	28	
St. P. I. Charmarg	"	14	11	7	11	30	13	43	

* Schools functioning in shift system

** G.P.S. Tamane is closed w.e.f. June, 1987.

OPERATION BLACKBOARD

ANNEXURE - II C

PRIMARY SCHOOLS AND THEIR ENROLMENT AS ON 30TH SEPTEMBER, 1986

IN SANGUEM URBAN AREA

Sr. No.	Name of the School	Medium	Enrolment in Std.				Enrolment		
			I	II	III	IV	Boys	Girls	Total
1			4	5	6	7	8	9	10
1	G.P.S. Sanguem	Urdu	2	6	5	5	8	16	24
2	" Tarimal	Marathi	5	4	10	7	15	11	24
3	" Taripanta*	"	7	16	17	11	22	29	51
4	" Varcatto *	"	5	12	8	8	19	14	33
5	" Nondurle*	"	9	5	11	8	19	14	33
6	" Danda*	"	16	13	20	26	45	30	75
7	" Sanguem*	"	46	38	57	71	119	93	212

No. 8. * These schools are run in double shifts.

Sub. National Systems Unit
National Institute of Educational
Planning and Administration
17-B, Safdarjung Road, New Delhi-110016
DOC. No. 4/9-8
Date 23/7/86

ANNEXURE - III

THE SCHEME OF 'OPERATION BLACKBOARD'

(Appendix of letter No.F. 1-16/87-Sch.II dated 25.9.87 from Joint Secretary, School Education addressed to Education Secretaries of all State Governments/UT Admins.)

The Policy and Perspective

Universalisation of Elementary Education (UEE) has been one of the goals of educational development. Provision of free and compulsory education to all the children until they complete the age of 14 years is a Directive Principle of the Constitution. It is a part of the Minimum Needs Programme as well as the 20-point Programme 1986. The National Policy on Education, 1986 also gives an unqualified priority to UEE. It resolves that it shall be ensured that all children who attain the age of about 11 years by 1990 will have had 5 years of schooling, or its equivalent through the Non-Formal stream, and, likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.

2. The policy embodies the concept of a National System of Education that lays emphasis on elimination of disparities in the educational system and on improvement in the quality of publicly funded schools so that whatever the socio-economic background of the student, upto a given level he/she has access to education of a comparable quality. The Programme of Action of the NPE aims at achieving the goal of a Common School System, through strategies that focus effort on the underprivileged, the economically weak, the educationally disadvantaged, and the areas that need special attention. It recommends that at the elementary level a child-centred

approach will be adopted and the academic programme in school activities built around the child. It also proposes measures to effect improvement in the quality of education through reform of the content and process of education, improvement in school facilities, provision of additional teachers, laying down minimum levels of learning, etc.

3. The Union Government has accepted a larger responsibility in regard to maintenance of quality and standards of education at all levels of the educational process throughout the country. But the role and responsibility of the States remain undiminished - implementation of the NPE must engage the States' full attention, and it is only if the task of implementation is taken up with vigour, persistence and a sense of urgency that the new schemes of quantitative expansion and qualitative improvement, aimed eventually at a transformation of the whole system, have any chance of being realised.

Components of Operation Blackboard (OB)

4. The scheme for a substantial improvement in facilities in primary education has symbolically been named OPERATION BLACKBOARD (OB). OB lays down the minimum level of facilities to be provided in all primary schools which have been established so far, and it also prescribes the minimum level of funding for all new primary schools to be opened in future. There are three interdependent components of OB:-

- (1) Provision of at least two reasonably large rooms that are usable in all weather with a deep verandah

alongwith separate toilet facilities for boys and girls.

(2) Provision of at least two teachers, as far as possible one of them a woman in every primary school.

(3) Provision of essential teaching and learning material including blackboards, maps, charts, a small library, toys and games and some equipment for work experience.

OB is to be implemented in municipal areas as well as villages. Its scope is confined to primary schools (vis. schools upto Class IV or V depending upon the structure in different States/UTs) upper primary schools and secondary schools, even if they have Classes I to IV/V, are not covered under this scheme.

5. The coverage of OB is to be extended to all primary schools run by Government, local bodies, Panchayat Raj institutions and recognised aided institutions. It needs to be kept in mind that this scheme is meant for educational institutions which have remained deprived of facilities and resources in the past.

Selection of Blocks and Municipal Areas

6. Over the next 2-3 years OB will be implemented in the entire country. This will, however, be done in a phased manner, beginning with 20 per cent of the blocks and municipal areas in 1987-88, 30% in 88-89 and 50% in 89-90.

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The first step in implementation of OB is to select CD blocks/municipal areas for implementation. In the selection of blocks, the following considerations may be kept in view:-

- (a) No district may be left out.
- (b) Additional blocks may be given in a reasonable proportion to the total number of blocks in a district.
- (c) Preference in the selection of blocks should be given to those which are educationally disadvantaged and have concentration of persons belonging to Scheduled Castes and educationally disadvantaged Scheduled Tribes and minorities.

The State Governments may lay down certain other criteria in the process of selection. The governing consideration should be greater people's participation, possibilities of success of the scheme and the overall strategies spelt out in NFE.

7. The criteria for selection of municipal areas will have to be worked out by the State Governments themselves. It is suggested that smaller municipal areas should be treated as a single unit and a percentage of such areas in a district may be taken up. As far as large cities are concerned, implementation of the scheme in the first year should be restricted to 20 per cent of the municipal wards.

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Survey and Project Formulation

8. Survey of existing facilities is to be undertaken as soon as selection of CD blocks and municipal areas has been completed. The proforma for survey has been evolved in consultation with NCERT and has been communicated to the States separately.

9. There are two distinct categories of survey under OB. One, in respect of 20 per cent CD blocks and municipal areas in which OB is to be implemented in 1987-88; and two, survey of the remaining 80 per cent of the CD blocks and municipal areas in which OB will be implemented in the next 2-3 years. As far as the first category is concerned, viz. 20 per cent of the blocks and municipal areas, special survey drive have had to be undertaken. In respect of the ~~second~~ category, viz., the remaining 80 per cent of the blocks and municipal areas, the survey sheets will be canvassed along with the Fifth All India Educational Survey. ~~In respect of this category NCERT has issued detailed instructions for the survey staff.~~

10. The reference date for survey under OB is the same as for the Fifth All India Educational Survey, viz., 30 September 1986. This date will also hold good for determining the number of single teacher schools, which have to be provided second teacher under OB.

11. The results of the survey have to be compiled in two parts: Part I - relating to the requirement of additional teachers for the single teacher schools.

Part II - the remaining data, viz., availability of buildings and teaching/learning materials to be compiled with the form of a block project. The block project will include blockwise and municipality-wise consolidated data - existing facilities as well as deficiencies. The block project will also indicate the measures taken for involvement of teachers, local communities and necessary assurances regarding land, fencing, maintenance, replacements etc. Mention should also be made in the block projects regarding appointment of women teachers and the measures taken for ensuring that the teachers appointed will in fact serve at the place of their posting.

Construction of School Buildings

12. No separate funds are being provided under OB by the Ministry of HRD (Department of Education) for construction of primary school buildings. Some State Governments were provided funds by the Eighth Finance Commission for construction of school buildings and steps should be taken for timely and planned use of those funds. National Rural Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP) have considerable funds in all States/UTs. A decision has been taken at the highest level to give high priority under these schemes to construction of primary school buildings. This decision has been incorporated in the manual recently brought out by the Ministry of Agriculture (Department of Rural Development), Government

of India. This priority has been reiterated by the Department of Rural Development vide their Secretary's instructions to State Governments in his D.O. letter No. M. 20042/27-85 RLEGP dated 30.7.87. The Coordination Committee set up by all State Governments under the chairmanship of Chief Secretary to oversee implementation of NPE should be able to ensure that adequate funds become available under NREP/RLEGP for the programme of construction of primary school buildings. It may be clarified that the essential parameters of NREP/RLEGP will remain unchanged even when these programmes are used for OB. The following further clarifications are given in this regards:

- (A) Necessary land for construction of school buildings, including land for games and sports, has to be provided by the local community.
- (B) The local community, preferably Village Education Committees, have to give a formal undertaking that they shall take responsibility for repair and maintenance of the building.
- (C) The local community has also to take responsibility for an appropriate fencing around the school compound. It could be a pucca wall or hedge or barbed wire, but sufficient to prevent the school compound becoming a thoroughfare for humans and cattle.
- (D) The proportion between labour and material component under NREP and RLEGP is 50 : 50. If

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the requirement of material is more than that, it will have to be provided by the State Governments, local bodies or the village community.

In the case of NREP, it may be possible to lump the work of primary school building with other works, such as social forestry and defeciciency of village tank, and thereby ensuring 50:50 ratio between labour and material components.

- (E) Each of the rooms to be constructed should be approximately 30 sq. mtrs. in area and the verandah of approximately 9-10 feet depth. Even if there are two rooms in existance at present, but their area is much less and they are not satisfactory, new rooms may be constructed.
- (F) Provision of separate toilets for boys and girls must form part of the construction activity. Toilets should be so constructed that they inculcate desired toilet habits among children and the construction and maintenance of toilets should be such that it should be possible to keep them clean.
- (G) Each State Government should get good architectural design made for construction of primary school buildings. These designs should be modular, in that they should provide scope for expansion of the building programme. Every

effort should be made to utilise local materials and keep the cost of building low. They should be adequate, without being ostentatious and should merged well with the village environment. It should also be ensured that there is built-in space for storage of equipment, and well plastered blackboards should also form part of the structure itself, in the rooms as well as at both ends of the verandah.

(H) Several State are faced with an acute drought situation this year and considerable expenditure is likely to be incurred on provision of relief works to drought affected families. The possibility should be explored of the labour component on school buildings being met out of these relief works if the funds for material component can be found from some other source under the control of the State Government, the local bodies, or village communities.

13. As far as municipal areas are concerned the State Governments will have to make necessary arrangements for school buildings. It may be possible in some municipal areas to allocate municipal funds for this purpose. At some place it may be feasible to levy education cess on property or a general municipal tax. At some places, it may be possible to raise donations from charitable and philanthropic persons/organisations. Yet another

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possibility is to take additional space on rent. The Central Government would not be able to take any responsibility in respect of buildings for the municipal areas.

Provision of second teacher in single teacher schools

14. The percentage of single teacher schools has been going down in the country. However, in some States the number of such schools continues to be alarmingly large and it adversely affects educational standards. This problem is, however, confined to rural areas. A second teacher will be provided as a part of OB for all single teacher schools in the 20 percent CD blocks in 87-88 in another 30% blocks/municipal areas in 88-89 and in the remaining in 89-90. The relevant date for determining the number of single teacher schools, as already clarified above, is 30 September 1986. The following considerations are to be kept in view while implementing this component of OB:-

- (a) The State Government will need to give a categorical assurance that all new primary schools opened will be provided two teachers.
- (b) To the extent possible all new teachers to be appointed should be women. It will be advisable if every school has at least one woman teacher. However, if women teachers cannot reside in the village where they are posted or cannot easily commute there, the second teacher may also be male, but corresponding

.....ll

increase in the number of women teachers should be made in urban areas or in other locations where it is possible to increase the number of women teachers.

- (c) In the appointment of teachers spatial considerations need to be kept in view. If trained teachers belonging to remote rural areas are available they should be given preference, without disturbing the broad policy regarding appointment of teachers. Likewise, preference should be given to trained teachers belonging to SC/ST.
- (d) In some States/UTs there are a number of trained teachers awaiting appointments for several years. In all cases where persons trained 2-3 years prior to their appointment (and if they were not working as teachers in the intervening period) are appointed, they should be provided a suitable refresher course, say of one month duration. Necessary preparations for this purpose should be made immediately. The material prepared by NCERT for the massive summer vacation teacher training programme could also supplement other resources.

Instructions for Learning Material

15. The essential facilities in primary schools have been spelt out in the annex-I. This list has been prepared after a great deal of examination and should hold good for

all schools through the country. However, those State Governments/UT Adms. which consider it essential to make departure from this list may do so provided that they give sufficient justification therefor and it does not lead to increase in costs.

16. There is an insistence under OB on purchase of material of good quality. The past experience shows that the existing financial procedures oblige educational administrators to go in for the cheapest material, which is generally of sub-standard quality. Under OB specifications are being worked out in respect of various items which lend this to such disruption. The Bureau of Indian Standard (formerly known as Indian Standards Institution - ISI) has been requested to lay down specifications in consultation with educationists and class room teachers. Meanwhile State Governments may work out their own specifications which can be used for 1987-88.

17. As soon as possible the work experience programme in upper primary schools and secondary/higher secondary schools should be modified to manufacture as many items required under OB as possible. As a part of work experience the students should also be trained to produce material of good quality and dilution of specifications should not be permitted. Even polytechnics and ITIs should be encouraged to set up manufacturing units as envisaged under "earn-while-you-learn" projects.

18. The responsibility for replenishment of materials will have to be borne by the State Governments or the local bodies as the case may be. Funds for this will have to be provided in a systematic manner and while making proposals for sanction of funds under OB State Governments would be expected to give necessary indications in this regard.

19. In addition to bringing about necessary changes in the procedure for purchase of instructional learning material, it will also be necessary to reorient the teachers and to build an atmosphere in which teachers use the material provided under OB and also improvise instructional material on their own initiative. This will have to be built into all programmes of teacher education - preservice as well inservice. In addition small simple booklets should be brought out by SCERTs to facilitate proper use of this material. It will also be necessary to make necessary changes in the financial/accounting procedures and audit requirements.

Financial Pattern and Procedure for Sanction

20. OB is a centrally sponsored scheme. No separate funds have been provided under it for construction of primary school buildings in rural areas. It is to form part of FRDP, RLEGP and other appropriate schemes, including special area development schemes such as Tribal Sub-Plans, Hill Areas Development Programme, Border Area Development Programme, etc. Funds for appointment of second teachers in single

teacher schools and for purchase of instructional/ learning material will be provided by the Central Government

on hundred per cent basis upto the end of the Seventh Plan. It shall be necessary for the State Governments to draw up, and adhere to, a detailed plan for construction of primary school buildings as envisaged in OB. While sanctions may be issued in 1987-88 releasing Central funds for second teachers and equipment, etc. on the basis of the detailed plans in the subsequent two years the progress of construction of buildings will be evaluated before consideration of proposals for funds under OB. The liability in respect of teachers' posts will get transferred to the State Governments after the Seventh Plan. Necessary steps should be taken now itself to ensure that the liability during the Eighth Plan gets treated as committed expenditure by the Ninth Finance Commission. The Central assistance is contingent upon the State Governments and/or local bodies and/or the local community taking responsibilities as spelt out in this and the preceding paragraphs. Their responsibilities would include the following:-

- (1) Detailed information regarding the manner in which buildings as envisaged in OB will be got constructed within a well-defined time-frame.
- (2) Provision of contingency at the rate of Rs. 500/- per annum for every primary school.
- (3) Provision of land and fencing.
- (4) An undertaking regarding repair and maintenance of school buildings.
- (5) An assurance that in future all sanction of primary schools teachers and equipment would be provided at least at the level envisaged under OB.

- (6) An assurance that all teachers appointed under this scheme will be put through inservice training in a time-bound programme.
- (7) Provision of funds for replenishment of equipment.

In addition to these, the State Governments will also have to take steps for detailed micro-planning for universal enrolment and retention at the elementary stage, which is the basic objective of OB. Measures will also need to be taken for involvement of teachers and the local community not only in planning and implementation of OB but to create an upsurge for universalisation of elementary education. It may also be necessary to strengthen the administrative structures at the elementary stage, for which there will be no centrally assisted scheme.

21. The projects prepared at the block level will be sanctioned by a State Level Empowered Committee which may be headed by Chief Secretary/Development Commissioner/Education Secretary. Its membership should include all persons necessary to give final clearance. The Central Government will be represented by 2 or 3 persons - one from the Ministry, the other to represent Finance and the third to represent NCERT. The Empowered Committee should have powers to make final sanction, which will be honoured by the Central as well as the State Governments/UT Administrations.

22. The project proposal for each block or municipal area will be prepared separately. The State Government will have

to ensure that the format for preparation of project report is the same for all block/municipal areas. The project report for a block/municipal area should give the number of primary schools being covered under Operation Blackboard and the deficiency in regard to building, second teacher and each item of essential equipment (as per list at Annex-I). As mentioned in para 20, necessary details regarding the source of funds and time-frame will be given in respect of the buildings component. The Empowered Committee for Operation Blackboard will sanction the block/municipal area-wise project in so far as they relate to the second teacher and the essential equipment. It will be advantageous if all the proposals for the year for the State are placed before the Empowered Committee for sanction in one meeting but in the interest of the speedy execution of the programme the Empowered Committee can consider the proposals in regard to the blocks/municipal areas in more than one meeting, as they become available. Similarly the Empowered Committee may consider sanction for second teacher separately from the sanction for essential equipment. However, no sanction of Central funds will be considered unless a clearly spelt out plan for construction of primary school buildings, as envisaged in OB, is presented to the Empowered Committee.

23. Since second teacher is to be sanctioned in places where there is only one teacher in the school, all second teachers will be fresh entrants to the service. Therefore;

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salary for the second teacher should be computed at the minimum of the pay scale prescribed for the primary school teacher in the State concerned along with the dearness and other allowances admissible. The Central assistance for such teachers e.g. those recruited in 87-88 will be computed for 88-89 after adding the amount of due annual increment.

24. As far as equipment is concerned the list of essential equipment along with the estimated cost of each item is at Annex-I. The costs mentioned of individual items are estimates only and the actual costs of items may be more or less in many States. The cost of procuring an individual item can therefore vary but effort will have to be made to keep the average cost per school of the whole set of equipment near-about Rs. 7125/-. Naturally, most schools will have some of these items already. The survey of the identified blocks will indicate the availability of items in each school. The list in Annex-I gives the number of each item that should be available to each primary school. The deficiency of items in each school may be worked out on the basis of this norm. Therefore, the block/municipal area project report under Operation Blackboard will compute the requirement of each item and the requirement of funds on this basis. The list at Annex-I gives the norm of availability for a primary school (I to IV or V) with one section to each class. If a primary school has more than one section to each class (I to IV or V) the norm may be taken as twice the number given in the list at Annex-I. Further, with regard to

teachers' furniture and blackboards, the requirement may be calculated for every teacher and every class-room in the school if they lack this facility. In computing the deficiency for blackboard in schools where new building will be constructed it may be borne in mind that blackboard will be built into the wall. Therefore, while computing funds for blackboards, the requirement of blackboards for existing buildings should alone be computed.

25. On the basis of sanctions made by the Empowered Committee the funds will be released by the Government of India. For equipment 50% of the requirement for the year will be sanctioned immediately after the block/municipal area-wise projects are sanctioned by the Empowered Committee and the remaining amount will be released when the State Government is able to report the progress of expenditure showing that 75% of the earlier amount has been spent. For second teacher 50% of the requirement for the year will be sanctioned when the State Government has created the post for the second teacher and the rest will be sanctioned when the State Government is able to show the progress of expenditure indicating that 75% of the earlier amount has been utilised. For 1987-88 however, since the scheme will come up under implementation in the middle of the year, the whole of the amount for the year will be sanctioned on the basis of the sanctions made by the Empowered Committee.

Procurement of Equipment

26. The list of essential equipment is at Annex-I. As specified in para 16, the Bureau of Indian Standards (viz. Indian Standards Institute) is determining the specifications for equipment. After these become available, it will be obligatory for States to procure equipment conforming to the specification. Till then the States may exercise their judgement in procuring equipment but care should be taken that it is of good quality. As has been suggested in para 17, it will have to be examined what equipment can be fabricated/manufactured within the educational sector under the Work Experience Programme or in Polytechnics/ITIs. Procurement should be done from the market only to the extent it cannot be fabricated/manufactured within the educational institutions. Since general inquiries do not always attract the best suppliers, it would be desirable to identify manufacturers within and outside the State who can supply the desired equipment of acceptable quality. While placing order for supply of the equipment, sample would naturally be obtained but in addition it is necessary that as many samples of approved quality are obtained as are the receiving officers in the districts/blocks so that they can tally the supplied equipment with the approved sample when the supplies are made. At the district/block level where the supplies are made, different items of equipment will be received from the suppliers in different numbers and over a period of time. Obviously it will lead

to considerable damage and disorder if items are supplied to the school piece-meal. Therefore, the State Government should attempt to work out an arrangement at district/block level where-under the complete set of items to be supplied to a primary school is supplied in one lot. An educational institution, having adequate storage place at the district/block level could appropriately be the specified point where supplies would be made by the suppliers and an appropriate number of officials could be deputed for this duration to receive the supplies, to tally the quality with the approved sample, and take responsibility for delivery to individual schools.

Monitoring system

27. Operation Blackboard is a programme having many aspects. It is designed to be one of the important vehicles for achieving the target of universal primary education by 1990. Therefore, it is important to have a proper management information system for the programme. The Ministry is taking steps to develop such system with the assistance of experts in this field. For the implementation of the programme itself i.e. to monitor that all the schools progressively get essential facilities envisaged in the Operation Blackboard, a system of quarterly monitoring will be followed. The State Government will supply information for each quarter by the end of the succeeding month to the Ministry in the proforma at Annex-II.

ESSENTIAL FACILITIES AT THE PRIMARY STAGE

	<u>Teachers' equipment.</u>	<u>Numbers</u>	<u>Approx. Cost Rs.</u>
I.	<u>Teachers' equipment.</u>		
(i)	Syllabus	01 set	30
(ii)	Textbooks	one primary set	25
(iii)	Teachers' Guides	Do	15
II.	<u>Classroom teaching materials</u>		
(i)	Maps - District) State) Country) World)	One each	175
(ii)	Plastic Globe	01	100
(iii)	Educational Charts (Health, Social Studies, language)	One set	90
III.	<u>Play materials and toys</u>		
(i)	Wisdom blocks (construction of different designs, patterns, objects etc.)	3 sets	120
(ii)	Bird and Animal Puzzle (Jigsaw puzzle)	3 sets	60
(iii)	Toys (Lolls, Human figures, animals, science toys)	2 sets	300
IV.	<u>Games equipment</u>		
(i)	Skipping Rope	10	60
(ii)	Balls - Football	02	70
	Volleyball	02	70
	Rubber Balls	10	50
(iii)	Air pump	01	35
(iv)	Ring	05	50
(v)	Swing rope with tyre	01	35
V.	Primary Science Kit (of NCERT)	01	400
VI.	Mini Tool Kit (of NCERT)	01	300

VII.	Mathematics Kit	01	300
VIII.	<u>Books for Library</u>		
(i)	Reference Books - Dictionaries	02	100
	Encyclopaedia	01	100
(ii)	Children's Books (at least 200) (NBT, Children's Book Trust, Nehru Bal Pustakalaya & other)		1600
(iii)	Magazine, journals and news papers for teachers and children (one news- paper, one magazine and one profe- ssional journal)		450
IX.	School Bell	01	50
X.	Musical Instruments		
	Dholak or Tabla	01	100
	Harmonium	01	500
	Manjira	02	50
XI.	Contingency money with teacher		Recurring
(i)	Mats and furniture for students and teachers (one chair & one table for one teacher + 2 large boxes)		
	For teachers	02 sets	700
	mats	--	375
	boxes	02	300
XII.	Black Board	02	200
	Pin-up board(canvas)	02	50
XIII.	Chalk & duster		30
XIV.	Water facility(pitchers, glasses & ladle)		100
XV.	Trash Can	10	50

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