



SHANTILAL MUTTHA
FOUNDATION



SCHOOL QUALITY IMPROVEMENT PROGRAMME ANNUAL REPORT 2023



MESSAGE

DR. PRAMOD SAWANT

HON'BLE CHIEF MINISTER, GOA



“Government of Goa is committed to achieving excellence in educational quality by implementing the National Education Policy 2020, NIPUN Bharat, PM-SHRI Schools, assessments and accreditation, and values education. To help achieve this mission, the government has signed an MoU with Shantilal Muttha Foundation, which has been supporting Goa’s educational initiatives since 2015 through the Mulyavardhan values education and enhancing civic engagement programmes. I have no doubt that in coming years Goa will transform itself into a frontline state in educational excellence.”

Dr. Pramod Sawant
Hon'ble Chief Minister, Goa



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ABBREVIATIONS

ASFs	Academic Support Fellows
CGs	Curriculum Goals
DOE	Directorate of Education
ECE	Enhancing Civic Engagement
FLN	Foundational Literacy and Numeracy
FLS	Foundational Learning Study
GEDC	Goa Education Development Corporation
GOG	Government of Goa
LOs	Learning Outcomes
MTs	Master Trainers
MCQs	Multiple Choice Questions
MV	Mulyavardhan
MARG	Mathematics Action Research in Goa
NAS	National Achievement Survey
NCF	National Curriculum Framework
NCF-FS	National Curriculum Framework for Foundational Stage
NCF-SE	National Curriculum Framework for School Education
NIEPA	National Institute of Educational Planning and Administration
SAAA	School Assessment and Accreditation Authority
SAAF	School Assessment and Accreditation Framework
SCERT	State Council of Educational Research and Training
SEAS	State Education Assessment Survey
SEED	Social Emotional and Ethical Development
SEEL	Social Emotional and Ethical Learning
SEL	Social Emotional Learning
SMF	Shantilal Muttha Foundation
SMM	Shaikshanik Margdarshan Mandal
SSA	Sarva Shiksha Abhiyan
SSF	School's Self-Assessment
SQAAF	School Quality Assessment and Accreditation Framework
TLM	Teaching Learning Material
TOT	Training of Trainers
VSM	Varisht Shikshak Mandal

MESSAGE

DIRECTOR, DIRECTORATE OF EDUCATION, GOA



ATMANIRBHAR BHARAT
SWAYAMPURNA GOA

Government of Goa
DIRECTORATE OF EDUCATION
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No.DE/MoU/ 2023/ 65

Dated:- 13/12/2023.

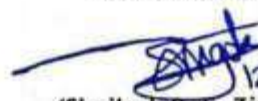
We acknowledge and appreciate SMF's goa program and your commitment to state government's quality education initiatives. Congratulations reaching the first year's strategic MoU milestone. SMF is a valued member of our team, and your continued contributions are vital in meeting quality education initiatives. Some of our academic achievements are made possible because of collective efforts of the department, Goa-SSA, Goa-SCERT and SMF Goa team.

It gives us immense pleasure to congratulate you and your Goa-team for all the efforts, support, and cooperation in the effective implementation of the planned and agreed academic activities in collaboration with the department since signing of the strategic MoU last year. With lots of positive feedback from the field (ADIs, teachers, principals) I would like to thank the SMF team for the good efforts and performance.

We look forward to your ongoing contributions, bright and successful coming year of the strategic-MoU together. I personally congratulate you for your dynamic leadership, dedication, and determination.

With warm regards.

Yours faithfully,


12.12.2023
(Shailesh R. S. Zingde)
Director of Education

MESSAGE

DIRECTOR, SCERT, GOA



Government of Goa

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING PORVORIM – GOA 403 521

PHONE: 0832-2417276 Website: scert.goa.gov.in e-mail: scertgoa@gmail.com.

No: SCERT/Adm/Misc/ 2023/ 2602

Dated:- 14.12.2023

SMF has done a commendable work, and we congratulate you and the team for all the good efforts and work, be it the training and capacity building of master trainers, building the pool-cadre of subject wise academic resource group, development of teachers' and students' resource materials for state education assessment survey and under the Mission NIPUN Bharat. We appreciate your cooperation and contribution in the state's efforts. Further cooperation in this regard is solicited.

I would like to sincerely show my appreciation for all the motivation and dedication that SMF Goa-team have displayed since last Oct'22. Your support is vital and appreciate the cooperation that everyone displayed making the workflow simple and easy. We are glad that we have a team of SMF providing the needed academic and pedagogical assistance as required.

Please convey my best wishes to SMF's Goa team members extending the good supports in effective and timely implementation of their academic activities and initiatives. We are receiving full support and cooperation of SMF to our satisfaction. We are thankful and would like to express our sincere gratitude. Together we will work as a team and keep up the academic activities and initiatives flag high. We look forward to your cooperation in all our academic and pedagogical efforts and initiatives.

With warm regards.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Shambhu S. Ghadi'.

(Dr. Shambhu S. Ghadi)
Director- SCERT

MESSAGE

CHAIRMAN, GEDC, GOA



GOA EDUCATION DEVELOPMENT CORPORATION

(A Government of Goa Undertaking)

Ground Floor, SCERT Building, Alto-Porvorim Bardez Goa.
Ph. 2411187/2411194, Fax: - 2411186


Date: 23/11/2023

My heartiest congratulations to you and your entire SMF team. It gives us immense pleasure and satisfaction to put on record my appreciation for being instrumental in complementing and executing of the collective efforts of the state's quality education initiatives. SMF team is doing commendable work giving their best in all the academic and pedagogical tasks and activities under the strategic MoU.

I wish you and the team my best wishes who are working relentlessly to meet the targets without compromising on the quality on time. I thank every one of you for your constant hard work and dedication. The resilience and patience that everyone showed during the year are appreciable.

Keep up the good work. We appreciate your hard work and hope that you will continue your contribution!

With warm regards,


SHRI GOVIND B. PARVATKAR
Chairman,
GEDC-Goa.

MESSAGE

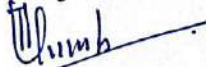
ASSISTANT DIRECTOR, GOA SAMAGRA SHIKSHA

I would like to take the opportunity to congratulate you and SMF team on the first year's milestone since the signing of the strategic MoU last Oct 2022. With SMF academic support provided as per the strategic MoU, together and collectively we have achieved some of the key milestones in this academic session. Thank you for making the ongoing state's quality education and improvement efforts pro successful.

I am glad to work with the SMF team and please to convey my best wishes to all your team members for extending the technical, academic, and pedagogical support in the effective and timely implementation of some of the academic activities and initiatives namely, Mulyvardhan, Enhancing Civic Engagement, NIPUN Bharat (Foundational Literacy and Numeracy), State Education Assessment Survey, PM SHRI Yojna without compromising the quality. We are receiving full support and cooperation of SMF to our satisfaction. It feels good to operate with the SMF Goa team that is so self-reliant and motivated.

I appreciate the efforts in successfully handling the strategies that your team laid out proved to be a catalyst. We sincerely appreciate SMF team's role and hope that the good work continues in the future as well.

Warm regards.



Manoj B. Sawaikar

Asst. Director
Goa Samagra Shiksha



FOREWORD

I am delighted to present the Annual Report 2023, which showcases substantial advancements achieved through the collaborative educational initiatives of the Government of Goa and Shantilal Muttha Foundation (SMF) during the previous year.

Since 2015, the Government of Goa and SMF successfully implemented the Mulyavardhan values education programme in primary schools of the state. The impactful results of this collaboration garnered recognition from schools, principals, teachers, students, and parents alike. The visionary leadership and guidance provided by the Hon'ble Chief Minister of Goa, along with the leadership of the Directorate of Education, the State Council of Educational Research and Training, and the Goa Education Development Corporation have fortified the efficacy of this partnership.

Building upon this fruitful partnership, the Government and SMF collaborated again in 2022 for effective implementation of the National Education Policy, 2020. This programme aims to achieve the objectives of NIPUN Bharat, PM-SHRI Schools, and School Accreditation, while also integrating values and life skills education through the Mulyavardhan programme. Envisaging this as a long term strategic priority, the Government and SMF formalized their commitment through an MoU, delineating their respective roles and responsibilities. Recognizing Goa's aspiration for becoming a frontrunner in quality school education, the success of this mission holds immense possibilities to serve as a blueprint for adoption by many other states.

One year has passed since the inception of this collaborative initiative, giving us an opportunity to meticulously review the progress, engage in introspection, and chart our course for the future. Over the past year, the Directorate of Education and SMF jointly formulated a five-year action plan to bring about a paradigm shift in the quality of school education in Goa.

As part of this action plan, the Government will establish a strong cadre of 75 top-tier Academic Experts (Shaikshnik Margdarshan Mandal) at the state level to facilitate continuous improvement in academic resources, generate supplementary learning resources, inter-disciplinary resources, develop and refine enrichment activities, and to substantially improve educational processes in the state. Similarly, the Government will establish a strong cadre of 75 Master Trainers (Varisht Shikshak Mandal) who are specialized in pedagogical training with a focus on developing teaching skills, training and capacity building methodologies, directly impacting educators through training sessions.

The above crucial state level resources will undergo comprehensive training provided by national and international experts and facilitated by SMF. They will be equipped with the State's long-term vision for school education, enabling them to successfully accomplish their objectives. In 2023, the Government has worked relentlessly to transform this vision into reality, establishing the above state level resource groups and enabling them with capacity building in collaboration with SMF.

SMF extends its heartfelt gratitude to the Hon'ble Chief Minister of Goa, Dr. Pramod Ji Sawant for his visionary leadership and unwavering support in driving this programme forward. Our special thanks and gratitude to Shri. Prasad Lolayekar, I.A.S., Secretary Education, Government of Goa; Shri. Shailesh Zingde, Director, Directorate of Education; Dr. Shambhu Ghadi, Director, State Council of Educational Research and Training, Goa; Shri. Govind Parvatkar, Chairman, Goa Education Development Corporation; and Shri. Manoj Sawaikar, Assistant Director, Goa Samagra Shiksha for their enduring support and guidance.

This report provides a summary of achievements in the first year of our collaborative efforts. The journey has only just begun, and we are committed to realizing our shared vision of making Goa a model state for educational excellence.

With best wishes,



Shantilal Muttha

Founder, Shantilal Muttha Foundation

SECTION-I

**STRATEGIC PARTNERSHIP FOR DEMONSTRATING
SUCCESSFUL IMPLEMENTATION OF NEP 2020
AND NCF 2023 IN GOA**

SECTION I

STRATEGIC PARTNERSHIP FOR DEMONSTRATING SUCCESSFUL IMPLEMENTATION OF NEP 2020 AND NCF 2023 IN GOA

Introduction

Building upon the successful collaboration that began in 2015, the Government of Goa (GoG) and Shantilal Muttha Foundation (SMF) embarked on a pioneering journey in 2022. Their joint efforts aim to implement the National Education Policy 2020 and achieve the goals of NIPUN Bharat, School Accreditation, and PM-SHRI Schools. This joint initiative not only emphasizes educational excellence but also integrates values and life skills through the Mulyavardhan programme. The partnership, strengthened by the visionary leadership of Dr. Pramod Sawant, the Hon'ble Chief Minister, and also the Minister of Education, Goa laid the groundwork for a transformative shift in the state's school education sector.

To ensure the success and sustainability of the initiative, GoG will establish an Academic Resource Team (*Shaikshnik Margdarshan Mandal*) comprising 75 top-tier talents, and a cadre of 75 Master Trainers (*Varisht Shikshak Mandal*) at the state level. These expert groups will be empowered to bring about a positive change in the state's education sector. They will undergo comprehensive capacity building facilitated by national and international experts to equip them with necessary skills and the vision to achieve their objectives.

Shaikshnik Margdarshan Mandal

The Shaikshnik Margdarshan Mandal (SMM) is a specialized cadre of state level academic experts dedicated to curriculum and content development. Their areas of responsibilities include continual improvement in the teaching learning processes, generation of supplementary learning materials, and creation of interdisciplinary resources at the state level. SMM will assume a pivotal role in ensuring seamless alignment of academic resources with the curriculum guidelines as stipulated in NEP 2020 and NCF 2023. This alignment forms the bedrock for fostering a cohesive and effective learning experience for students.

SMM will excel in crafting high-quality academic content, leading the charge in developing and reviewing supplementary learning materials and interdisciplinary resources with innovative pedagogical approaches. Incorporation of digital learning resources and interactive multimedia content will further elevate the overall learning experience. Additionally, SMM will play a crucial role in designing and developing innovative assessment tools aligning with NEP's emphasis on formative assessment and skill evaluation.

Varisht Shikshak Mandal

The Varisht Shikshak Mandal (VSM) is strategically positioned as a specialist group in capacity building, constituting a pivotal force in ensuring quality professional development of teachers in the state. This group undergoes careful nurturing and development, focusing primarily on refining teaching skills and enhancing skills of teachers through targeted training and capacity building sessions. They will impart advanced teaching methodologies, fostering continuous professional development of teachers and catalysing a transformational shift in teachers using innovative pedagogical approaches¹.

The significance of VSM lies in its role as a cornerstone for educational reforms in Goa, ensuring seamless alignment with the National Education Policy (NEP), 2020 and the National Curriculum Framework (NCF), 2023. Serving as a reservoir of expertise in learner-centered pedagogical approaches endorsed by the NEP, this cadre of senior teacher trainers becomes indispensable for equipping teachers with the skills necessary to implement progressive teaching methodologies. They play a crucial role in tailoring training programs to address the specific needs emerging from implementation of the new curriculum and policy guidelines.

Responsibilities of VSM extends beyond the professional development of teachers. It will provide ongoing mentoring support to teachers besides ensuring appropriate monitoring and evaluation of the effectiveness of teacher professional development initiatives in the state. VSM will function as an effective support system for implementation of the new curriculum, and will contribute to maintaining consistency in interpretation and implementation of the NEP and NCF, fostering a unified and standardized approach. Expert trainers part of the VSM will serve as sources of inspiration and motivation for teachers to embrace positive changes introduced by the NEP and NCF, influencing them for adaptability and innovation, and contributing towards the strategic imperative of transformational change in the school education system.

Holistic Approach for Educational Excellence

Although the SMM and VSM expert groups adopt distinct approaches, a shared commitment to educational excellence in the state runs through them. While the SMM influences the educational landscape through development of innovative content and pedagogy, VSM directly shapes teaching skills and professional development of teachers. A strategic collaboration between these two will establish an ecosystem in the state where innovative pedagogies seamlessly come to fruition, laying the groundwork for their effective implementation in alignment with the goals of NEP 2020 and NCF 2023. The outputs generated by both groups create an environment where teachers are empowered with appropriate strategies and tools to implement innovative pedagogies effectively. This holistic approach not only enhances the learning experience for students but also propels the education system in Goa towards the overarching goals outlined in the NEP and NCF.

¹ According to NEP and NCF innovative pedagogies include i) Experiential learning, ii) Hands-on learning; iii) Inquiry based learning; iv) Real world projects; v) Arts-integrated and sports-integrated education; vi) Story-telling-based pedagogy; vii) Shift towards Competency-based Pedagogy; viii) Digital learning (Information Technology).

Building State Resource Teams – A Sustainable Strategy

Shaikshnik Margdarshan Mandal (SMM)

- Subject matter experts for continuous improvement and refinement of academic resources, generating supplementary learning materials, enrichment activities, and inter-disciplinary resources.
- Direct influence and impact on pedagogy and educational processes through the development of resources.



*SMF brings in Competent
National/International Resource
Organizations/Experts*



*Provides Inputs for Curriculum,
Syllabus, Pedagogy and Assessments*



Varisht Shikshak Mandal (VSM)

- Specialized in capacity building with focus on implementation of training and capacity building methodologies, and developing teaching skills.
- Direct influence and impact on teachers through training sessions.



*SMF brings in Competent
National/International Resource
Organizations/Experts*



*Builds Capacities on Alternative and
Innovative Pedagogical Practices*



*Innovative Pedagogical Practices and Educational
Resources Designed, Developed and Implemented by
Trained and Skilled Teachers*

Charter of Responsibilities – Shaikshnik Margdarshan Mandal (SMM)

- **Academic Resources and Curriculum Alignment:** Develop and undertake content reviews of academic resources, and ensure their relevance, coherence and alignment with curriculum guidelines established by the NEP and NCF.
- **Subject-Specific Modules:** Develop quality academic content based on pedagogical trends and latest research. Develop subject-specific modules and learning materials catering to the needs and diverse learning styles of students, covering key concepts, skills and knowledge for each Grade.
- **Supplementary Learning Materials:** Develop and review supplementary materials, projects, and inter-disciplinary resources with a view to enhance the overall learning experience of students. Additionally, develop and review digital learning resources (audio-visuals), interactive multimedia content, and e-learning modules to support integration of technology in education.
- **Enrichment Activities:** Generate supplementary material such as Teachers Resource Materials (TRM), Students Resource Materials (SRM), including enrichment activities and projects that go beyond the basic curriculum, encouraging students to have a deeper understanding and application of knowledge to enhance the depth and breadth of their learning experience. Additionally, integrate 21st Century skills such as critical thinking, creativity, collaboration, and communication into curriculum resources.
- **Assessment Tools:** Design, develop and implement innovative and diverse assessment tools for formative assessments, quizzes and project based assessments, ensuring their alignment with the NEP's emphasis on continuous evaluation in the context of formative assessment and skill evaluation.
- **Resource Banks:** Establish repositories of resources, lesson plans, and teaching materials that align with innovative pedagogies, and make them easily accessible to educators. Address the diverse learning needs of students by developing resources that cater to various learning styles, abilities, and backgrounds. Continuously update resources to adapt to the evolving educational landscape, integrating emerging technologies and pedagogical practices.
- **Quality Assurance:** Participate in and provide inputs for implementation of rigorous quality assurance standards and processes to uphold the effectiveness and excellence of academic resources.
- **Collaboration with Varisht Shikshak Mandal:** Collaborate with the Varisht Shikshak Mandal to ensure that academic resources complement the training and capacity building initiatives undertaken by them, in order to ensure an integrated and cohesive approach.

- **Impact Assessment Reports:** Develop training modules and guides for educators and facilitate effective use of academic resources in the classroom. Ensure that all academic resources are adhering to the guidelines and principles outlined in the NEP and NCF. Additionally, compile and present impact assessment reports, showcasing the influence of academic resources on student learning outcomes and the overall educational quality.

Capacity Building of Shaikshnik Margdarshan Mandal

The inception and capacity building processes of SMM is led by the Government of Goa. SMF will facilitate training and capacity building of its members by experts of national and international repute. The training programs will be a dynamic and comprehensive initiative, ensuring that members of SMM are equipped to drive educational reforms in the state in line with the NEP and NCF. Members of SMM will build and enhance their capabilities through the following systematic process, leveraging the knowledge and expertise of national and international professionals from the fields of curriculum and content development.

- Undertake a comprehensive needs assessment to identify the specific areas where SMM members require development, considering aspects such as content creation, curriculum alignment, technology integration, and research methodologies.
- Based on the needs assessment, identify specific development areas for SMM members, considering both individual and collective requirements.
- Establish sub-groups of experts in curriculum development, content creation, pedagogy, technology integration, and educational research.
- Develop customized training programs for SMM, incorporating modules on curriculum design, content development, technology utilization, and research methodologies. Organize workshops led by national and international experts to provide in-depth training on curriculum alignment with the NEP and NCF, subject-specific content development, and effective teaching strategies.
- Encourage participation in collaborative projects with national and international experts, providing hands-on experience in application of the skills learned. Provide peer learning opportunities within the SMM, enabling members to share experiences, insights, and expertise gained from the training programs.
- Establish a mentorship program where SMM members can receive guidance and support from experienced national and international experts in their respective fields. Facilitate action research led by SMM members, enabling them to apply their skills and contribute to the development of best practices in curriculum and content creation.

Charter of Responsibilities – Varisht Shikshak Mandal (VSM)

- **Alignment of New Goals:** Master trainers who are members of the Varisht Shikshak Mandal are to ensure that their initiatives are in alignment with the vision and goals as outlined in the NEP, facilitating smooth implementation of its guidelines.
- **Needs Assessment:** Conduct assessments to identify the specific capacity building needs and the gaps in knowledge, skills and attitudes among educators in the context of innovative pedagogies.
- **Innovative Pedagogical Approaches:** Equip educators with expertise in innovative and learner-centered pedagogical approaches recommended by the NEP.
- **Curriculum Familiarization:** Ensure that the educators are thoroughly familiar with the new curriculum guidelines and objectives outlined in the NEP and NCF through the Shaikshnik Margdarshan Mandal (SMM).
- **Adapting to Changing Educational Landscape:** As the educational landscape evolves with the introduction of NEP and NCF, the master trainers part of the Varisht Shikshak Mandal play a crucial role as mentors in helping educators adapt to the changing paradigms and methodologies.
- **Customisation of Training Programmes:** Tailor the training programs to address the specific needs arising from introduction of the new curriculum and policy guidelines, ensuring a more targeted and impactful capacity-building and professional development process.
- **Workshops and Training Sessions:** Conduct hands-on workshops and training sessions to impart theoretical knowledge and practical skills related to innovative pedagogies. Conduct educational workshops and seminars to disseminate knowledge and insights derived from the development of academic resources.
- **Resource Creation and Sharing:** Develop and share educational resources including low-cost, no-cost TLMs, lesson plans etc. that align with innovative pedagogies promoted by the NEP and NCF.
- **Demonstrations and Model Classes:** Demonstrate effective implementation of innovative pedagogies through model classes, showcasing strategies and best practices.
- **Collaborative Learning Opportunities:** Facilitate opportunities for collaborative learning, and encourage educators to share their experiences, learning from one another in the context of innovative teaching methods.

- **Mentoring Support:** Serve as mentors, providing ongoing support to educators in effectively implementing the new curriculum and in addressing any challenges they may encounter.
- **Consistency in Implementation:** Contribute to maintaining consistency in interpretation and implementation of NEP and NCF across different regions and educational institutions.
- **Assessment and Feedback Techniques:** Train educators in effective assessment techniques aligned with innovative pedagogies, emphasising formative assessments and timely feedback. Establish appropriate frameworks for monitoring and evaluating the implementation of innovative pedagogies, with a focus on measuring the impact and identifying areas for improvement.
- **Monitoring and Evaluation of Training:** Actively participate in monitoring and evaluating the effectiveness of training programs, making necessary adjustments to enhance their impact.
- **Evidence-Based Practices:** Encourage educators to engage in research and stay updated on evidence-based practices in education, fostering a culture of continuous improvement.
- **Catalysing Positive Change:** Serve as change agents, inspiring and motivating educators to embrace the positive changes introduced by the NEP and NCF.

Capacity Building of Varisht Shikshak Mandal

The inception and capacity building processes of VSM is led by the Government of Goa. SMF will facilitate training and capacity building of its members by pedagogical and academic experts of national and international repute. Through the following dynamic and comprehensive capacity building initiative, members of the Varisht Shikshak Mandal will be equipped to drive educational reforms in the state in line with the NEP and NCF.

- Conduct an orientation session to familiarize master trainers who are part of the VSM with the overarching goals, objectives, and expectations of the comprehensive initiative.
- Provide an in-depth overview of the key components of the NEP and the NCF, emphasizing the transformative vision and principles guiding the educational reforms in the state.
- Update the members of VSM on current pedagogical trends, best practices, and research findings from both national and international contexts.
- Promote collaborative learning among all members of VSM by organizing group activities, collaborative projects, and discussions on shared challenges and solutions.

- Facilitate interactive workshops and seminars conducted by renowned pedagogical and academic experts, allowing for direct engagement, discussions, and exchange of ideas.
- Ensure members of VSM are proficient in using educational technologies by incorporating training sessions on technology integration in teaching and learning.
- Present case studies and success stories from national/international educational settings to illustrate the positive impact of innovative pedagogies.
- Provide specialized training on innovative assessment methods and constructive feedback techniques aligned with the principles of the NEP and NCF.
- Implement a certification process to mark successful completion of the training program for members of VSM, ensuring a standard level of expertise among them.
- Provide ongoing support and mentoring to members of VSM even after the formal training period, assisting them in overcoming challenges on the ground, and helping them with effective application of the strategies they have learned.

Synergistic Initiative

The above two robust state level resource groups – the Shaikshnik Margdarshan Mandal (SMM) and the Varisht Shikshak Mandal (VSM) – together would facilitate outputs that contribute to the successful implementation of innovative pedagogies in line with the goals of the NEP and NCF at the school level across government and aided schools. The convergence of outputs from both the groups would ultimately result in effective and efficient classrooms, innovative pedagogies, and improved learning levels and learning outcomes among students. Both resource groups focus on learner-centered approaches, with SMM creating resources that prioritize student engagement, and VSM guiding the educators to adopt pedagogies that focus on individual student needs.

- SMM ensures alignment of academic resources with the curriculum, while VSM guides the educators to effectively integrate those resources into their teaching practices.
- VSM conducts comprehensive training and capacity building programs for the educators, incorporating insights from SMM's various subject-specific modules and interdisciplinary resources.
- SMM develops enrichment activities while VSM incorporates them into their training and capacity building programs, encouraging educators to integrate them into their lesson plans for a more enriching learning experience. VSM provides guidance to educators on effective integration of resources into their teaching methodologies, ensuring a seamless and efficient implementation of innovative pedagogies.

- SMM develops technology-enhanced resources, while VSM imparts training to educators for effective utilization of technology in innovative pedagogies to facilitate an enhanced level of student engagement.
- SMM creates differentiated learning materials, while VSM guides educators on adapting innovative pedagogies to address the diverse learning styles in the classroom.
- SMM designs innovative assessment tools, while VSM incorporates them in their training sessions, enabling educators to effectively assess student progress using those tools.

SECTION-II

PROGRESS AND OUTPUTS – 2023 **COMPREHENSIVE TRAINING & CAPACITY BUILDING** **INITIATIVES**

CHAPTER 1

CAPACITY BUILDING OF SHAIKSHNIK MARGDARSHAN MANDAL (SMM)

S.No.	Duration	Associated Activities and Action	Outputs
1	Mar 2023 (3 Days)	<p>Assessment Tool Development Workshop (Subject Teachers) for State Education Achievement Survey (SEAS)</p> <p>At State Level by SCERT and Goa Samagra Shiksha:</p> <p>Support provided by state-level officers was instrumental in creating a conducive environment in successfully organizing the workshop, contributing to the development of effective assessment tools for SEAS.</p> <ul style="list-style-type: none"> Identified subject teachers who would participate in workshops and ensured diverse representation of teachers from different schools and regions. Supported in development of a detailed plan outlining the objectives, agenda, and resources required for the workshop. Arranged the venue, meeting rooms, and necessary equipment for workshop sessions. Provided administrative support in terms of managing participant registrations, attendance, and workshop logistics. Arranged professional translators and typists to assist in the development of MCQ assessment tools during the workshop. Ensured technical support, such as availability of audio-visual equipment and IT infrastructure throughout the workshop. Facilitated collaboration with subject matter experts, including educators and curriculum specialists for their valuable insights. 	<p>Shaikshnik Margdarshan Mandal (Subject Teachers and Experts) Developed:</p> <ul style="list-style-type: none"> Assessment tools for each subject (English, Mathematics, Science, Social Sciences) tailored for grades 3, 5, and 8, including their translations to Konkani and Marathi. Sets of high-quality MCQs for each subject and grade level, including clear explanations and answer keys. Outlined the key competencies, skills, and learning objectives covered by the MCQ assessment tools for each subject.

S.No.	Duration	Associated Activities and Action	Outputs
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At State Level, by the SMF Team:

- **Curriculum Review:** Reviewed the curriculum standards for English, Mathematics, Science, and Social Sciences for grades 3, 5, and 8.
- **Preparation of Resources:** Identified key resources (existing modules, manuals, and guidelines of NCERT, CBSE) in development and implementation of SEAS assessments, and prepared necessary resources, including guidelines, templates, and samples for assessment tool development specifically tailored for MCQ.
- **Involvement of SMM Members (Subject Experts):** Coordinated with and involved members of SMM (subject matter experts) to provide insights into curriculum alignment and assessment development.

Capacity Building Workshop:

- Set context for the workshop, provided an overview of the State Education Achievement Survey and its objectives.
- Presented and discussed how assessment tools align with curriculum standards for each subject.
- Reviewed curriculum standards for English, Mathematics, Science, and Social Sciences for grades 3, 5, and 8, identifying key topics suitable for MCQs.

Subject-Specific Breakout Sessions:

- Divided participants into groups based on subjects (English, Mathematics, Science, Social Sciences).
- Discussed how MCQ assessment tools should be differentiated for grades 3, 5, and 8 in each subject.
- Reviewed existing assessment (MCQ) tools and identified gaps.
- Developed a framework for assessment tools, emphasizing key competencies and skills.
- Listed guidelines and criteria for developing effective assessment tools.

S.No.	Duration	Associated Activities and Action	Outputs
		Hands-on Tool Development: <ul style="list-style-type: none"> Participants worked in subject-specific groups and started developing assessment (MCQ) tools. Discussed how (draft) assessment tools should be differentiated for grades 3, 5, and 8 in each subject. Conducted peer-review sessions where participants shared and received feedback on their initial assessment tools. Allowed time for participants to refine their assessment tools based on peer feedback. Discussed action plans for implementation of SEAS assessment tools. Distributed certificates to participants, acknowledging their contributions with closing remarks. 	
2	Aug 2023 (2 Days) Sep 2023 (2 Days) Oct 2023 (2 Days)	<p>Capacity Building Workshops for Development of Competency Based MCQ Assessment Tools and Question Bank for Grades 3, 6 and 9 for English, Mathematics, Science and Social Studies.</p> <p>At State Level by SCERT and Goa Samagra Shiksha:</p> <p>Support provided by state-level officers was instrumental in creating a conducive environment for successful organization and execution of workshops, contributing to the development of effective assessment tools for SEAS.</p> <ul style="list-style-type: none"> Identified subject teachers who will participate in workshops and ensured a diverse representation of teachers from different schools and regions. Supported in development of a detailed plan outlining the objectives, agenda, and resources required for the workshop. Arranged venue, meeting rooms, and necessary equipment for workshop sessions. Provided administrative support in terms of managing participant registrations, attendance and workshop logistics. 	<ul style="list-style-type: none"> Enhanced understanding among participants about the principles and best practices for competency-based assessments. Participants developed and refined comprehensive MCQ model question (assessment tools) demonstrating the diversity and appropriateness of questions for each grade level aligned with specific learning outcomes for Grades 3, 6, and 9.

S.No.	Duration	Associated Activities and Action	Outputs
		<ul style="list-style-type: none"> • Arranged professional translators and typists to assist in the development of MCQ assessment tools during the workshop. • Ensured availability of technical support, such as audio-visual equipment and IT infrastructure, throughout the workshop. • Facilitated collaboration with subject matter experts, including educators and curriculum specialists, who may contribute valuable insights during the workshop. 	
		At State Level by the SMF Team:	
		<ul style="list-style-type: none"> • Developed a detailed plan outlining the objectives, agenda, and resources required for the workshop. • Assembled a focus group of subject experts specifically for grades 3, 6 and 9 in English, Mathematics, and Environmental Science. • Collected instructional materials, guidelines, and templates for developing competency-based MCQ assessment tools. • Collected and collated the existing model question bank that demonstrates the diversity and appropriateness of questions for each grade level. • Aligned the workshop content with the curriculum and learning outcomes for grades 3, 6, and 9. • Identified the specific learning outcomes and competencies targeted for assessment in English, Mathematics, Science, and Social Science for grades 3, 6, and 9. • Ensured that the workshop venue is equipped with necessary facilities and technology. • Conducted an opening session to introduce the workshop objectives, agenda, and expectations, emphasizing the importance of developing competency-based assessments for improved student learning. • Facilitated interactive sessions on competency-based assessment principles, MCQ development, and best practices. • Allowed for hands-on activities and collaborative work among participants. 	

S.No.	Duration	Associated Activities and Action	Outputs
		<ul style="list-style-type: none"> • Provided opportunities for participants to practice developing their own assessments. • Created a diverse set of MCQs that assess a range of cognitive levels and skills. Ensured questions are clear, unambiguous, and aligned with learning outcomes. • Provided constructive feedback on participants' assessment tools. • Discussed quality assurance measures to maintain reliability and validity of the assessment tools. • Reviewed each question for clarity, difficulty level, and relevance. • Provided guidelines for reviewing and ensuring the quality of MCQ assessment tools. • Tagged each question with competency, and learning outcome. • Developed answer keys for educators and self-assessment by students. • Uploaded the finalized assessment tools on SCERT-Goa portal for access by teachers, students, and other stakeholders. 	
3	Sep 2023 (1 Day)	<p>Orientation of Headmasters/Principals, Preparing Schools for SEAS</p> <p>The overall purpose of the orientation was to empower school principals with the knowledge, skills, and motivation to actively contribute to the success of SEAS, ensuring that the assessment serves its intended purpose of improving educational outcomes and fostering a positive and collaborative learning environment in schools.</p> <p>By the SMF Resource Person:</p> <ul style="list-style-type: none"> • Identified key messages regarding SEAS, emphasizing its importance in assessing educational outcomes and driving improvements. 	<ul style="list-style-type: none"> • Principals gained awareness about the State Education Assessment Survey (SEAS), including its goals, objectives, and significance in the educational context. • Principals comprehended the importance of SEAS in assessing educational outcomes, driving improvements in teaching and learning, and contributing to overall school development. • Principals received relevant information ensuring they are well-equipped for SEAS preparation. Principals were provided a clear understanding of their roles and responsibilities in facilitating and supporting SEAS, both

S.No.	Duration	Associated Activities and Action	Outputs
		<ul style="list-style-type: none"> Collaborated closely with G-SCERT to ensure that accurate and up-to-date information is provided during the orientation. Developed information materials, presentations, and handouts explaining the significance and processes of SEAS. Presented an overview of SEAS, highlighting its goals, objectives, and how it aligns with educational standards and improvements. Emphasized the significance of SEAS for individual schools, explaining how the data collected contributes to school-level planning and enhancements. Discussed the preparation required by teachers for SEAS, including creating relevant teaching materials, aligning with learning outcomes, and guiding students appropriately. Provided guidance on how students can prepare for SEAS, including studying key concepts, participating in review sessions, and understanding the assessment format. Detailed the pedagogical support to be provided by school leaders in facilitating SEAS, emphasizing their crucial role in ensuring a successful assessment. Outlined the administrative responsibilities of school principals in coordinating and overseeing SEAS activities within their schools. Encouraged collaboration among school principals for sharing of knowledge and best practices related to SEAS preparation. 	<p>pedagogically and administratively.</p> <ul style="list-style-type: none"> Principals acknowledged the crucial role they play in providing pedagogical support to teachers, ensuring alignment with learning outcomes and effective preparation for SEAS. Improved the communication channels between school principals, teachers, and education authorities, facilitating an informed and collaborative approach to SEAS.

1. WORKSHOP FOR DEVELOPMENT OF ASSESSMENT TOOLS – STATE EDUCATION ACHIEVEMENT SURVEY (SEAS)



Workshop Participants (Subject Experts) for Developing SEAS Tools

Goa Samagra Shiksha, SCERT and SMF jointly conducted the first capacity building workshop for members of the Shaikshnik Margdarshan Mandal (SMM) in preparation of the State Education Achievement Survey (SEAS) to evaluate educational attainments and progress of students across various subjects and grades. As part of this initiative, the department provided organizational support and coordinated the following activities as outlined below:

- Identified subject teachers from diverse backgrounds and regions to participate in the workshops, ensuring representation from various schools.
- Developed a comprehensive plan outlining workshop objectives, agenda, and resource requirements.
- Arranged logistical support including venue, meeting rooms, workshop equipment, and administrative assistance.
- Provided technical support and facilitated collaboration with subject matter experts for valuable insights.

Prior to the workshop, SMF team assisted in technical and pedagogical support with the following preparatory tasks:

- Conducted curriculum reviews for English, Mathematics, Science, and Social Sciences for grades 3, 5, and 8.
- Prepared essential resources such as guidelines, templates, and samples tailored for MCQ assessment tool development.
- Coordinated with the subject matter experts to ensure alignment between the curriculum standards and assessment tools.

During the workshop, SMF team facilitated the following tasks and actions, making the workshop successful and effective in building the capacities of the members of the Shaikshnik Margdarshan Mandal.

- Introduced participants to SEAS objectives and the importance of effective assessment tools.
- Reviewed curriculum standards and identified key topics suitable for multiple-choice questions (MCQs) in English, Mathematics, Science, and Social Sciences.
- Divided the participants into subject-specific groups to discuss differentiation of MCQ assessment tools for grades 3, 5, and 8.
- Reviewed the existing tools, identified gaps, and developed frameworks emphasizing key competencies and skills.
- Participants worked collaboratively to develop assessment tools tailored for each subject and grade level.
- Conducted peer-review sessions to provide feedback and refine assessment tools based on suggestions.
- Discussed implementation strategies for SEAS assessment tools.
- Distributed certificates to participants acknowledging their contributions.

The workshop resulted in the development of:

- Tailored tools for English, Mathematics, Science, and Social Sciences for grades 3, 5, and 8, translated into Konkani and Marathi.
- Sets of high-quality MCQs with clear explanations and answer keys.
- Outlined the competencies and skills covered by MCQ assessment tools in each subject.

The workshop was organized at the state level, with the support of the SCERT, Goa Samagra Shiksha, and the SMF Team. It was instrumental in creating effective assessment tools for SEAS. Through collaborative efforts, subject teachers and experts were able to develop comprehensive tools aligned with curriculum standards, ensuring a robust evaluation of student achievements across various subjects and grades. The outputs of the workshop will significantly contribute to enhancing the quality and effectiveness of educational assessments in the state.



Subject Experts Reviewing the Curriculum and Syllabus while Developing SEAS Tools during the Workshop



Subject Experts Collectively Reviewing Draft SEAS Tools during the Workshop through Group Presentations

2. WORKSHOPS FOR DEVELOPMENT OF LEARNING OUTCOMES COMPETENCY-BASED MCQ ASSESSMENT TOOLS

Capacity building workshops for development of Learning Outcomes Competency-Based MCQ Assessment Tools and Question Banks for Grades 3, 6, and 9 in English, Mathematics, Science, and Social Studies took place in August, September, and October 2023 at state level, organized jointly by the SCERT, Goa Samagra Shiksha and SMF.

State-level officers played a pivotal role in the preparation and planning of the workshop. They identified subject teachers for participation, ensuring a diverse representation. The detailed plan outlining objectives, agenda, and resources was meticulously developed. Administrative support was provided, managing participant registrations, attendance, and logistics of workshops. This ensured a smooth execution. The state-level officers arranged the venue, meeting rooms, and necessary equipment for the sessions. They also organized professional translators and typists to assist in the development of MCQ assessment tools. Technical support, including audio-visual equipment and IT infrastructure, were ensured to facilitate a seamless workshop experience. Collaboration with subject matter experts, including educators and curriculum specialists, was a key contribution. This enriched the workshop with valuable insights, contributing to development of effective assessment tools for SEAS.

The SMF team, at the state level, engaged in comprehensive preparations before the workshop. A focus group discussion of subject experts for Grades 3, 6, and 9 was an important session during the workshop. Instructional materials, guidelines, and templates for developing competency based MCQ assessment tools were collated for participants. The alignment of workshop content with curriculum and learning outcomes for specified grades was ensured.

The opening session facilitated by SMF team introduced workshop objectives and expectations, emphasizing the importance of competency-based assessments for enhanced student learning. Interactive sessions and hands-on activities were facilitated, allowing participants to practice

developing their assessments. The team provided constructive feedback, ensuring the quality of MCQ assessment tools. During workshops, participants developed and refined comprehensive MCQ model question banks demonstrating the diversity and appropriateness of questions for each grade level. These were aligned with specific learning outcomes for Grades 3, 6, and 9. The finalized assessment tools were uploaded to the SCERT Goa portal, ensuring accessibility for teachers, students, and other stakeholders.



SMF Resource Person Presenting SEAS Tools Development Guidelines during the Workshop

Collaborative efforts of state-level officers, the SMF team, and participants during the capacity building workshop significantly contributed to the development of effective competency-based MCQ assessment tools. The emphasis on alignment with learning outcomes, diverse question development, and quality assurance measures ensured reliability and validity of these tools. The dissemination through the SCERT Goa portal enhances accessibility and usability. This workshop stands as a model for fostering collaborative efforts in educational capacity building.

3. ORIENTATION FOR HEADMASTERS AND PRINCIPALS OF GOVERNMENT/AIDED SCHOOLS, PREPARING SCHOOLS FOR STATE EDUCATION ACHIEVEMENT SURVEY (SEAS)

In September 2023, a one-day orientation session was conducted by the SMF resource person to empower school principals with knowledge, skills, and motivation for actively contributing to the success of the State Education Assessment Survey (SEAS). The goal was to ensure that the SEAS serves its intended purpose of improving educational outcomes, fostering a collaborative and positive learning environment within schools.

The SMF resource person identified key messages regarding SEAS, emphasizing its importance in assessing educational outcomes and driving improvements. Close collaboration with the SCERT Goa ensured that accurate and up-to-date information was provided during the orientation.

Comprehensive informational material, presentations, and handouts were developed to explain the significance and process of SEAS. An overview of SEAS was presented, highlighting its goals, objectives, and alignment with educational standards and improvements. Emphasis was placed on the significance of SEAS for individual schools, explaining how the data collected contributed to school-level planning and enhancements.



Asst. Director Shri. Manoj Sawaikar Detailing Out the Objectives of SEAS during the Orientation Workshop for Principals



Program Coordinator Shri. Sawant Detailing Out the Processes of SEAS during the Orientation Workshop for Principals

Preparations required by the teachers for SEAS, including creating relevant teaching materials, aligning with learning outcomes, and guiding students, were discussed. Guidance regarding how students can prepare for SEAS, including studying key concepts, participating in review sessions, and understanding the assessment format, was provided. School leaders were provided detailed guidance on their pedagogical support in facilitating the SEAS, emphasizing their crucial role in ensuring successful assessment. Administrative roles of school principals in coordinating and overseeing SEAS activities within their schools were also outlined. Encouragement was given for

collaboration among school principals for sharing knowledge and best practices related to SEAS preparation.

The orientation session resulted in several positive outcomes as follows:

- Principals gained awareness about SEAS, including its goals, objectives, and significance in the educational context.
- They comprehended the importance of SEAS in assessing educational outcomes, driving improvements in teaching and learning, and contributing to overall school development.
- Received relevant information ensuring they are well-equipped for SEAS preparation.
- Principals had a clear understanding of their roles and responsibilities in facilitating and supporting the SEAS, both pedagogically and administratively.
- They acknowledged the important in providing pedagogical support to teachers, ensuring alignment with learning outcomes, and effective preparation for the SEAS.
- Improved communication channels between school principals, teachers, and educational authorities facilitated a more informed and collaborative approach to SEAS.

The orientation of school principals was successful in equipping them with necessary knowledge and skills to contribute to the success of SEAS. Enhanced collaboration and understanding among educational stakeholders bode well for the effective preparation and implementation of SEAS in schools, ultimately contributing to the improvement of educational outcomes in the state.

CHAPTER 2

CAPACITY BUILDING OF VARISHT SHIKSHAK MANDAL (VSM)

S.No.	Duration	Associated Activities and Actions	Outputs
1	17 to 21 Jan 2023 (5 Days)	<p>Training of Varisht Shikshak Mandal (Master Trainers) on FLN, Mission Nipun Bharat</p> <p>At State Level By Goa Samagra Shiksha & SCERT:</p> <ul style="list-style-type: none"> • Arranged training venues with appropriate facilities including audio-visual equipment. Planned and organised accommodation, meals, transportation, and other logistical requirements for expert trainers and participants. • Collaborated with the SMF team for enriching training with diverse perspectives and expertise. • Facilitated participation of SMF's education experts and specialists to provide insights and contribute to the training sessions. • Ensured participation of Master Trainers through departmental communication for their active participation. • Provided official recognition and certification to Master Trainers upon successful completion of the five days' training program. • Reviewed and supported the follow-up training plan, including implementation and monitoring of the strategies and skills learned in the training. <p>By SMF HO Expert Team, Preparatory Phase:</p> <ul style="list-style-type: none"> • Identified the specific needs and challenges related to foundational literacy and numeracy. • Analyzed the existing skill levels of potential Master Trainers. • Outlined the objectives of the training program, aligning them with the goals of the Mission NIPUN Bharat program. • Developed a comprehensive session plan that covers key concepts of foundational literacy and 	<ul style="list-style-type: none"> • Enhanced Knowledge and Skills: Master Trainers gained a deeper understanding of foundational literacy and numeracy concepts. Improved instructional strategies and methodologies acquired for effective teaching. • Updated Pedagogical Techniques: Master Trainers learned and adopted modern and effective pedagogical techniques for teaching literacy and numeracy skills. • Tailored Teaching Resources: Master Trainers developed and adopted teaching resources that align with the specific needs and context of the Mission NIPUN Bharat program. • Curriculum Integration: Master Trainers learned about how to integrate FLN concepts into the existing curriculum, ensuring alignment with program goals. • Assessment Competence: Master Trainers developed skills in designing and implementing assessments to measure students' literacy and numeracy progress effectively. • Student Centered Approaches: Master Trainers gained skills on student-centered approaches to focus on the needs and learning styles of individual students. • Customised Intervention Strategies: Master Trainers tried developing personalized intervention strategies to

S.No.	Duration	Associated Activities and Actions	Outputs
		<p>numeracy, including practical and interactive sessions to engage Master Trainers.</p> <ul style="list-style-type: none"> Identified and gathered necessary training materials, resources, and tools for sessions. Selected experienced and qualified trainers with expertise in Foundational Literacy and Numeracy. Ensured they are familiar with the specific goals of the NIPUN Bharat program. <p>Implementation Phase:</p> <ul style="list-style-type: none"> Welcomed and introduced participants to the training program. Provided an overview of the Mission NIPUN Bharat program and its significance. Conducted ice-breaking activities to create a positive and collaborative learning environment. Fostered team spirit among Master Trainers. Delivered activity-based sessions on foundational literacy and numeracy concepts, ensuring interactive discussions and Q&A sessions. Conducted hands-on workshop to demonstrate effective teaching methodologies; included real classroom scenarios (challenging situations) and case studies. Strengthened skills and understanding of Master Trainers on effective strategies and assessment tools for FLN; discussed ways to measure and monitor student progress. Established a feedback mechanism to gather inputs from Master Trainers. Collected feedback on effectiveness of the training content and delivery on each day. Conducted daily reflection sessions to discuss key takeaways and address concerns or questions. Modified the training schedule based on ongoing feedback. <p>Closing Day:</p> <ul style="list-style-type: none"> Summarized key learnings from the training program. Provided recap of essential concepts and skills. Presented certificates to Master Trainers for successful completion of the training. 	<p>address the diverse needs of students at different proficiency levels.</p> <ul style="list-style-type: none"> Improved Communication Skills: Master Trainers enhanced their communication skills to effectively convey key literacy and numeracy concepts to students, parents, and fellow educators. Increased Motivation: Master Trainers left the workshop with increased motivation and dedication to contributing to the success of the Mission NIPUN Bharat program.

S.No.	Duration	Associated Activities and Actions	Outputs
		<ul style="list-style-type: none"> Acknowledged their commitment to improving foundational literacy and numeracy. Developed a follow-up plan and training session for 3-days training of government and aided schools teachers in their respective blocks (Talukas). Established a network for collaboration and knowledge-sharing. 	
2	<p>Feb 2023 (3 Days each in 12 Talukas of Goa)</p> <p>27 Jan to 1 Feb; and 2 Feb to 4 Feb 2023 (Sattari Taluka)</p> <p>27 Jan to 1 Feb 2023 (Salset Taluka)</p> <p>27 Jan to 1 Feb 2023 (Tiswadi Taluka)</p> <p>28 Jan to 2 Feb 2023 (Ponda Taluka)</p> <p>1 to 3 Feb 2023 (Mormugao Taluka)</p> <p>2 to 4 Feb; and 9 to 11 Feb 2023 (Pernem Taluka)</p>	<p>Training of Govt. and Aided Primary School Teachers on FLN at Taluka Level By Trained Master Trainers and SMF's Field Team in 3 Days of Training Sessions:</p> <p>Day-1:</p> <ul style="list-style-type: none"> Introduction and Ice-breaking activities. Overview of Foundational Literacy and Numeracy (FLN) concepts. Introduction to oracy and its role in foundational learning. Exploring the ERAC framework and its application in teaching. <i>Experience:</i> Interactive oracy activities for teachers. <i>Application:</i> Group discussions on incorporating oracy in daily teaching. <i>Reflection:</i> Sharing personal experiences and insights. <i>Consolidation:</i> Designing oracy-based lesson plans. Importance of integrating rhymes, art, craft, and games in FLN. Sharing success stories and challenges in current teaching practices. Group activities on effective teaching methodologies, including incorporating rhymes in language teaching. Demonstration of art and craft activities related to numeracy. Hands-on practice for teachers in creating teaching aids. 	<p>Primary School Teachers:</p> <ul style="list-style-type: none"> Acquainted with key concepts of foundational literacy and numeracy. Familiar with the importance of oracy, reading fundamentals, pre-number concepts, and numeracy skills in early education. Equipped with practical teaching strategies to integrate oracy, reading, and numeracy effectively in classrooms. Proficient in designing lesson plans that align with the ERAC framework. Confident in their ability to create a positive and engaging learning environment for students. Ready to apply the learned concepts in their daily teaching practices. Ready to implement the learned concepts immediately in classrooms. Capable of utilizing diverse reading materials and hands-on activities for numeracy lessons. Engaged in group discussions, collaborative activities, and shared experiences with fellow teachers.

S.No.	Duration	Associated Activities and Actions	Outputs
	2 to 4 Feb 2023 (Bicholim; Quepem; and Bardez Talukas)	Day-2: <ul style="list-style-type: none"> <i>Experience:</i> Reading aloud sessions and interactive reading activities. <i>Application:</i> Group work on developing reading-focused lessons. 	<ul style="list-style-type: none"> Equipped with action plans tailored to their specific teaching contexts. Connected with a network of educators for continued collaboration and knowledge sharing.
	13 to 15; and 16 to 18 Feb 2023 (Canacona Taluka)	<ul style="list-style-type: none"> <i>Reflection:</i> Discussing challenges and effective approaches. <i>Consolidation:</i> Creating a reading toolkit for the classroom. In-depth exploration of integrating rhymes in language lessons. Practical session on creating and using visual aids for rhymes. <i>Experience:</i> Practical exercises for teaching pre-number concepts. <i>Application:</i> Group activities for designing numeracy lessons. <i>Reflection:</i> Sharing reflections on teaching numeracy. <i>Consolidation:</i> Developing a numeracy resource bank. Group activities on incorporating art and craft in numeracy lessons. Group activities to design lesson plans integrating rhymes and art. Peer teaching sessions with constructive feedback. Panel discussion on addressing challenges in implementation. Day-3: <ul style="list-style-type: none"> Importance of games in FLN and their role in the classroom. Demonstration of educational games for literacy and numeracy. Group work on designing interactive games for FLN. Role-play exercises for implementing games in the classroom. Assessment strategies in FLN – formative and summative. 	

S.No.	Duration	Associated Activities and Actions	Outputs
		<ul style="list-style-type: none"> Action planning for integrating FLN concepts in daily teaching. Reflection and sharing of personal action plans. Distribution of resource materials. Closing remarks and certificates. 	
3	26 and 27 Apr 2023 (2 Days)	<p>Orientation of School Principals on FLN by SMF Resource Person and Goa Samagra Shiksha Abhiyan's Additional Director</p> <p>The objective of the orientation program for the school principals was to leave them with a clear vision, actionable plans, and motivation to lead their schools in effective FLN implementation in alignment with NCF for the Foundational Stage.</p> <p>At State Level Jointly by SMF and SSA:</p> <ul style="list-style-type: none"> Tailored the orientation content to the specific needs and challenges faced by schools represented by the principals. Set a positive tone with introductory activities to create a comfortable and collaborative atmosphere. Designed interactive sessions that encourage active participation, discussions, and sharing of experiences among principals. Prepared localised (from Goa schools) case studies, success stories related to FLN implementation, demonstrating practical applications, and showcasing positive outcomes. <p>Orientation Included following Aspects:</p> <ul style="list-style-type: none"> Importance of FLN at the foundational stage. Overview of NCF for Foundational Stage. Key principles and goals of FLN in alignment with the NCF. Briefing on national policies related to FLN. Understanding the role of school principals in implementing FLN. Deep dive into FLN domains of oracy, reading, pre-number concepts, and numeracy. 	<ul style="list-style-type: none"> Provided relevant pre-reading materials, including copies of the NCF document and supplementary resources, to familiarize principals with foundational concepts. School principals received a thorough understanding of FLN concepts, and the NCF for the Foundational Stage. Principals informed and equipped to assess, acquire, and effectively manage resources required for successful FLN implementation in their schools. Principals now focused on establishing systems for monitoring and evaluating FLN implementation, ensuring continuous improvement and adaptation. Principals now emphasize creating a positive and supportive school culture that encourages FLN practices among both students and educators. Principals committed to having an individualized action plan tailored to the specific needs and context of their school. Principals expressed their commitment to implementing FLN and actively seeking networking opportunities with other schools and stakeholders.

S.No.	Duration	Associated Activities and Actions	Outputs
		<ul style="list-style-type: none"> • Practical implications for school leadership, aligning FLN objectives with existing school curriculum. • Identifying areas of integration and enhancement. • Strategies for incorporating FLN in daily school activities. • Developing a school-specific FLN action plan, establishing systems for ongoing monitoring. • Acknowledgments, certificates, and expressions of commitment. 	
4	3 and 4 Jul 2023 (2 Days)	<p>Training of Master Trainers on Vidyapravesh Module, FLN</p> <p>At State Level Jointly by SMF and SSA:</p> <p>Successful two-days training on the Vidyapravesh module; thorough preparatory tasks were jointly carried out by the SMF and SSA teams:</p> <ul style="list-style-type: none"> • Ensured Master Trainers are provided with the Vidyapravesh Module well in advance for preliminary review. • Prepared reading materials related to FLN principles, teaching methodologies, and NCF reports to build a foundational understanding. • Prepared all necessary training resources, including presentations, handouts, and multimedia materials. <p>During Two Days of Training:</p> <ul style="list-style-type: none"> • Established the context, importance, and key components of FLN and Vidyapravesh. • Conducted activities to build a positive and collaborative atmosphere. • Conducted an in-depth exploration of the Vidyapravesh Module, focusing on each section. • Encouraged questions, shared experiences, and facilitated discussions on the content. • Discussed strategies for implementing Vidyapravesh in various classroom contexts. • Engaged participants in practical role-playing exercises to simulate classroom scenarios. 	<p>Outputs of Master Trainers' training on the Vidyapravesh Module:</p> <ul style="list-style-type: none"> • Gained a comprehensive understanding of the Vidyapravesh Module, including its objectives, structure, and content. • Able to align principles of the Vidyapravesh module with the broader concepts of Foundational Literacy and Numeracy. • Enhanced proficiency in teaching strategies outlined in the module and capable of demonstrating them effectively. • Gained skill in conducting training sessions for teachers, using interactive and participatory methods to enhance the learning experience. • Equipped with problem-solving skills, Master Trainers prepared to address challenges that might arise during implementation of the Vidyapravesh module. • Improved communication skills, allowing them to convey the importance of FLN and the Vidyapravesh module to diverse audiences.

S.No.	Duration	Associated Activities and Actions	Outputs
		<ul style="list-style-type: none"> Encouraged participants to share their experiences and best practices related to FLN. 	<ul style="list-style-type: none"> Developed action plans for implementing FLN using the
		<ul style="list-style-type: none"> Discussed mechanisms for monitoring the implementation of Vidyapravesh, and for providing constructive feedback. Facilitated a session where Master Trainers created action plans for implementing Vidyapravesh in their respective Talukas. Distributed certificates to participants. 	<p>Vidyapravesh module in their respective regions or schools.</p> <ul style="list-style-type: none"> Increased motivation and confidence among Master Trainers in their role as leaders in promoting FLN. Provided additional resources, including training materials and reference documents, to support Master Trainers in their training roles. Expressed commitment to the broader goals of FLN and the positive impact it can have on foundational education.

1. TRAINING OF MEMBERS OF VARISHT SHIKSHAK MANDAL (MASTER TRAINERS) ON FOUNDATIONAL LITERACY AND NUMERACY (FLN), MISSION NIPUN BHARAT



Program Coordinator, SSA Addressing Participants at the Inaugural Session of the TOT Workshop

The Foundational Literacy and Numeracy (FLN) Master Trainers' Training of Trainers (TOT) held in January 2023 (15 to 21 Jan) marked a significant milestone for Goa in the pursuit of educational excellence under the Mission NIPUN Bharat programme. The TOT was organized by collaborative efforts of Goa Samagra Shiksha, SCERT Goa, and a team of experts from SMF.

The primary objective of the Training of Trainers for Varisht Shikshak Mandal was to enhance participants' conceptual understanding of the NIPUN Lakshyas, FLN concepts, and their practical execution in classrooms. Additionally, the program aimed to provide a nuanced understanding of facilitating an adult learner audience, specifically teachers. Another crucial goal was to offer participants an opportunity to conduct demo sessions, practice facilitation skills, and thereby build confidence in leading teachers' training sessions.

The overarching focus of the ToT workshop was on empowering the primary school teachers to enhance foundational literacy and numeracy outcomes, particularly at grade 1 and 2 levels. This involved generating activities specific to the learning outcomes and Lakhyas of FLN. Additionally, the TOT emphasized optimizing the use of teaching-learning materials for the key components of foundational literacy and numeracy.

The training methodology adopted was highly interactive, ensuring that knowledge wasn't just disseminated but accurately perceived and understood by participants. To achieve this, national level key resource persons actively engaged the Master Trainers from Varisht Shikshak Mandal in discussions throughout the training, keeping the forum open for feedback, suggestions and queries. These discussions and interactive sessions were complemented by relevant training materials and handouts focusing on FLN.



Master Trainers Actively Involved in Group Work during the TOT Workshop

Throughout the TOT, sessions were meticulously designed to focus on various aspects, including pedagogical skills, techniques of education for reading, art, and creativity, thematic areas of FLN such as oracy, literacy, and numeracy. Roleplays and facilitated discussions were integral to the training, providing practical insights. The key resource persons played a pivotal role by offering suggestions to enhance the delivery of these sessions.

A notable outcome of the TOT was the establishment of the Varisht Shikshak Mandal (VSM), a permanent teacher training cadre for the state. This strategic measure ensured sustainability of the programme, enabling the state to maintain a continuous and structured approach to teacher training in foundational literacy and numeracy. The initiative aimed to equip Master Trainers with the skills necessary to positively impact primary school classrooms, contributing to the long-term educational goals of the Mission NIPUN Bharat programme.

The preparatory phase of the TOT orchestrated by the expert team from SMF was meticulous and thorough. Specific needs and challenges related to foundational literacy and numeracy were identified, and a comprehensive analysis of the existing skill levels of potential Master Trainers was conducted. The team aligned training objectives with the broader goals of the Mission NIPUN Bharat Programme and developed a session plan that not only covered key concepts but also incorporated practical and interactive elements to engage Master Trainers effectively. Selection of experienced and qualified trainers, well-versed in the nuances of foundational literacy and numeracy, was a key focus during this phase.

The implementation phase of the TOT was marked by a thoughtful, engaging approach. Master Trainers were welcomed with an overview of the Mission NIPUN Bharat Programme, emphasizing its significance. Ice-breaking activities were strategically employed to foster a collaborative and positive learning environment, laying the groundwork for effective training. The sessions delved into foundational literacy and numeracy concepts through activity-based modules and hands-on

workshops. Real classroom scenarios, including challenging situations, and case studies were incorporated to demonstrate effective teaching methodologies.



Master Trainer Conducting FLN Training for Primary Teachers in their Respective Block

A crucial aspect of the implementation phase was the focus on assessment tools and strategies for FLN. Master Trainers were equipped with the skills to design and implement assessments to measure student progress effectively. A robust feedback mechanism was established to ensure continuous improvement, with daily reflection sessions allowing for discussion of key takeaways, addressing concerns, and modifying the training schedule based on ongoing feedback.

The closing day of the TOT served as a consolidation of learnings. Key concepts and skills were summarized, and Master Trainers were officially recognized and awarded certificates for their successful completion of the training. Acknowledgment was given to their commitment to improving foundational literacy and numeracy. A detailed follow-up plan for a 3-day training of government and aided schoolteachers in their respective Blocks (Talukas) was also developed, emphasizing the establishment of a network for collaboration and knowledge-sharing.

The impact of the TOT on Master Trainers was profound, leading to a deeper understanding of the foundational literacy and numeracy concepts. The training resulted in acquisition of improved instructional strategies and methodologies for effective teaching.

The Training of Trainers workshop served as a pivotal component, aimed at building confidence of Master Trainers to lead teachers' training effectively. The interactive methodology ensured that knowledge was not merely disseminated but accurately perceived and understood by participants. National-level resource persons engaged in discussions, keeping the forum open for feedback, suggestions and queries. Discussions and interactive sessions were complemented by comprehensive training materials and handouts on FLN.

Master Trainers were provided with insights into creating engaging learning experiences catering to the individual needs of each student. Key components in Foundational Language and Literacy, such as making reading fun through games and activities, fostering a love of reading, sharing book-related information, and recognizing reading achievements, were covered in the workshop. Master Trainers were strategically divided into groups and trained on facilitation skills relevant to the subsequent sessions they were going to deliver in their respective Talukas. This approach was aimed at ensuring consistency in the delivery of training across different locations.

The TOT served as a powerful motivator, especially for Master Trainers serving as Block Resource Persons (BRPs) and Cluster Resource Persons (CRPs). It ignited a passion for continuous learning, exposing them to new techniques and ideas that could be actively implemented in schools and classrooms. The conviction among Master Trainers that the benefits of their enhanced skills would percolate down to teachers and students highlighted the sustainability of the programme.

Feedback from Master Trainers emphasized the positive impact of the TOT. While many had considerable field experience, they felt that the TOT sessions streamlined their concepts on FLN, pedagogy, and communication. The training imparted practical knowledge that could be implemented at the field level, making Master Trainers more efficient and effective trainers. The TOT equipped Master Trainers to connect with teachers, identify issues, and implement solutions at the field level.

In conclusion, the Foundational Literacy and Numeracy Master Trainers' Training of Trainers was a comprehensive and impactful programme. It not only enhanced the knowledge and skills of Master Trainers but also motivated them to actively contribute to the success of the Mission NIPUN Bharat Programme. The commitment and dedication displayed by the Master Trainers indicated a positive shift towards improving foundational literacy and numeracy outcomes, ensuring a sustainable impact on teachers and students in the long run. The training successfully established the Varisht Shikshak Mandal (VSM), a cadre of skilled trainers, contributing to the overarching goal of educational excellence in the state.

2. TRAINING OF GOVERNMENT AND AIDED PRIMARY SCHOOL TEACHERS ON FOUNDATIONAL LITERACY AND NUMERACY (FLN)

Following the Master Trainers' TOT Workshop, 73 Master Trainers conducted a three-day FLN training for government-aided schoolteachers across 12 Talukas (Blocks) of Goa in February and March 2023. This training was attended by teachers responsible for language and mathematics instruction at primary level. The capacity-building workshops aimed to reflect on FLN objectives, Lakshyas, and innovative teaching-learning processes. The focus was on exchanging ideas on good practices associated with teaching FLN and developing schoolteachers' ability to meet the objectives of Mission NIPUN Bharat.

Training sessions were based on modules of the training package, focusing on the relevant pedagogical skills and practical competencies to implement child-centered, play-based FLN

lessons in grades 1 to 3. Activities during the workshop aimed to enhance the teachers' understanding of integrating rhymes, art, craft, and games into daily teaching-learning facilitation in the classroom.

SMF observers visited Training Centers from February 27 to March 4, 2023, and conducted assessments based on an observation tool with nine items. The assessment focused on evaluating effectiveness of the training in achieving FLN objectives.



Primary Teachers Actively Engaged in Group Discussions during Block Level Trainings

The workshop emphasized competency-based learning outcomes of FLN and coaching activities that focused on achieving and demonstrating these competencies. Attention was directed towards innovative teaching practices, encouraging teachers to adopt their own games and techniques for greater child-centeredness, inclusion, and effective pedagogical strategies.

Master Trainers conducted micro-teaching sessions to understand and improve reading skills through daily practice with students. The workshop highlighted the effective usage of Teaching-Learning Materials (TLM) and practice worksheets. Teachers were introduced to a variety of teaching ideas on listening and speaking, with a focus on designing lessons in an attractive and appealing manner.

Teachers actively shared innovative ways of teaching, incorporating new techniques, procedures, and activities into meaningful content. This approach enabled children to adopt language and learn numeracy naturally and effectively. The workshop fostered an environment where teachers were informed about various activities that they could plan based on children's needs and abilities.

Master Trainers exhibited great commitment to acquainting all teachers with the activity-based pedagogy to address the attainment of Foundational stage outcomes. The workshop served as a

valuable platform for them to gain new insights into workshop facilitation after their capacity-building session.

Day-1

The opening day of the FLN training commenced with a warm introduction and engaging ice-breakers, setting a positive tone for the three-day workshop. Participants were provided with an overview of the Foundational Literacy and Numeracy (FLN) concepts, establishing the foundation for subsequent sessions. The day delved into the crucial role of oracy in foundational learning, exploring the ERAC framework, and its practical application in teaching.

Key Highlights

- Teachers actively engaged in interactive oracy activities, fostering a participative learning environment.
- Group discussions were conducted, encouraging teachers to brainstorm and incorporate oracy techniques into their daily teaching practices.
- Personal experiences and insights were shared, creating a collaborative space for teachers to reflect on their oracy teaching methods.
- The day concluded with the practical task of designing oracy-based lesson plans, ensuring a hands-on application of the concepts covered.
- Emphasis was placed on integrating rhymes, art, craft, and games into FLN, accompanied by sharing success stories and addressing challenges in current teaching practices.
- Teachers participated in group activities, including effective teaching methodologies like incorporating rhymes in language teaching. Furthermore, art and craft activities related to numeracy were demonstrated, and teachers engaged in hands-on practice in creating teaching aids.

Day-2

The second day of the FLN training focused on enhancing reading skills, delving deep into the integration of rhymes in language lessons, and practical exercises for teaching pre-number concepts. The day emphasized a collaborative approach with group work on developing reading-focused lessons and designing numeracy lessons.

Key Highlights

- Teachers attended reading aloud sessions and interactive reading activities, experiencing firsthand the dynamics of effective reading sessions.
- Group work was dedicated to developing reading-focused lessons, fostering collaboration and exchange of ideas among teachers.
- Teachers engaged in reflective discussions, sharing challenges faced by them and effective approaches in teaching reading and numeracy.

- The day concluded with creation of a reading toolkit for classroom, and the development of a numeracy resource bank.
- Group activities explored the incorporation of art and craft in numeracy lessons, and teachers actively designed lesson plans integrating rhymes and art.
- Teachers participated in peer teaching sessions, providing constructive feedback to enhance teaching methodologies.
- A panel discussion was held to collectively address challenges faced in the implementation of FLN concepts.

Day-3

The final day focused on the significance of games in FLN, with demonstrations and group work on designing interactive games for literacy and numeracy. Attention was given to assessment strategies, action planning, and the distribution of resource materials.

Key Highlights

- Teachers were provided demonstrations of educational games for literacy and numeracy, actively participating in group work to design interactive games.
- Roleplay exercises enriched the teachers' understanding of implementing games in the classroom.
- The training covered formative and summative assessment strategies in FLN, guiding teachers in effective evaluation.
- Teachers engaged in action planning for integrating FLN concepts into daily teaching, sharing personal action plans.
- Resource materials were distributed to support teachers in implementing FLN strategies.
- The training concluded with closing remarks, acknowledging the dedication of teachers, and certificates were distributed to recognize their active participation.

The three-day FLN training proved to be a dynamic and collaborative platform for teachers to enhance their foundational literacy and numeracy teaching skills. The interactive sessions, group activities, and practical exercises equipped them with innovative methodologies to implement FLN concepts effectively in classrooms. The shared experiences, reflections, and peer feedback fostered a supportive learning community, ensuring that teachers left the training with newfound knowledge and enthusiasm to enhance foundational learning outcomes for their students.

The FLN training in Goa, facilitated by the Master Trainers, marked a significant step towards achieving the objectives of Mission NIPUN Bharat. The exchange of ideas, innovative teaching practices, and the practical orientation of the training sessions equipped teachers to implement child-centered, competency-based FLN lessons effectively. The commitment demonstrated by the Master Trainers and teachers bodes well for the continued success of FLN initiatives in Goa, contributing to enhanced foundational literacy and numeracy outcomes in primary education.

3. ORIENTATION OF SCHOOL PRINCIPALS AND HEADMASTERS ON FOUNDATIONAL LITERACY AND NUMERACY (FLN)

In April 2023, a two-day orientation programme for school principals on FLN was conducted at the state level, jointly organized by SMF and the Goa Samagra Shiksha Abhiyan (SSA), aimed to empower government and aided school principals towards attainment of foundational literacy and numeracy (FLN). The primary objective of orientation was to equip school principals with a clear vision, actionable plans, and the motivation to effectively lead their schools in the implementation of FLN, aligning with the NCF for the Foundational Stage.



Trained Master Trainer Conducting Block Level FLN Orientation for Primary Teachers

The orientation content was tailored to address specific needs and challenges faced by schools represented by the principals. The session commenced with introductory activities to set a positive tone, creating a comfortable and collaborative atmosphere. Interactive sessions were designed to encourage active participation, discussions, and the sharing of experiences among the principals. Localized case studies and success stories related to FLN implementation were presented, demonstrating practical applications and showcasing positive outcomes within the Goa school context.

Orientation Highlights

- **Understanding FLN:** The orientation prioritized comprehending FLN and its primary objective, emphasizing the foundational skills of reading, writing, and basic numerical operations as essential prerequisites for lifelong learning.

- **FLN Prioritization:** A recommendation was made to prioritize proficient primary teachers in grades 1 to 3, with a strong academic background and adequate experience in languages and mathematics to optimally contribute to the Mission goals.
- **Capacity Building Workshops:** Participants were informed about the Directorate of Education (DoE), SCERT, and SSA's series of capacity-building workshops for teachers. These workshops aimed to enhance classroom teaching, including communication skills, smart classroom functioning, and the effective use of digital resources to facilitate joyful learning.
- **Innovative Pedagogies:** School Principals were encouraged to evolve pedagogy, making education more experiential, holistic, integrated, inquiry-driven, learner-centered, discussion-based, flexible, and enjoyable. The integration of arts, crafts, games, sports, and values was emphasized to create a well-rounded, useful, and fulfilling learning experience.
- **Teaching Learning Materials:** The Directorate of Education had prepared and shared adequate competency-based TLMs for teachers and students in both physical and digital forms. These materials specified learning outcomes (Lakshyas) to enhance effectiveness of the teaching-learning process.
- **Supportive Supervision:** Principals and headmasters were reminded of the importance of regularly supervising primary classes and maintaining proper records of supervision to ensure the quality of education delivery.
- **Resource Utilization:** The orientation reiterated the need for judicious utilization of school resources to manage facilities and run services, particularly for tasks assigned under NEP 2020, emphasizing FLN attainment.



Trained Master Trainer Conducting Block Level FLN Orientation Workshop for Primary Teachers

The orientation for school principals in April 2023 served as a crucial initiative to align educational leadership with the objectives of NEP 2020, specifically in the context of FLN. The emphasis on teacher prioritization, evolving pedagogy, and provision of TLMs underscored a holistic approach to fostering effective and enjoyable learning experiences in Goa's schools. The orientation equipped school leaders with necessary insights and strategies to lead their institutions towards successful implementation of FLN, contributing to the broader educational goals outlined in NEP 2020.

The orientation resulted in significant outcomes, including:

- Providing relevant pre-reading materials, including copies of the NCF document and supplementary resources, to familiarize principals with foundational concepts.
- School principals gaining a thorough understanding of FLN concepts and the NCF for the Foundational Stage.
- Principals being informed and equipped to assess, acquire, and effectively manage resources required for successful FLN implementation in their schools.
- Principals focusing on establishing appropriate systems for monitoring and evaluating FLN implementation, ensuring continuous improvement and adaptation.
- Emphasis on creating a positive and supportive school culture that encourages FLN practices among both students and educators.
- Each principal committing to having an individualized action plan tailored to the specific needs and context of their school.
- Principals expressing their commitment to implementing FLN, actively seeking networking opportunities with other schools and stakeholders.

In conclusion, the orientation program successfully empowered principals with the knowledge, tools, and motivation for effective FLN implementation in their respective schools, contributing to the broader mission of enhancing foundational literacy and numeracy outcomes. The commitment expressed by the principals and their focus on tailored action plans bode well for sustained success of FLN initiatives in Goa's schools.

4. TRAINING OF MEMBERS OF VARISHT SHIKSHAK MANDAL (MASTER TRAINERS) FOR 3-MONTH SCHOOL PREPAREDNESS ON VIDYAPRAVESH MODULE

A two-day capacity building workshop for master trainers was held in July 2023 on the 3-month Vidyapravesh module, jointly organized by SMF, SCERT, and SSA. The workshop focused on how to effectively conduct the Vidyapravesh three-month play-based school preparation module for grade 1 activities meaningfully. This module is an attempt to promote holistic development by providing age-appropriate experiences for developing requisite competencies necessary for grade 1 as per the recommendations of the NEP 2020. The module is an integral part of NIPUN Bharat, a National Mission of the Government of India on Foundational Literacy and Numeracy. It is a 12-weeks programme developed as an interim measure for all children who have entered grade 1. Prior to the workshop, the following preparatory tasks were undertaken:

- Master Trainers received the Vidyapravesh module in advance for preliminary review.
- Suitable reading materials on FLN principles, teaching methodologies, and NCF reports were prepared.
- Necessary training resources, including presentations, handouts, and multimedia content were meticulously curated.

The module provides a wide range of teacher support tips and activities for skill-based, hands-on learning. It contains worksheets, strategies, lesson plans, and timetables designed to provide step-by-step guidelines for effective classroom teaching and learning in tandem with the content. Suggested activities and games serve to make learning of the concept more engaging, facilitating lasting retention. They are practical and easy to carry out and can be edited or adapted as per the students' needs and classroom requirements.



SMF Resource Person conducting Master Trainers Orientation of Primary Teachers on preparatory module of Vidyapravesh



All the information about classroom management, timetable and activities which are to be held as given in the module for three months were elaborated with live participatory exercises, hands-on-experience for development of no-cost, low-cost, theme-based activities with local materials. During the workshop, participating Master Trainers were given a detailed understanding of the activities to be done on a daily basis starting with the welcoming of children, warm-up activities (clapping, jumping, flying like a bird, laughing wholeheartedly, exercises, meditation, etc.), many indoor games, and learning mathematics concepts in an interesting way. Manipulation activity through arrangement of things of different sizes in sequence, etc., concept and idea of circle time demonstrated whereby students would sit in a circle (small groups of 6-8) and were given some objects like blocks, fruits and vegetable models, number game puzzles, shapes puzzles or playing material to play.

During the two days, participants were exposed to art-integrated learning and the use of various art forms with examples to improve learning outcomes. They got hands-on experience in puppet making, drawing and painting, and related activities for attaining learning outcomes. The group work activities, demonstrations through storytelling, drama, and skit, ice-breakers, challengers were carried out through performing and visual art. The Master Trainers were trained with a view to providing onsite support in schools of their respective Panchayats. They are also being utilized for future training of teachers in the Block (Taluka) to encourage others by demonstrating their work and for supporting the faculty in onsite monitoring.

Based on their training, Master Trainers conducted one-day sensitization workshop sessions for grade 1 teachers of all government and aided schools in July 2023. The student resource materials (Natkhat Activity Workbooks) translated into Marathi provided a wide range of activities for achieving the FLN Lakshyas and age-appropriate competency-based learning outcomes in the foundation stage (grades 1 to 3). These workbooks are designed to help both students and teachers in the classroom in a regular, time-tabled/sessions of 35-45 minutes. Worksheets have been designed for each grade for literacy and numeracy separately, which are a) age-appropriate, b) aligned to NCF learning outcomes, c) can be conducted with modifications, if necessary.

During the workshop, Master Trainers underwent extensive training, involving live participatory exercises and hands-on experiences in developing no-cost, low-cost, theme-based activities using local materials. Classroom management, timetables, and daily activities were elucidated in detail. Participants gained a thorough understanding of daily activities, including warm-up exercises, indoor games, and math concepts presented in an interesting manner. Manipulation activities, circle time, and other interactive methods were demonstrated, enriching the training experience.

The two-day workshop not only enriched Master Trainers with comprehensive insights into the Vidyapravesh module but also empowered them to impart this knowledge to grade 1 teachers. The hands-on experience, emphasis on creative methodologies, and focus on onsite support contributed to effective implementation of FLN goals, promoting a holistic and engaging learning environment for young learners. The commitment and expertise of the trained Master Trainers promise a positive impact on foundational education in Goa.

CHAPTER 3

MULYAVARDHAN – EDUCATION FOR VALUES AND LIFE SKILLS

S.No.	Duration	Activities and Associated Actions	Outputs
1	Jan to Mar 2023 (Academic Session 2022-23) and Jun to Dec 2023 (Academic Session 2023-24)	<p>Continuation of <i>Mulyavardhan</i> (MV) Programme in all primary government and aided schools.</p> <p>At State/DoE Level:</p> <ul style="list-style-type: none"> • Active and strong support for inclusion of values education (<i>Mulyavardhan</i>) in the school curriculum, allocating two dedicated periods in the weekly timetable for all primary grades and all government and aided schools. • Support in training and capacity building of teachers through master trainers equipping with the skills to effectively teach and promote values in the classroom through <i>Mulyavardhan's</i> cooperative learning and pedagogical activities. • Support in conducting workshops for teachers at block and cluster levels to understand and assist with the values being taught in schools. • Support by printing of <i>Mulyavardhan</i> educational materials, students' workbook and teachers' resource book that emphasize values, providing activity-based teaching learning processes, and multimedia content catering to primary grade students, along with well-planned distribution of printed workbooks to all government and aided schools across regions. • Regular visits and review of the implementation of <i>Mulyavardhan</i> methods for effectiveness of values-based education programme at block level through ADEIs; seeking suggestions and feedback from the teachers and block level officers. <p>At SMF Level:</p> <ul style="list-style-type: none"> • Thorough training sessions by SMF's field teams on the principles and methodologies of the <i>Mulyavardhan</i> values education programme, offering workshops to enhance the skills of 	<p>Joint efforts of DoE, SMF, and field team resulted in:</p> <ul style="list-style-type: none"> • <i>Mulyavardhan</i> dedicated periods, encouraging students the habit of writing, recording observations, questions, expressing feelings, likes and dislikes, rights, and wrong doings from their point of view, own thoughts, feelings and reflection, attitudes, behaviour, practices, relationships, etc. • Teachers use subject appropriate pedagogical strategies, like discussions, role plays, songs, storytelling, etc. providing experiential learning followed by reflection. • Visiting schools, one may notice students having good interpersonal relationships, collaborating, and engaging in child-friendly environments. • The effective pedagogical practices and teaching learning approaches and methodologies are now being adopted by majority of the teachers. • Compilation of success stories and case studies, posters, drawings, etc. about the impact of values education on students, teachers, and the community.

S.No.	Duration	Activities and Associated Actions	Outputs
		<p>teachers and field staff in delivering values education effectively.</p> <ul style="list-style-type: none"> • Designing and delivering training programmes at various (state and block) levels, providing resources and opportunities for continuous professional development to enhance skills and knowledge. • Establishing effective communication channels with national and international experts (institutions and universities) for research, training, and curriculum updates. <p>At School Level (By 7 Block Level Academic Support Fellows)²:</p> <ul style="list-style-type: none"> • Handholding sessions with teachers during regular monthly school visits to ensure effective using of workbooks in classrooms. • Guidance and support to teachers for integrating the workbook content into their teaching. • Support for block level officers in tracking the distribution and usage of workbooks. • Pedagogical and academic support through classroom demonstrations, showcasing effective implementation techniques (activities as outlined in workbooks and teacher resource books). • Peer-to-peer learning through classroom observations and constructive feedback sessions, supportive supervision, without creating a sense of criticism. 	<ul style="list-style-type: none"> • Testimonials and anecdotal reports on improved skills and capabilities among teachers and local teams.
2	Jun 2023 to Feb 2024	<p>Co-creation and Joint Initiatives in:</p> <ol style="list-style-type: none"> 1. Revision and Redesign of <i>Mulyavardhan</i> integrated activity workbooks of primary (1 to 4) grades aligned with NEP and NCF. 2. Design and Development of <i>Mulyavardhan</i> integrated activity workbooks of upper primary (5 to 8) grades aligned with NEP and NCF. 	<p>Co-created integrated activity workbooks of <i>Mulyavardhan</i> for grades 1 to 8 aligned to NEP and NCF's Social Emotional Ethical Learning domain curricular goals, competencies, and learning outcomes for implementation in</p>

² SMF have placed a qualified team of professionals for both programmes viz. *Mulyavardhan* (MV) and Enhancing Civic Engagement (ECE) for the academic and pedagogical handholding support to teachers. They visit schools on a regular basis as per the discussions and needs of the schools. A dedicated mobile application records the school visit details and classroom observations, which becomes the basis for M&E, MIS and process documentation.

S.No.	Duration	Activities and Associated Actions	Outputs
	<p>by SMF team and SCERT's Academic Experts (SMM)</p> <ul style="list-style-type: none"> • MV workbooks (primary grades) submitted for review – 10 Oct 2023. • First content review workshop (primary grades) with SCERT's review committee – 19 Oct 2023. • Second content review workshop (primary grades) with SCERT's review committee – 27 Nov 2023. • Third content review workshop (primary grades) with SCERT's review committee – 29 & 30 Jan 2024. • MV Workbooks (upper 	<p>At SMF Level by Expert Team for Curriculum Design and Development:</p> <ul style="list-style-type: none"> • Review of NEP and NCF guidelines to understand overarching curricular goals, competencies, and learning outcomes. • Identify age-appropriate values and social emotional ethical principles for each grade level (1 to 8). • Align values-based education programme with broader curriculum objectives outlined in NEP and NCF, with specific content and pedagogical approaches. • Create engaging activities, stories, and exercises (cross-curricular activities that reinforce values through various disciplines), promoting foundational (SEEL) values; incorporate real-life examples and scenarios relevant to students' experiences; ensure age-appropriate language and content for each grade level. • Collaborate with subject matter experts to incorporate values into existing workbooks; bring in linguistic diversity in design and language choices. • Collaborate with graphic designers for engaging illustrations and visuals, ensuring consistent and aesthetically pleasing design throughout. Pay attention to the font size, readability, and overall visual appeal. • Make necessary revisions to address any identified issues; modify content and design based on the feedback received from state's curriculum content review academic group through a series of joint reviews. • Develop training modules that guide teachers on incorporating workbook activities. <p>At State/DoE Level:</p> <ul style="list-style-type: none"> • For content and design review, organize, select and appoint state level curriculum-content review resource group for primary grades and upper-primary grades separately. • Organize and conduct a series of content review workshops; facilitate focus group discussions 	<p>all government and government aided schools of Goa:</p> <p>Integrated Activity-Based Workbook Highlights:</p> <ul style="list-style-type: none"> • Separate activity workbook for each grade (1 to 8). • Each workbook is of approx. 80 pages, four-coloured design and layout as per NCERT's textbooks guidelines. • Each workbook has separate sections of activities for students, tasks, and activities to be taken up by the teacher for each chapter. • Design and organisation of activities on the basis of competencies mentioned in NCFSS, particularly SEED competencies. • Sensorially engaging content, presented attractively in four-colour printing. • Diverse activities related to children's life experiences, organised around specific themes, moving from self to the world at large. • Use of stories and songs. • Balance of familiar and unfamiliar contexts. • Balanced gender and community representation, particularly in illustrations. • Avoidance of stereotypes. • Incorporation of guidelines for teachers to conduct activities. • Simple assessment tools incorporated in the books. • Embedded references to supplementary digital material.

S.No.	Duration	Activities and Associated Actions	Outputs
	<p>primary grades) submitted for review – 7 Dec 2023.</p> <ul style="list-style-type: none"> • Fourth content review by SCERT's review committee initiated (for upper primary grades) – 7 Dec 2023. • Fifth design review with SCERT's review committee (QR codes, logo and foreword) – 6 Feb 2024 and 21 Feb 2024. • Final approval and consent workshop after incorporating all the modifications and suggestions (proposed) for finalization of the workbooks (grades 1 to 8) – 11 & 12 Mar 2024. 	<p>with state level reviewer's team to gather insights.</p> <ul style="list-style-type: none"> • Distribute draft versions of revised modules (integrated workbooks for each grade 1 to 8); and collect feedback, considering cultural and regional perspectives in the design. 	

S.No.	Duration	Activities and Associated Actions	Outputs
3	Jun to Dec 2023 A series of joint workshops for co-creation and content review of modules by the SMF team and State's academic resource team (SMM) <ul style="list-style-type: none"> Links of short videos shared and submitted for review – 7 Dec 2023. First content review workshop – 24 Dec 2023. Second content review workshop – 10 Jan 2024. Videos, QR code, SCERT YouTube Chanel – 23 and 27 Feb 2024. 	<p>Development of Audio-Visual Aids to Complement and Supplement the <i>Mulyavardhan</i> programme.</p> <p>At SMF Level by Expert Team for Curriculum Design and Development:</p> <ul style="list-style-type: none"> Review NEP and NCF guidelines and planned the content structure and storyline for the videos. Create various (versions) scripts, outlining the dialogue and narration. Write clear and concise scripts for narration/dialogue. Ensure that language and tone are appropriate for target audience viz. students of grades 1 to 4. Design visual elements, scenes, and animations for each segment, including various illustrations, graphics, and animations that support the educational content. Establish the sequence of events to effectively convey the educational content. Collaborate with animators, script writers, and illustrators for visual design. Select suitable voices for narration or character dialogue. Organize recording and editing of the audio, narration (voice over) by students and professionals to enhance clarity and impact; ensure a balanced mix of background music and sound effects. Ensure that interactive elements align with the educational objectives. Map the videos to specific lessons or topics in the curriculum, ensuring seamless integration with classroom teaching and learning. Provide guidelines for teachers on incorporating videos into lessons. <p>At State/DoE Level:</p> <ul style="list-style-type: none"> Share prototypes (drafts) with educational experts, state level curriculum cum content reviewer teams constituted by SCERT. Share and brief the state level team about the scope, criteria and parameters for AV content review and its effectiveness. Share format for collecting review data on video views, providing necessary feedback, 	Developed and made available more than 53 short videos and audio-visual aids as students' and teachers' resource material for <i>Mulyavardhan</i> , grades 1 to 4.

S.No.	Duration	Activities and Associated Actions	Outputs
		<p>suggestions and adjustments based on the review results.</p> <ul style="list-style-type: none"> Plan, organize, and conduct interactive workshops, sharing the content review feedback. 	
4	<p>Jan to Jun 2023</p> <p>A series of joint online meetings (SMF team and WU Research Team)</p> <ul style="list-style-type: none"> First initial briefing cum introductory meeting; SMF and Washington University – 10 Dec 2023. Online meeting regarding finalization of scope of research work, research questions and deliverables of the research study - 18 & 21 Jan 2024. Bi-weekly online meetings from Feb to Apr 2024 – to review progress of research 	<p>A team of researchers at University of Washington, led by an internationally renowned professor, conducted secondary research comparing the <i>Mulyavardhan</i> programme with other similar global interventions through a systematic and rigorous study.</p> <p>At University of Washington (UW) Level:</p> <ul style="list-style-type: none"> Conduct comprehensive literature review to identify existing publications, research articles, and reports related to values-based education, and similar international interventions. Screen and retrieve relevant literature based on titles and abstracts of relevance. Utilize academic databases, repositories, and library resources to search for relevant literature. Employ systematic search strategies using keywords and filters. Compile a database of relevant literature and official programmatic reports. Collaborate with the SMF team to define specific research questions and objectives; clearly articulate the aspects of <i>Mulyavardhan</i> to be compared with international interventions. Consider factors such as research design, sample size, data collection methods, and statistical rigor for comparative analysis and contrast of the design, implementation, and outcomes of <i>Mulyavardhan</i> with other interventions. Identify best practices and innovative approaches in comparable programs. Share a draft comprehensive secondary research report summarizing the methodology, findings, and conclusions. 	<p>A comprehensive and well-documented comparison of the <i>Mulyavardhan</i> programme with other similar intervention experiences at the global level, highlighting the MV 3.0 framework of social, emotional, and ethical learning as a robust model for values education, comparable to modern global experience.</p>

S.No.	Duration	Activities and Associated Actions	Outputs
	<p>study, providing inputs, feedback from SMF team and clarifications sought by WU research team.</p> <ul style="list-style-type: none"> WU team submit first draft of the secondary research study – 19 Mar 2023. WU Professor's visit to Goa and meetings with state level senior officers and the Hon'ble CM – 23 Mar 2023. Biweekly online meetings in May & Jun 2023 to finalize the draft report. WU team submits the final report to SMF - 6 Jun 2023. 	<p>At SMF Level:</p> <ul style="list-style-type: none"> Define criteria for selecting relevant studies, ensuring they align with the scope of the research. Establish parameters for excluding studies that do not meet predefined criteria. Extract data on intervention design, methodologies, outcomes, and key findings. Systematically synthesize the findings from selected studies, identifying common themes and patterns. Prepare presentations summarizing key findings for stakeholders. 	

1. IMPLEMENTATION OF MULYAVARDHAN VALUES EDUCATION PROGRAMME



Teachers Oriented to Create an Enabling Environment for Children to Imbibe Values-Based Competencies

The Mulyavardhan values education programme was introduced in all government primary schools of Goa back in 2016 to nurture democratic citizenship among students. It is a comprehensive approach towards education for values and life skills, incorporating the cognitive (knowing, thinking), affective (feeling, valuing, committing), and behavioral aspects of values. It is currently being offered and implemented in all government and government-aided primary schools in Goa as an integral part of the school's curriculum and functioning. The programme has well-defined educational practices and workbooks with activities for primary grade students (1 to 4) to learn about democratic values and develop the related attitudes and competencies in an enabling school climate with appropriate school processes.

In Aug-Sep 2022, the Hon'ble Chief Minister of Goa Dr. Pramod Sawant, along with Shri. Shantilal Muttha, founder of the Shantilal Muttha Foundation, interacted with school teachers, principals, and community members who have witnessed the ground level impact and achievements of Mulyavardhan programme. During this occasion, the Hon'ble Chief Minister inaugurated a compendium of Mulyavardhan testimonials in the form of 550 posters, 150 videos, and 350 articles received from schools, teachers, and students across the state, displaying their interest, enthusiasm, and commitment. The Hon'ble Chief Minister appreciated the effort made by teachers of Mulyavardhan and conducted a press conference with state and national media to disseminate information about the impact of the programme. During the press conference, he lauded the efforts taken by teachers and announced that the Mulyavardhan programme would now be taken up for grades 5-8 as well.

The Mulyavardhan programme continues its impactful journey across primary schools fostering holistic development and instilling strong values, attitudes, and competencies in school children. This programme creates a conducive environment for values-based education, ensuring its seamless integration into the curriculum.



Participation of Students in Mulyavardhan Class Activities

At the state level, the Directorate of Education is actively supporting the Mulyavardhan programme by dedicating two separate periods in the weekly timetable for primary grades in government and aided schools. The focus is on training and capacity building of teachers through master trainers equipped with skills for effective teaching. Workshops at block and cluster levels provide teachers with insights into the values being taught and foster a supportive community.

Additionally, DoE is instrumental in printing Mulyavardhan educational materials, student workbooks, and teacher resource books. These resources emphasize values, employ activity-based teaching-learning processes, and provide multimedia content. A well-planned distribution ensures that these materials reach all primary schools, creating a uniform and accessible platform for values education. Regular visits and reviews at the block level further enhance the implementation of Mulyavardhan methods, seeking valuable feedback from teachers.



Classroom Practices Paving the Way of Real “Teaching-Learning.” Teacher and Children Engaged in a joyful activity

SMF is actively involved in training field teams on the principles and methodologies of the Mulyavardhan programme. Workshops are designed to enhance the skills of both teachers and field staff, ensuring effective delivery of values education. SMF also plays an important role in establishing communication channels with national and international experts, fostering collaborations for research, training, and curriculum updates.

At the ground level, the seven Academic Support Fellows (placed in Blocks) play a crucial role in successful implementation of Mulyavardhan programme. They provide handholding during regular monthly school visits, guiding teachers in effectively utilizing the workbooks in the classroom. Support is also provided to integrate the workbook content into teaching, and tracking distribution and usage is overseen by the Fellows. Classroom demonstrations showcase effective implementation techniques outlined in the workbooks and teacher resource books. Peer-to-peer learning is encouraged through observations and constructive feedback sessions, fostering a supportive environment without a sense of criticism.



Schools Creating Non-Threatening Atmosphere in classrooms

The continuation and expansion of the Mulyavardhan programme through the comprehensive initiatives as above show a strong commitment by the DoE towards values education. This holistic approach ensures that teachers are well-equipped, resources are accessible, and the values instilled in students contribute to their holistic development. The collaborative efforts of the DoE, SMF, and the Block level Fellows underscore a collective dedication to nurturing ethical and responsible citizens of tomorrow.

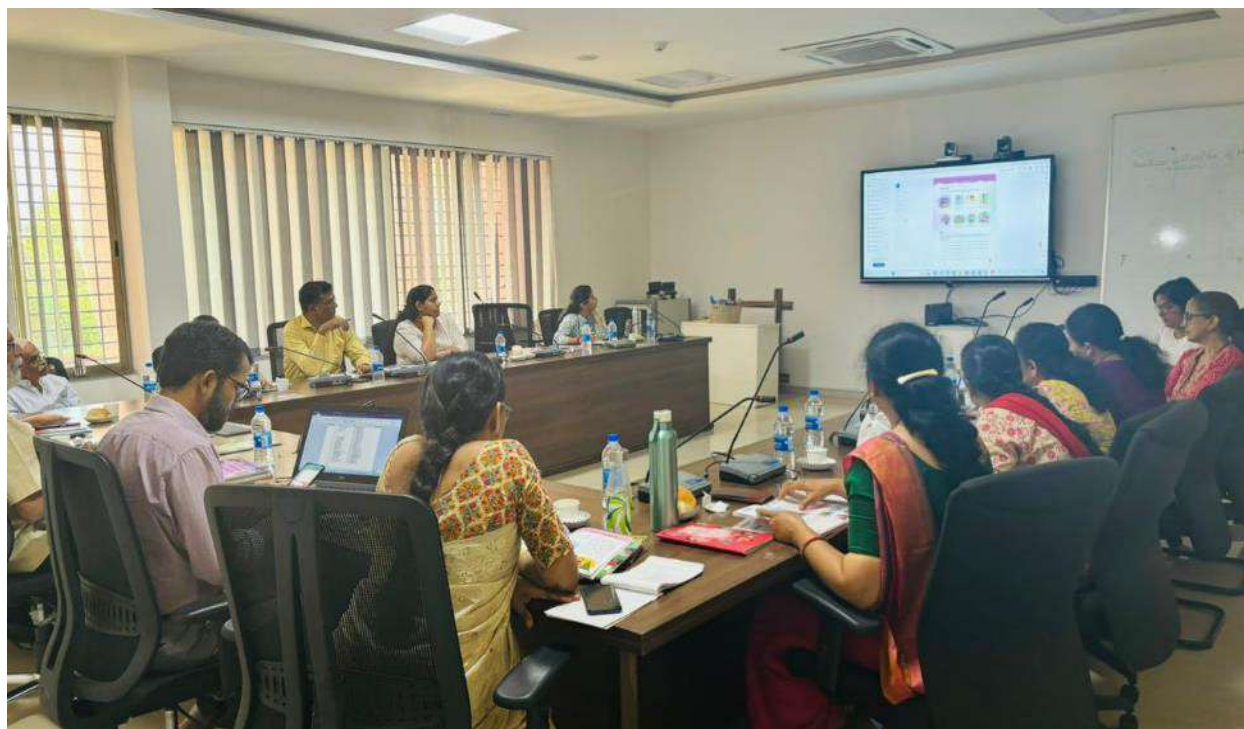


Story Telling Sessions, Plays, Dance, Drama, and Songs to Inculcate Values in Students

2. REVISION & REDESIGNING OF THE MULYAVARDHAN 3.0 INTEGRATED ACTIVITY BOOKS FOR GRADES 1-4 ALIGNED TO THE NATIONAL CURRICULUM FRAMEWORK (NCF), 2023

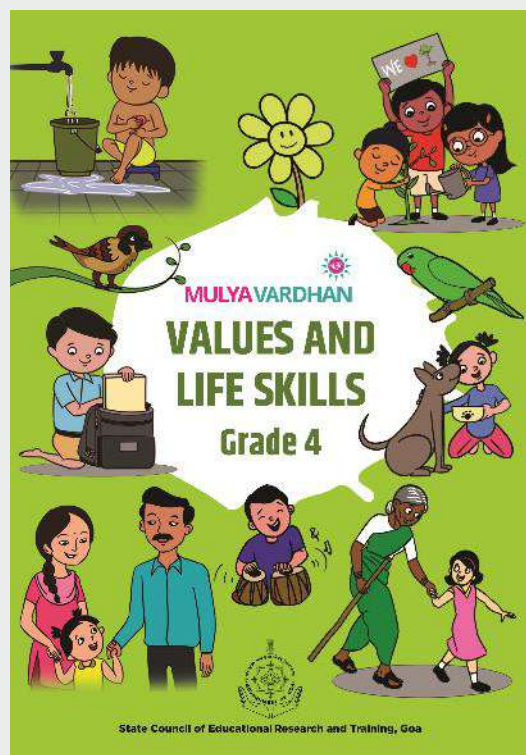
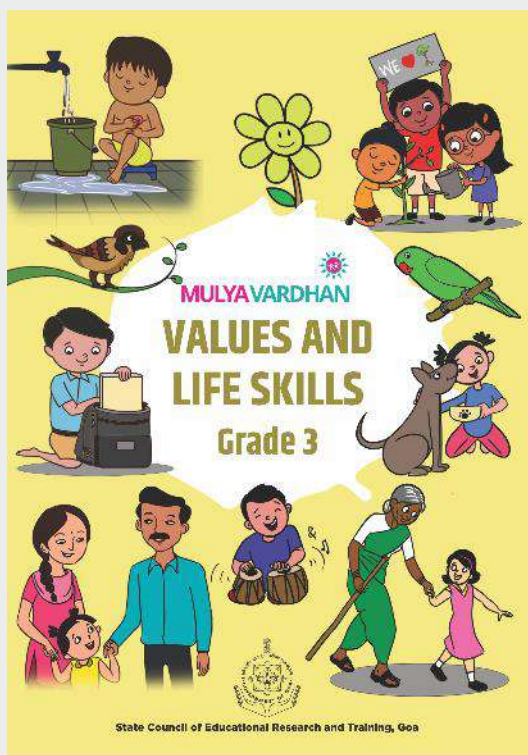
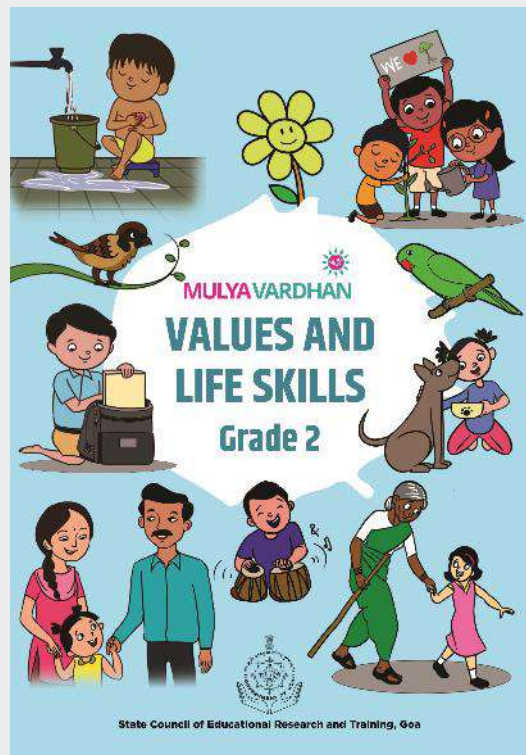
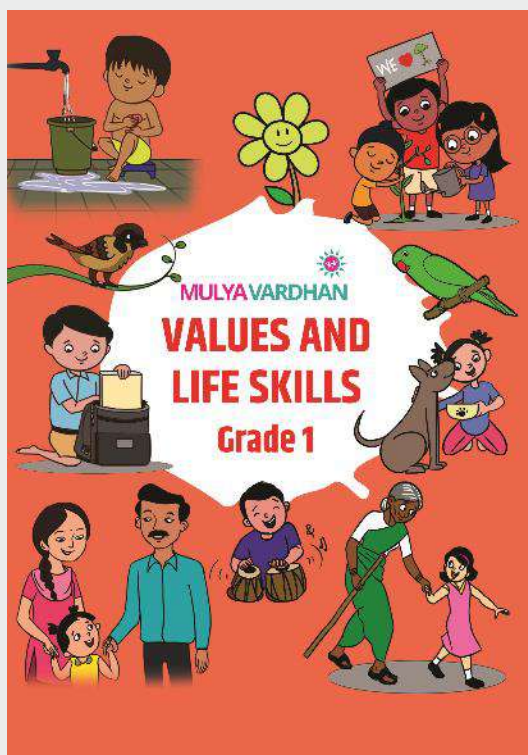
The Mulyavardhan programme undergoes a significant transformation through the co-creation and joint efforts aimed at revising and redesigning integrated activity workbooks for both primary (grades 1 to 4) and upper primary (grades 5 to 8) aligned with the National Curriculum Framework (NCF) and the National Education Policy (NEP). This initiative, spearheaded by the expert team of the Curriculum Design and Development at SMF, is a testament to the commitment to values-based education.

Mulyavardhan activity workbooks and teachers' guide were designed in 2015 by SMF and adopted by the Government of Goa, based on constitutional values and social emotional learning (SEL) competencies. As per National Curriculum Framework for Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE), which were released in 2023, there are specific curriculum goals (CGs) and related competencies (Cs) that are to be addressed under Social Emotional and Ethical Development (SEED). Thus, the Mulyavardhan activity books are being redesigned accordingly as per the domain area, namely SEED.



Capturing the Essence of Mulyavardhan: State Level Task Force Members Reviewing MV Workbooks for Grades 1-4

The revised integrated activity books for grades 1 to 4 contain around 35-40 activities, which would be conducted in around 40 sessions (periods) of the academic year. Each integrated activity workbook is developed and designed in four-colour, and is of approximately 80 pages including covers. The size and design are as per the NCERT textbooks for primary grades.



Integrated Activity Workbooks as per NCF 2023 for Grades 1 to 4

Since the SCERT is responsible for the development/revision of textbooks and other teaching learning materials of all mediums recognized by the Directorate of Education for the elementary stage of education, to keep pace with NCF 2023 (Foundational Stage and School Education) and to maintain quality, revision work was carried out by SMF with respect to activity workbooks for primary grades. SMF submitted the revised integrated activity workbooks of grades 1 to 4 prepared in English, Konkani, and Marathi medium to the SCERT for review. Subsequently, the SCERT through a series of workshops in the month of Nov-Dec 2023, conducted a content and design review of the revised integrated workbooks. Twelve members of the academic and curriculum review task force team constituted by the SCERT in their first workshop on 27 Nov 2023 were requested to go through all the activity workbooks to see their presentation in terms of contents.

The review team highlighted positive aspects and further strengthened, suggested, and provided specific areas for improvement. Each activity workbook underwent a comprehensive review, detailing activities and identifying opportunities for enhancement and consolidation of activities. A new section featuring poems and cooperative learning activities (grades 1-4) was introduced. Inclusion of teacher assessments, as well as self and paired assessments, were recommended during the workshop. Video references provided at the back of the activity workbooks were collectively reviewed in the second phase, which was scheduled in the month of Dec 2023. It was agreed that the final revised version of the integrated workbooks would be submitted earliest in the month of January 2024, followed by the second and final phase of review in February 2024.

3. DEVELOPMENT OF MULYAVARDHAN 3.0 INTEGRATED ACTIVITY WORKBOOKS FOR GRADES 5-8, AND THEIR REVIEW BY SCERT GOA

During the virtual interaction “Shiksha pe Charcha” held on 24 Sep 2022, the Hon’ble Chief Minister of Goa conveyed the plan to extend the values education modules for grades 5 to 8. Following this public announcement by Hon’ble Chief Minister, SMF took initiative for developing values-based programme activity workbooks for upper primary grades (5 to 8) and submitted the draft to SCERT in Dec 2023.

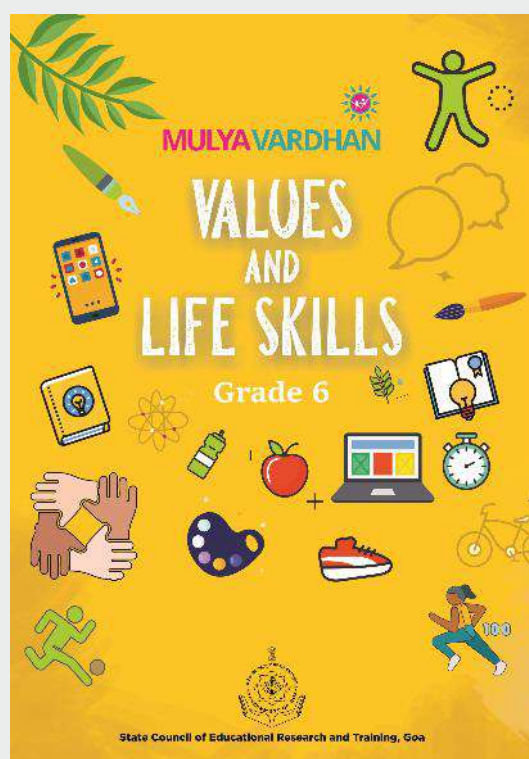
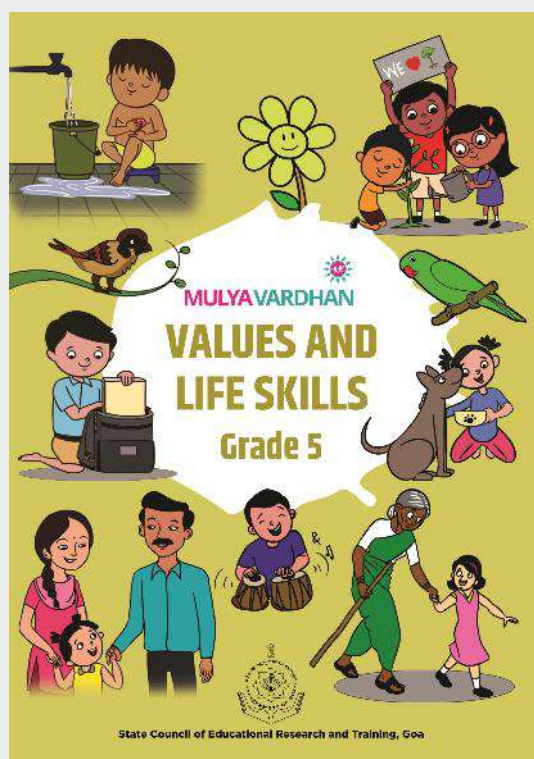


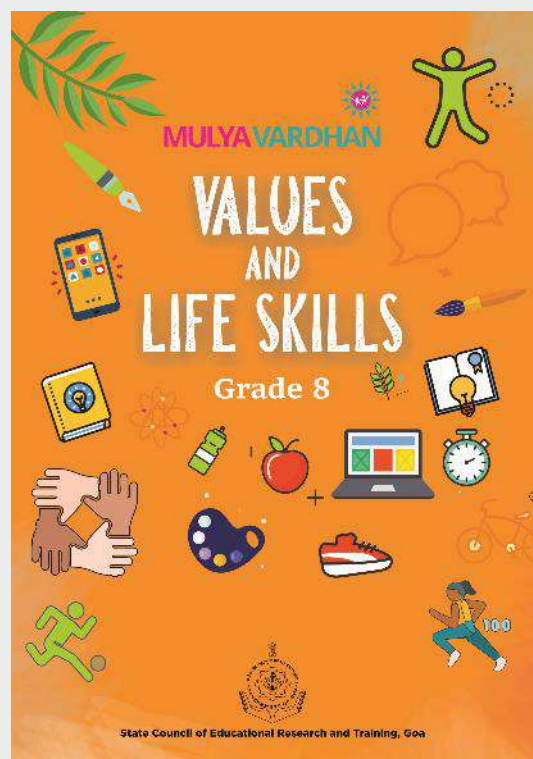
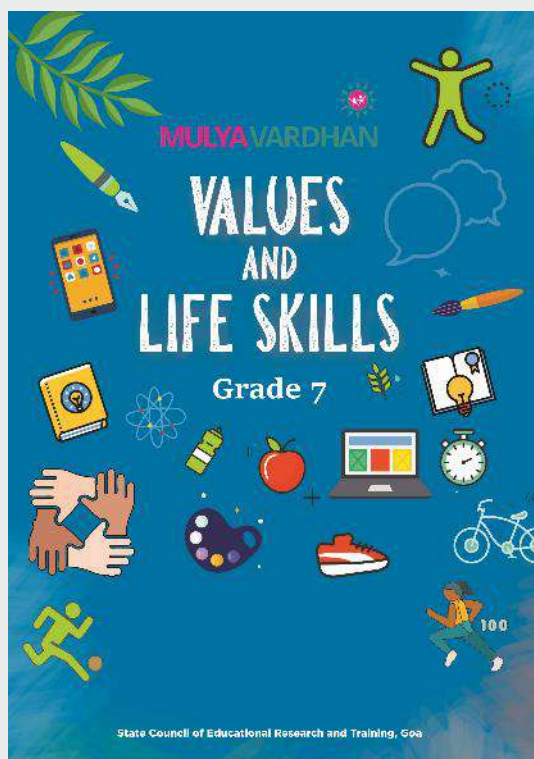
State Level Task Force Members Reviewing MV Workbooks for Grades 5-8

At SMF, an expert team embarked on a comprehensive review of the National Education Policy (NEP) and the National Curriculum Framework (NCF) guidelines. The overarching curricular goals, competencies, and learning outcomes were scrutinized to align the values-based education programme with the broader curriculum objectives. Age-appropriate values and social emotional ethical principles were identified for each grade level (1 to 8), ensuring relevance to students' developmental stages.

Engaging activities, stories, and exercises were meticulously created, incorporating cross-curricular elements that reinforced values through various disciplines. Real-life examples and scenarios relevant to students' experiences were woven into the content. Collaboration with subject matter experts enhanced the integration of values into existing workbooks, emphasizing linguistic diversity in design and language choices.

Graphic designers were engaged to create appropriate illustrations and visuals, maintaining consistency and aesthetic appeal throughout. Attention to font size, readability, and overall visual appeal ensured a student-friendly experience. The expert team made revisions based on feedback received from the state's curriculum content review academic group through joint reviews, addressing the identified issues and modifying content and design accordingly. Training modules were developed to guide teachers on effectively incorporating workbook activities into their teaching methodologies.





Integrated Activity Workbooks as per NCF 2023 for Grades 5 to 8

At the state level, the DoE organized a state-level curriculum-content review resource group for primary and upper-primary grades separately. Content and design reviews were conducted through a series of workshops and focus group discussions with the state-level reviewer's team. Draft versions of the revised modules were distributed, and valuable feedback was collected, incorporating cultural and regional perspectives into the design. This ensured that the workbooks resonated with the diverse backgrounds of students across the state.

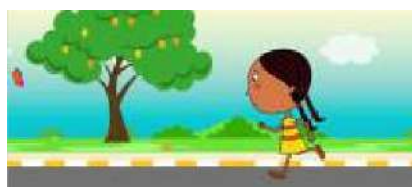
This transformative collaboration, involving professionals, subject matter experts, graphic designers, and state-level reviewers, exemplifies a holistic approach to values education. The co-creation process not only aligns with the national curricular guidelines but also considers the cultural nuances and regional diversity. The revised integrated activity workbooks, born out of this collaborative effort, are poised to become invaluable tools in nurturing ethical values and socio-emotional well-being in students across primary and upper-primary grades.

4. DEVELOPMENT OF MULYAVARDHAN 3.0 SHORT VIDEOS (53) AS STUDENT AND TEACHER RESOURCE MATERIAL ALIGNED TO INTEGRATED ACTIVITY WORKBOOKS FOR GRADES 1 TO 4, AND THEIR REVIEW BY SCERT GOA

In an innovative stride towards enriching the educational experience, the Mulyavardhan programme undergoes a dynamic transformation with the development of audio-visual aids. This initiative, led by the

professional team at the Curriculum Design and Development Group at SMF, aims to complement and supplement the Mulyavardhan programme by creating engaging and impactful audio-visual content.

The professional team initiated the process by reviewing the National Education Policy (NEP) and National Curriculum Framework (NCF) for objectives and guidelines, shaping the content structure and storyline for the videos. Multiple script versions were meticulously crafted, ensuring clear and concise language appropriate for the primary grade students (grades 1 to 4). Visual elements, scenes, and animations were designed to support educational content, with a focus on creating engaging illustrations and graphics.



Collaboration with animators, scriptwriters, and illustrators facilitated the seamless integration of visual designs. The team curated suitable voices for narration and character dialogue, organizing recording and editing sessions involving both students and professionals to enhance clarity and impact. A balanced mix of background music and sound effects was incorporated to enhance the audio-visual experience. The sequence of events was carefully established to effectively convey educational content, ensuring that interactive elements align with the program's objectives.

To further enhance the integration of audio-visual aids into the curriculum, the team mapped the videos to specific lessons and topics. Guidelines were developed for teachers, providing them with insights on effectively incorporating the videos into their lessons, thereby enhancing the overall learning experience.

At the state level, the DoE played an important role in refining and implementing the audio-visual aids. Prototypes were shared with educational experts and the state-level curriculum cum content reviewer team constituted by the SCERT. The state-level team was briefed on the scope, criteria, and parameters for AV content review, ensuring effectiveness and alignment with educational objectives.

To facilitate a comprehensive review process, the DoE shared formats for collecting data on video views and sought feedback and suggestions. Interactive workshops were meticulously planned, organized, and conducted to share the content review results. This collaborative feedback loop ensured that adjustments were made based on the insights gathered, optimizing the impact and effectiveness of audio-visual aids.

In conclusion, the development of audio-visual aids represents a visionary leap towards fostering an engaging and immersive learning environment within the Mulyavardhan programme. The collaboration between SMF's professional team and the DoE at the state level emphasizes a commitment to enhancing educational content and delivery, ensuring values education becoming a vibrant and dynamic experience for primary grade students.

Collaborative Journey: Co-Creation and Content Review of Mulyavardhan Activity Workbooks and Audio-Visuals

Between Jun 2023 and Feb 2024, a collaborative effort between the SMF team and the SCERT's academic resource team unfolded, marking a significant milestone in the co-creation and content review of the Mulyavardhan activity workbooks for primary and upper primary grades.

The journey began with a series of joint workshops aimed at co-creating and refining the content of the workbooks. This collaborative effort aimed to align workbooks with the educational standards and the pedagogical best practices. The workshops facilitated valuable discussions, ensuring diverse perspectives were considered in the development process.

Workbooks Content Review – Primary Grades:

- MV workbooks for primary grades were submitted for review on Oct 10, 2023.
- The first content review workshop for primary grades took place on Oct 19, 2023.
- Building on the initial feedback, the second content review workshop was held on Nov 27, 2023.
- A comprehensive third content review workshop was held on Jan 29 and 30, 2024.

Workbooks Content Review – Upper Primary Grades:

- MV workbooks for upper primary grades were submitted for review on Dec 7, 2023.
- The fourth content review initiated by SCERT for upper primary grades on Dec 7, 2023.

Design Review:

- The fifth design review, focusing on the QR codes, logo, and foreword elements, transpired on Feb 6, 2024, and Feb 21, 2024.

The journey culminated in a final approval and consent workshop, proposed to be held on March 11 and 12, 2024. This workshop signifies consolidation of all modifications and suggestions gathered throughout the review process, leading to the finalization of the MV workbooks for grades 1 to 8.

This collaborative endeavour exemplifies the dedication of both the SMF team and the SCERT's academic resource team in ensuring the quality and effectiveness of the Mulyavardhan workbooks. The workshops served as crucial platforms for constructive dialogue, ensuring that the workbooks are not just educational tools but reflections of a collective commitment to enhancing values education in the state.

5. COLLABORATION WITH UNIVERSITY OF WASHINGTON FOR DEVELOPMENT OF AN EVALUATION FRAMEWORK FOR THE MULYAVARDHAN PROGRAMME

In a pioneering effort to assess the impact and effectiveness of the Mulyavardhan programme on values education, a team of researchers from the University of Washington, led by an internationally renowned professor (Prof. Akhtar Badshah), undertook comprehensive secondary research. The project aimed to compare Mulyavardhan with similar global interventions and initiatives through a systematic and rigorous approach.

The researchers at the University of Washington initiated the project with a meticulous literature review of existing publications, research articles, and reports related to values education, moral education, peace education, citizenship education etc. as it is known across the world. Utilizing the academic databases, repositories, and library resources, they employed systematic search strategies, using keywords and filters to screen and retrieve relevant literature.



Dr. Pramod Sawant, Hon'ble Chief Minister of Goa, Shri. Shantilal Muttha, Founder of SMF, and Prof. Akhtar Badshah, Head of Capstone Research Team, Washington University

This collaborative effort with SMF allowed the formulation of specific research questions and objectives, delineating the aspects of Mulyavardhan to be compared with international interventions. Considerations such as research design, sample size, data collection methods, and statistical rigor were carefully weighed

for the comparative analysis of the design, implementation, and outcomes of Mulyavardhan against other interventions.

The team identified best practices and innovative approaches from identified comparable programmes, providing valuable insights for the enhancement of Mulyavardhan. The culmination of their efforts was a draft comprehensive secondary research report summarizing the methodology, findings, and conclusions, setting the stage for an informed comparative analysis.

At SMF, the focus was on refining the comparative analysis. Criteria for selecting relevant studies were defined, ensuring alignment with the scope of the research. Parameters were established to exclude studies not meeting the predefined criteria. The extraction of data on intervention design, methodologies, outcomes, and key findings allowed for a systematic synthesis of the selected studies, identifying common themes and patterns.

This wealth of information was then translated into presentations that succinctly summarized key findings for stakeholders. These presentations served as a valuable resource for decision-makers and stakeholders involved in the Mulyavardhan programme, providing them with insights into global best practices and aiding in the continuous improvement of the initiative.

In conclusion, the collaborative effort between the University of Washington and the SMF exemplified a commitment to research and evidence-based improvement. The comparative analysis not only sheds light on the strengths and areas of growth for Mulyavardhan but also contributes to the global discourse on values education, fostering a holistic approach to nurturing ethical values in students.

CHAPTER 4

ENHANCING CIVIC ENGAGEMENT (ECE) PROGRAMME

S.No.	Duration	Activities and Associated Actions	Outputs
1	Jan to Mar 2023 (Academic Session 2022-23) and Jun to Dec 2023 (Academic Session 2023-24)	<p>Continuation of ECE programme activities in upper primary grades through regular monthly visits by Academic Support Fellows (ASFs) assisting and hand-holding teachers in effective implementation.</p> <p>At School Level (by School Teachers):</p> <p>Health:</p> <ul style="list-style-type: none"> • Conducting health workshops for students, focusing on topics like hygiene, nutrition, and preventive healthcare. • Organizing health camps within the school premises for health checks and consultations. • Collaborating with healthcare professionals to conduct sessions on various health-related topics. • Creating a health-promoting environment within the school by encouraging healthy habits and practices. <p>Water & Sanitation:</p> <ul style="list-style-type: none"> • Implementing water conservation and sanitation practices within the school premises. • Organizing awareness campaigns on water usage, hygiene, and sanitation. • Providing resources and materials on water conservation and sanitation for students. • Collaborating with local authorities to improve water and sanitation facilities in the school. <p>Environment:</p> <ul style="list-style-type: none"> • Conducting orientation sessions on environmental conservation and sustainability. • Initiating and maintaining green practices within the school, such as waste management and tree planting. • Organizing eco-clubs or nature-based activities to engage students in environmental initiatives. • Promoting community involvement in environmental projects and awareness programmes. 	<p>Teachers trying out innovative activities to raise awareness about social, civic, and environmental issues among school children.</p> <p>Innovative Activities Across four thematic Areas</p> <ul style="list-style-type: none"> • Implementing ECE projects like, paper recycling, water harvesting, and waste management. • Reserving ECE days for experts and resource persons to talk to students and conduct workshops on ECE topics. • Organizing awareness drives and long walks to broaden the horizons and change attitudes of students and community members. • Providing opportunities for students to engage in social and community service as part of their curricular activities to understand social and civic responsibilities.

Road & Traffic Safety Management:

- Conducting workshops on road safety education for students.
- Developing teaching materials and resources related to traffic rules and road safety.
- Organizing road safety awareness campaigns within the school.
- Collaborating with local traffic authorities for practical demonstrations and sessions.

Academic
Session 2022-
23

Integration and incorporation of ECE content and its activities in state curriculum (Textbooks) of grades 5 to 8.**At SMF Level (By Professional Team):**

- Identified existing curriculum areas where ECE activities can be seamlessly integrated. Ensured that ECE concepts are woven into the fabric of various subjects rather than presented in isolation.
- Identified inter-relationships between various aspects of civic responsibilities within the curriculum. Structured the ECE program curriculum around thematic areas aligned with textbook topics.
- Aligned ECE topics with subjects like science, social studies, physical education, and life skills. Developed activities designed to strengthen conceptual understanding in social sciences, integrating content related to hygiene, sanitation, and waste management into the ECE curriculum; Aligning themes with Environmental Studies (EVS) and science subject books to reinforce learning.
- Incorporated interactive and participatory teaching methods, such as group discussions, role-plays, and hands-on activities.
- Defined clear and measurable learning objectives for health education within the curriculum.
- Created age-appropriate activities for ECE education. Utilized real-life examples and case studies making ECE content relevant and relatable; Inclusion of activities fostering critical analysis of social processes to engage students actively.
- Provided training for teachers on effective methods for delivering ECE education content.

Holistic improvement in students' understanding, behaviour, and engagement with health, water and sanitation, environmental, and road safety issues, contributing to a more responsible and aware school community.

- Improved health awareness and practices among students.
- Established a health-conscious environment within schools.
- Enhanced collaboration between schools and healthcare professionals.
- Adopted water conservation and sanitation practices.
- Raised awareness about water usage, hygiene, and sanitation.
- Greater understanding of environmental conservation and sustainability.
- Implementation of green practices within the school.
- Engaged students through eco-clubs and nature-based activities.
- Increased community involvement in environmental initiatives.
- Enhanced knowledge of road safety rules and practices among students.

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- Equipped teachers with the knowledge and skills needed to address ECE topics with students.
 - Developed assessment framework that measures students' understanding and application of ECE concepts.

At State Level (By DoE & SCERT):

- Regular use of workbooks as part of classroom activities to reinforce learning.
- Providing flexibility to teachers to address innovation and quality improvement in values education and civics.
- Encouraging an integrated approach to ECE, focusing on all aspects of school education.
- Empowering teachers to incorporate innovative teaching methods to enhance the learning experience.
- Implementing regular assessments to gauge the impact of ECE activities on students.

- Improved road safety awareness within the school.
- Practical demonstrations and collaboration with local traffic authorities.
- Reduced incidents of road-related accidents or issues in the school vicinity.

1. CONTINUATION OF ECE PROGRAMME ACTIVITIES

Enhancing Civic Engagement (ECE) is a program conceptualized by the late Hon'ble former Chief Minister of Goa Shri. Manohar Parrikar in coordination with the Directorate of Education, SCERT, GEDC, and expert groups designated by the GoG, for primary, upper-primary, and secondary schools in Goa, to enhance the student's levels of civic engagement in the areas earmarked "high priority" by the state government in 2017. The ECE program design, including the curriculum and activities, was developed by SMF, and administered in the form of "action-oriented capsules", catering specifically to three core themes viz. Hygiene and Sanitation, Waste Management, Traffic Awareness and Road Safety. The vision of ECE is to "Nurture civic consciousness and enable behavior change among school children, teachers, and communities by promoting responsible, hygienic, and eco-friendly practices for safe and healthy living."

The commitment to holistic education extends to upper primary grades through the continuation of ECE activities, facilitated by Academic Support Fellows (ASFs) who provide hands-on support to teachers during regular monthly visits. The focus remains on the effective implementation of the ECE program, ensuring a well-rounded educational experience for students.

School Level Initiatives by School Teachers

Health, Hygiene & Nutrition: Teachers take a proactive approach to student well-being by conducting health workshops that delve into crucial topics such as hygiene, nutrition, and preventive healthcare. Health camps within the school premises offer students health check-ups and consultations, fostering a culture of preventive care. Collaborations with healthcare professionals further enrich students' understanding of various health-related issues, creating a health-promoting environment through the encouragement of healthy habits and practices.

Water & Sanitation: School teachers actively contribute to water conservation and sanitation practices within the school premises. Awareness campaigns on water usage, hygiene, and sanitation are organized to instil responsible practices. Providing students with resources and materials on water conservation and sanitation empowers them with knowledge. Collaborations with local authorities are initiated to enhance water and sanitation facilities within the school, creating a hygienic and conducive learning environment.

Environment: Environmental education takes centre stage as schoolteachers conduct orientation sessions on conservation and sustainability. Green practices, including waste management and tree planting, are initiated, and maintained within the school. Eco-clubs and nature-based activities engage students in meaningful environmental initiatives, fostering a sense of responsibility towards the planet. Community involvement is promoted through environmental projects and awareness programs, encouraging students to be active contributors to a sustainable future.

Road & Traffic Safety Management: Teachers address the vital aspect of road and traffic safety education through workshops designed for students. Development of teaching materials and resources related to traffic rules and safety ensures a comprehensive understanding. Organizing road safety awareness campaigns within the school raises awareness and instils responsible behaviour. Collaborations with local traffic authorities facilitate practical demonstrations and sessions, ensuring students are well-equipped to navigate road safety.

In conclusion, the commitment of schoolteachers to extend ECE activities into upper primary grades through the Enhancing Civic Engagement program reflects a holistic approach to education. By addressing health, water & sanitation, environment, and road & traffic safety, schools not only empower students with knowledge but also instil a sense of responsibility and civic engagement, shaping them into informed and responsible citizens. The collaborative efforts of teachers and ASFs contribute to an enriched educational experience, fostering the holistic development of students.

2. INTEGRATION OF ECE ACTIVITIES IN STATE CURRICULUM TEXTBOOKS

The commitment to holistic education takes a significant leap forward as the State Curriculum for Grades 5 to 8 undergoes a transformation through the seamless integration of ECE content and activities. This initiative, spearheaded by the Professional Team at SMF's Head Office and implemented at the state level by the Directorate of Education (DoE) and the State Council of Educational Research and Training (SCERT), marks a concerted effort to weave ECE principles into the fabric of various subjects.

The professional team at SMF identified existing curriculum areas where ECE activities could be seamlessly integrated, ensuring that ECE concepts are interwoven with various subjects rather than presented in isolation. Thematic areas aligned with textbook topics were identified, emphasizing inter-relationships between civic responsibilities within the curriculum. ECE topics were aligned with subjects like science, social studies, physical education, and life skills, developing activities that strengthened conceptual understanding in social sciences, hygiene, sanitation, and waste management.

Interactive and participatory teaching methods, including group discussions, role-playing, and hands-on activities, were incorporated to enhance student engagement. Clear and measurable learning objectives for health education within the curriculum were defined, and age-appropriate activities were created to make ECE content relevant and relatable. Teachers were equipped with the knowledge and skills needed to effectively deliver ECE content through comprehensive training sessions. An assessment framework was developed to measure students' understanding and application of ECE concepts.

At the state level, the Directorate of Education and SCERT facilitated the integration of ECE into classroom activities through the regular use of workbooks. Teachers were provided with the flexibility to address innovation and quality improvement in value education and civics, fostering an integrated approach to ECE across all aspects of school education. Empowering teachers to incorporate innovative teaching methods further enhanced the learning experience, ensuring a dynamic and engaging educational environment.

Personal Hygiene & Sanitation and Waste Management ECE Activities, Content Inserted in the Subject Textbooks (Syllabus)			
Std.	Subject Book	Page Numbers	Remarks
5 th	EVS-Part-II	pg. 223 to 271 (total 48 pages)	Books are printed separately for traffic awareness and road safety theme
6 th	Science Part-I	pg. 167 to 221 (total 54 pages)	
7 th	Science, Part-II	pg. 249 to 280 (total 31 pages)	
8 th	Science, Part-II	pg. 265 to 304 (total 39 pages)	

Regular assessments were implemented to gauge the impact of ECE activities on students, enabling continuous improvement and refinement of the integrated curriculum. This state-level commitment reflects a holistic and forward-thinking approach to education, recognizing the importance of early childhood principles in shaping the foundation for lifelong learning.

In conclusion, the collaborative efforts at both SMF HO and the SCERT underscore a commitment to fostering a comprehensive and integrated educational experience. By seamlessly embedding ECE content and activities into the state curriculum, educators aim to instil values, civic responsibilities, and life skills from an early age, setting the stage for well-rounded and responsible citizens.



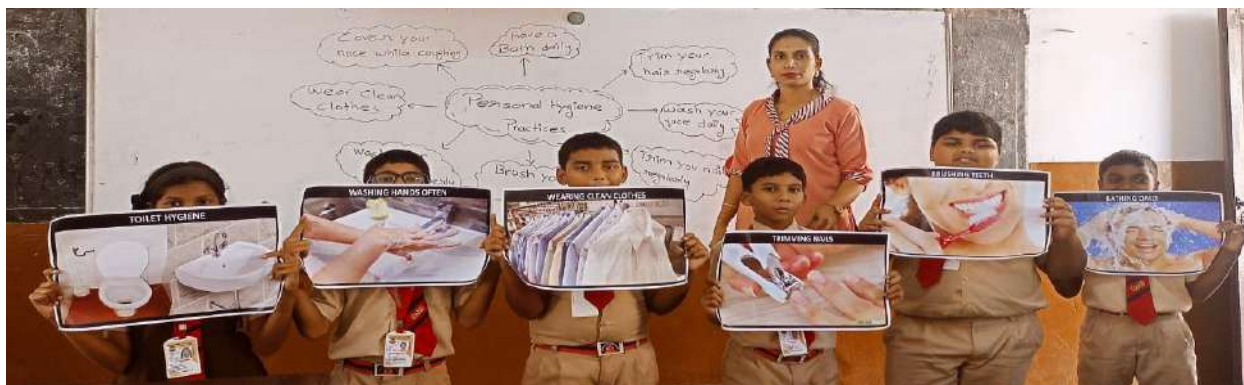
Students develop awareness and a sense of responsibility among themselves towards preserving resources such as water, plants etc. through slogans, bulletin boards and by creating an enabling environment in school that highlight concern for ECE issues.



A School Carrying Out ECE for Bringing about Awareness through Projects on Recycling, Water Harvesting, Air Monitoring, Waste Management etc.



ECE Days are Reserved for Experts and Resource Persons Invited to Talk to Students and Conduct Workshops on ECE Topics. Students Get an Opportunity to Develop a Rational Approach to ECE Issues. A Traffic Management Session in Progress In a School by the Traffic Police Department



Schools Organize Awareness Activities, Long Walks Leading to Broadening the Horizons and Change of Attitudes of Community Members without Compromising Academic Rigour in School. Innovative Activities in Schools Relate to Raising Awareness of Students about Social, Civic and Environmental Issues. Children Promote 3Rs, Stop Using Plastics, Contributing towards the Cause of Tree Plantation and Recycling

CHAPTER 5

PM-SHRI SCHOOL YOJANA

ORIENTATION AND CAPACITY BUILDING WORKSHOPS FOR PM-SHRI SCHOOL PRINCIPALS

Date	Workshops
May 2023	First sensitization-cum-orientation of principals on PM-SHRI framework documents
Jun/Jul 2023	Second workshop to support in the development and finalization of school-wise budgets
Aug 2023	Third workshop on budget provisions, situational analysis and needs assessment

Since May 2023, SMF has been supporting the Government of Goa (GSCERT and GSSA) by hosting a series of orientation and capacity building workshops for the 12 PM-SHRI Schools designated by the State Government. These workshops helped the schools to elucidate their envisioned role as model schools tailored to meet the demands of education in the 21st Century.

A series of one-day capacity-building workshops, conducted in phases between May and August 2023 with participation by Principals of the 12 designated PM-SHRI Schools was coordinated by the SCERT, Goa. The sessions aimed to familiarize participants with the planned interventions outlined in Annual Workplans approved under the PM-SHRI Yojna Implementation Framework document. The primary focus of all workshops was on clarifying the technical intricacies of the PM-SHRI Schools scheme, enhancing knowledge and skills related to digital education initiatives, leadership, quality school governance, and fostering a culture of innovation within the designated PM-SHRI Schools.

During these workshops, PM-SHRI School principals were briefed on the scheme's requirements and needs to bolster their qualitative strength, highlighting various aspects of the NEP 2020, and positioning them as exemplar institutions capable of mentoring others. The three framework documents of the PM-SHRI School Yojana were thoroughly presented, elucidated, and discussed to enable the Principals grasp programmatic and financial norms, along with suggested activities for fulfilling the objectives of the scheme. SMF compiled and distributed supporting documents, guidelines, modules, and manuals outlined in the framework document, serving as a reference and planning tool for principals in budgeting activities for their schools.

Following these workshops, SMF continued its technical support by assisting with the formulation of budgets as per prescribed financial norms for various programme components, allocating recurring and non-recurring budgets for the first year, and maintaining the overall budget limits for innovative project grants. Budget finalization involved several iterations at the school and state

levels, successfully securing approval of the Central Government's Project Approval Board, with a sanction of nearly Rupees six crores for the current academic session.



Orientation and Capacity Building Workshops for Principals of PM-SHRI Schools



CHAPTER 6

SCHOOL ASSESSMENT AND ACCREDITATION

MEETINGS AND WORKSHOPS FOR MEMBERS OF SHAIKSHNIK MARGDARSHAN MANDAL ON SCHOOL ASSESSMENT AND ACCREDITATION

Throughout the first and second quarters of the academic session 2023-24, SMF and SCERT, Goa conducted a series of meetings and workshops to discuss the draft School Assessment and Accreditation Framework developed by SMF based on the guidelines and recommendations of the NEP 2020. Subsequently, a strategic session was convened in August 2023 chaired by the Secretary of Education to deliberate on the implementation of the School Assessment and Accreditation Framework.

These initiatives have resulted in establishment of a 24-member Shaikshnik Margdarshan Mandal (SMM) comprising state-level academicians, educationists, and domain experts. This distinguished academic group was entrusted with the responsibility of reviewing SMF's School Assessment and Accreditation documents, including SAAA, SAAF, and the School's Self-Assessment Form, with the aim of finalizing and implementing the proposed framework in Goa.

The inaugural session of the School Assessment and Accreditation Authority under the leadership of the Secretary of Education took place on 31 October 2023, at the Directorate of Education in Alto Porvorim, Goa. The Secretary of Education briefed the 24-member SMM, outlining the workshop's objectives and expected outcomes. The agenda of the meeting was to deliberate on the proposed framework for school quality assessment and accreditation, jointly prepared by the SCERT, DOE, and SMF.

Prior to the meeting, members of SMM were provided with the framework document for their review, with the expectation that they would share their perspectives, opinions, suggestions, and queries during the session. The workshop marked a significant milestone for SCERT in its efforts to formulate the state's school assessment and accreditation authority and framework document. At the outset of the orientation workshop, the Chairman expressed appreciation and gratitude to SMF for its commendable efforts in developing and presenting the draft document.

The participants were welcomed by the Additional Director of SSA. Following a concise overview of the day's agenda, a representative from SMF delivered a presentation, expanding upon the current accreditation models such as Shala Siddhi, CBSE, and the PM-SHRI Yojana, also detailing the proposed draft framework tailored for the State of Goa.

During SMF's presentation, it was explained that the School Quality Assessment and Accreditation Framework (SQAACF) functions as both a quality assurance and accountability tool for educational institutions. It involves a process of self-assessment and peer review against a set of predefined performance areas and levels. Schools seeking accreditation undergo self-assessment, providing evidence to support their application. The basis for accreditation, the mechanism or predefined

criteria by which evidence is evaluated, the determination of relevant evidence, and the process for reaching a final accreditation decision are the key issues and concerns under consideration by expert members of the authority.

The orientation session facilitated a thorough discussion on all aspects of the draft framework, leading to essential adjustments and adaptations tailored for implementation in Goa. Participants had a chance to seek clarifications on various aspects including the framework, technicalities, accreditation procedures, as well as ICT processes. Resource persons from SMF presented a comparative analysis of frameworks from NIEPA, CBSE, and PM-SHRI, delving deep into the seven criteria, and quantitative and qualitative metrics. Academic professionals actively engaged in the orientation workshop, demonstrating keen interest and involvement throughout.



Inaugural Session of the School Assessment and Accreditation Authority under the Leadership of the Secretary of Education, Government of Goa, at Alto Porvorim, Goa



CHAPTER 7

MATHEMATICS ACTION RESEARCH IN GOA (MARG)

WORKSHOP FOR MATHEMATICS TEACHERS FOR IMPROVING MATHEMATICS EDUCATION

Two workshops were conducted in September 2023 by SMF's state-level consultants for a select group of 20 mathematics teachers. These workshops aimed to create a collaborative platform for mathematics educators to exchange experiences, research findings, and innovative practices, focusing on enhancing the quality of mathematics education within schools. The overarching goal was to spotlight innovative pedagogical approaches proven effective in teaching mathematics across various educational levels and to interlink different facets of mathematics education, including inclusive classroom practices, curriculum design, assessment techniques, integration of ICT resources, and real-world applications of mathematics in interdisciplinary contexts.

During these workshops, mathematics teachers shared their insights, experiences, and research findings, engaging in the interactive sessions facilitated by SMF resource persons. Additionally, educational kits developed by NCERT were showcased to augment the learning experience. These workshops provided a forum for teachers to engage in meaningful discussions and deliberations, enriching their understanding of various aspects of mathematics pedagogy.

This Mathematics Action Research in Goa (MARG) embodies a virtuous, inquiry-based, iterative approach to enhancing teachers' proficiency in mathematics instruction. The programme aims to cultivate teachers' appreciation for mathematical thinking and aesthetic aspects of the subject, fostering the joy of learning mathematics and consequently enhancing student engagement and achievement in the subject. MARG involves two primary stakeholders – participating teachers and the students they teach.



SMF Resource Person Conducting a Session with Mathematics Subject Expert Group (1st Workshop)

These mathematics workshops aim to empower selected teachers with pedagogical strategies to teach mathematics effectively, utilizing a range of hands-on activities and teaching aids such as fraction kits for addition and subtraction, digit card games, counting beads, and multiplication games. These workshops also offer insights into innovative teaching methodologies, encouraging teachers to reflect on and adopt new and improved approaches to engage their students.

Throughout the sessions, mathematics teachers are encouraged to explore different teaching strategies that actively involve students in learning mathematics. The workshops further expand teachers' repertoire of teaching techniques by providing ready-to-use activities, math games, and mathematics workbooks/worksheets utilizing available teaching and learning materials (TLMs). Additionally, Mathematics Learning Attainment Charts, outlining the learning objectives for each grade, are shared and discussed to equip teachers with strategies for interactive teaching and learning experiences.



SMF Resource Person Conducting a Session with Mathematics Subject Expert Group (2nd Workshop)

CHAPTER 8

ENGAGING PARTNER NGOS FOR EXPERIENCE-SHARING AND LEARNING

On 11 April 2023, the SCERT and SSA in Goa convened a meeting with NGO partners. The primary aim of this meeting was to offer partner NGOs a platform to exchange experiences, insights, and address the challenges encountered at the grassroots level in implementing various programmes aimed at enhancing the quality of education and learning outcomes for children.

This meeting exemplified collaborative efforts by stakeholders, bringing together various NGOs working towards the common goal of delivering quality education in the state. It served as a forum for exploring new approaches and innovative ideas through discussions on implementation issues. Each participating NGO shared ground-level information that could be effectively utilized by the Directorate of Education to devise implementation strategies.

As many as 12 partner NGOs collaborating with the Directorate of Education participated in this half-day meeting. Chairing the meeting, the Principal Secretary expressed the desire for such NGO partners' meetings to be held regularly on a bi-monthly or quarterly basis to foster continued learning and collaboration with these organizations at the school level.

Following this meeting, a session was conducted on 24 April 2023 to review the FLN Initiatives, coordinated by the Additional Director of Goa Samagra Shiksha, involving SMF and Adhyayan Foundation, another NGO partner of the Directorate of Education, engaged in FLN initiatives and holistic school development. Representatives from all three organizations attended this meeting, aimed at fostering collaboration among entities working towards the common cause.





Active Engagement of NGOs Collaborating with the Directorate of Education, Goa

CHAPTER 9

CONCLUSION AND WAY FORWARD



Dr. Pramod Sawant, Hon'ble Chief Minister of Goa Reviewing the Progress

Conclusion

SMF has implemented programme activities in accordance with the terms outlined in the MoU, under the leadership and guidance of the Directorate of Education (DoE), SSA, SCERT, and GEDC. It remains committed to delivering key outputs prioritized through consultation and directives from the above departments.

Weekly meetings with senior officers provided a very useful platform to discuss and finalize work plans, address implementation challenges, and receive supportive guidance. Planned activities were implemented in alignment with the State's priorities, leveraging all available resources and opportunities. Feedback, suggestions, and advice from the Directorate of Education, SSA, SCERT, and GEDC played a crucial role in guiding the implementation of programme activities.

In line with the MoU, the Directorate of Education continues to make steady progress towards achieving the long-term goals of the initiative. Lessons learned in certain areas led to refinement and enhancement of practices across the four components, strengthening the partnership and ensuring timely technical, academic, and pedagogical support.

Way Forward

Certain activities have not yet been initiated, but are to be discussed for the academic session 2024-25. Some of these planned activities are described below.

School Assessment and Accreditation Framework

- Revision of framework document based on minutes of meeting dated 31 Oct 2023
- Review of revised framework document by newly constituted School Accreditation Authority

- Coordination with VSK in development of online portal for Goa Accreditation

Vidya Pravesh – Review based on Data

- Submission of data entry format for schools to provide student-wise progress of Vidya Pravesh
- Analysis and presentation of the findings before SSA and SCERT
- Submission of the final report

Mulyavardhan Revised (New) Workbooks

- Review of revised activity workbooks (Grades 1 to 8) and 53 short videos in the second phase
- Insertion and modification in revised MV books according to the feedback and suggestions for new academic session 2024-25, including its printing
- Training of Master Trainers (ToT) on revised MV books for Grades 1-4 and 5-8 separately

PM-SHRI Schools Orientation

- As per the finalized annual work plan, SMF is to provide following orientation, training to the PM-SHRI School Principals and teachers:
 - Study circle
 - 21st Century leadership and information skills
 - Citizenship, Constitutional values, knowledge and skills
 - Community participation (orientation of SDMC members)
 - Adolescent girls' programme
 - Career guidance and counseling for students

Grades 3 to 9 MCQ Competency – Based Question Bank

- Workshop for subject and grade-wise teachers for development of competency-based MCQ question banks
- Collation and compilation of question banks
- Design and layout of question banks for all grades (in such a way that they cannot be copied by others once uploaded to the SCERT website)
- Training and capacity building of teachers on effective and timely usage of question banks among students and teachers as additional resource

Training of Trainers (ToT)

- Mentorship and mentoring skills
- As per the priorities of DoE, SSA, SCERT, the next training would focus on:
 - Identifying learning gaps in Grades 1-3 on continuous basis by teachers
 - Taking 'enhancement' (remedial) measures, keeping in mind likelihood of significant differences in learning levels within the same class
 - Addressing above challenges in multilingual classrooms with migrant children whose mother tongue is Kannada/Hindi, but studying in Marathi/English medium schools



SECTION-III


TESTIMONIALS AND ANNEXURES




TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

It is an immense joy to speak that my school teachers and students have made a drastic change in their personality, teaching and also caring the student's needs. The students have attained confidence and ability to study and also improve an hygienic condition moral value and safety. The immense efforts from the team of Mulyavardhan and Enhancing Civic Engagement (ECE) have improved the educational standard.

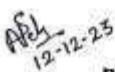
ADEI (Adm.), Mormugao Taluka


Assistant District Education
Inspector (ADMI)
Vasco-da-Gama, Goa.

We'd like to extend our gratitude and appreciation to the SMF team for extending the quality of modules, depth of research/ attention to detail & most importantly the translation of the NCF 2023 documents it has curated. Further, the training on the modules was an inspiring example of how modules can be used as a tool to sharpen the student's intellect & deepen student sensitivity to issues that matter in today's context - the choice of topics/ themes was perfect!


12/12/23
Gajanan Desai
Program Coordinator,
Mission NIPUN Bharat,
Goa- Samagra Shiksha

I would like to express our gratitude to SMF team for the supportive role it has played in initiating the annual work plan design, development and execution, the learning journey and valuable experience of PM SHRI School Yojna. SMF team is playing an important role for the program, and I find school principals are gaining support and interest from SMF's efforts. Thanks to the entire SMF team.


12-12-23
Arun Velgudekar
Program Coordinator,
PM SHRI Schools Yojna,
Goa- Samagra Shiksha

TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

As a teacher, I am deeply grateful for the positive response I received from my students while taking Mulyavardhan activities. I can see that because of Mulyavardhan, our students have improved relations with teachers and peers, increased in confidence as well as increased participation in classroom activities. Thank you team SMF for all your hard efforts.

(Roopali N. Gaonkar)
GPS Fatanga, Quepem Goa

मुल्यवर्धन निपुण भारत, विद्याप्रवेश या तिन्ही विषयांवर प्राथमिक शिक्षकांना प्रशिक्षण आलेले आहे. यानुसार आम्ही आमच्या शाळेत हे तिन्ही विषय राखतो. मुल्यवर्धन उपक्रम शाळेत सुरू केल्यानंतर मुलांमध्ये मुल्ये रुजवण्यास बरीच मदत होते. मुल्यवर्धन उपक्रम स्तुत्य व प्रभावी आहे. या वेगवेगळ्या उपक्रमातून मुले नियम, शिस्त, अतृप्तता, संस्कार तसेच जबाबदारी शिकतात या सर्व गोष्टीतून खरोखरच एक सुजाण व जबाबदार नागरिक तयार होऊ शकतो. तसेच मुलांच्या वेळानुसार इ. १० वी मध्ये मुलांना प्रवेश देण्यात आला. इ. ९ वी मुलांसाठी प्रभावी व आनंददायी शिक्षण देण्याचा आम्ही शिक्षकांनी प्रयत्न केला. मुलांच्या सर्वांगीण विकासासाठी आनंददायी आणि उत्साही वातावरणात वर्तमानरूप व खेळ आधारित शैक्षणिक अनुभव देण्यास प्रयत्न केला आहे. तसेच मुलांच्या सर्वांगीण विकासासाठी पायाभूत सुसुलता आणि संख्याज्ञान यावर लक्ष केंद्रित करणे. याकरिता शिक्षकांची अध्यापन शास्त्रीय पायाभरणी मजबूत करण्यास मदत झाली.

टिप :- मुल्यवर्धन प्रशिक्षण परत घेण्यास आले तर खूप बरं हेईल.

शिक्षिका :- अंकिता शिरगांवकर - शिक्षिका
निशा परवार

शाळेचे नाव :- G.P.M.S. Nanada.

(Nanada)
Nanada G.P.S.T.
Govt. P.T. / Middle School
Nanada, Bicholim - Goa

TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

सरकारी पूर्ण प्राथमिक विद्यालय लाडफे डिचोली
उत्तर गोवा

महोदय,

मी सौ. निशा वामन कुवठणकर, सरकारी पूर्ण प्राथमिक विद्यालय लाडफे या शाळेची शिक्षिका. शैक्षणिक वर्ष २०२३ - २०२४ 'विद्या प्रवेश' हा प्रैमासिक कृती, उपक्रम इयत्ता १ ला साठी 'शाळा सिद्धता प्राशिक्षण सत्रक संच' द्वारा सरकारी शाळांमध्ये शरवला जात आहे. हा खुप चांगला उपक्रम आहे. मुलांच्या सर्वांगीण विकासा साठी चांगला आहे.

'विद्या प्रवेश' ह्या प्रैमासिक कृती उपक्रमांमुळे विद्यार्थ्यांचे शिक्षण हे आनंददायी होते. मुले आवडीने प्रत्येक कृतीत भाग घेतात. ह्या उपक्रमांमुळे मुलांना शैक्षणिक बळ मिळते. विद्यार्थ्यांचा सर्वांगीण विकासाला हा उपक्रम योग्य ठरला आहे.

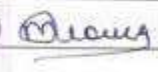
आपली विश्वासू
(सौ. निशा वामन कुवठणकर)

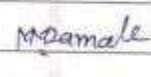
HEADMASTER/ HEADMISTRESS
Government Primary/ Middle School


TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

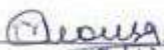
सरकारी प्राथमिक विद्यालय - खोलपेवाडी - साळ

शालेय अभ्यासक्रमात 2022-2023 या वर्षापासून विविधता व वेगळेपण आणण्याचा प्रयत्न केला जात आहे. विद्याप्रवेश, निपूण भारत, मुख्यवर्धन यांचा अभ्यासक्रमात उपयोग करून विद्यार्थ्यांच्या सर्वांगीण विकासासाठी केला जातो. यामुळे विद्यार्थ्यांचे पूर्वज्ञान जागृत करून दिले जाते. उपक्रम घेतल्यामुळे त्यांच्या ज्ञानात भर पडते. विविधता, कृतीशीलता याला चालना मिळते. यांचा शालेय विषयाला जोड विषय म्हणून उपयोग करून घेतला जाऊ शकतो. पाठ्यक्रमाला जोड मिळते. सहकार्य आणि सामंजस्य वाढते. एकमेकांशी संवाद साधण्यास मदत होते.

मार्सेलिन डिओझा (Incharge Teacher) 

मृणाल दामले (Para Teacher) 

सुस्मिता ढवळे (Contract Teacher) 


Incharge / Headmistress
Govt. Primary School,
Kholpewadi, Sai, Bicholim-Goa.



TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

Mulyavardhan is very essential in school education because of holistic development of child. I have observed increased participation of students in Mulyavardhan activities. Students cooperate with teachers as well as their friends. They develop a strong relationship with their family and friends. They respect elders, care for health, care and love animals. Also students find solutions for different problems.

Value education helps students to become more and more responsible. As a teacher, I am grateful to Mulyavardhan Team and Sir Savrav Bhende for making us part of such holistic development through Mulyavardhan.

Thanking You,

Anushodkar

Anuya Prabhu Nashedkar (TET)

G.P.S. Curchorem (Main)

TESTIMONIALS OF STAKEHOLDERS ON PROGRAMME INITIATIVES & ACTIVITIES

माझ्या शाळेत मूल्यवर्धनमुळे बरेच बदल दिसून आलेत. मूल्यवर्धन यातील उपक्रम शाळा स्तरीय तसेच सामाजिक स्तरीय यामुळे शाळेचा विकास झाला आहे. आमच्या शाळेत आम्ही कुठले कुठले उपक्रम/कार्यक्रम घेतो, मुलांना कसे शिकवतो, त्यांच्या मध्ये काय बदल होताना हे सामाजिक स्तरावर दिसून आलेत. लोकांनी देखील प्रोत्साहन दिले, त्यांच्या परिणाम असा झाला की आमच्या शाळेतील पटसंख्या वाढली आहे. शिक्षक शाळेत मेहनत घेतातच, ते मुलांमध्ये दिसून येते परंतु बरेचदा सामाजिक स्तरावर ती दिसून येऊ शकत नाही. मूल्यवर्धन या उपक्रमांतर्गत आम्ही मेहनत व शिकवण्याची पद्धत शाळेत घेत असलेल्या उपक्रमामुळे हे सर्व सामाजिक स्तरावर दिसून आले. लोकांनी त्याला भरभरून प्रोत्साहन दिले. पालकांमध्ये तर वेगळाच उत्साह निर्माण झाला. आपल्या मुलांची होणारी प्रगती बघून त्यांनी देखील आमच्या सहकार्य केले, प्रत्येक कार्यक्रमात आवर्जून उपस्थित राहणे कार्यक्रमात मदत करणे यामुळे शिक्षकांचा उत्साह देखील वाढला. आपल्या कामाची नोंद होत आहे याचे समाधान ही वाटले. विद्यार्थ्यांमध्ये मैत्रीचे संबंध निर्माण झाले. शाळेबद्दल आपूलकी निर्माण झाली. शिक्षक-पालक व पालक विद्यार्थी संबंध यामध्ये घनिष्टा बांधू लागली. मूल्यवर्धन यामधील वरिष्ठ अधिकारी यांनी देखील आमच्या कार्याला भरभरून कौतुक केले. सहकार्य केले त्यांचा पाठिंबा आमच्या नेहमीच मिळतो या मूल्यवर्धनातील उपक्रमांमुळे सामाजिक स्तरावरील उपक्रमांमुळे आमच्या शाळेची पटसंख्या वाढली. आमच्या वस्तीमध्ये आमचे कौतुक झाले, या सगळ्यांमुळे विद्यार्थी पालक शिक्षक उत्साहाने वातावरण निर्माण झाले आणि आनंदी शिक्षण प्रणालीचा अवलंब झाला. तसेच विद्याप्रवेश तीन वर्षांच्या कोविड काळानंतर पहिलीत येणाऱ्या मुलांची पूर्वतयारी व शाळेतील वातावरण आनंदमय हेवण्यासाठी मुलांना कृतीयुक्त शिक्षण स्वेच्छादारे शिक्षणामुळे वातावरण आनंदमय होण्यासाठी विद्याप्रवेश हा कार्यक्रम खूप उपयुक्त आहे.

(सौ. सिध्दाली नाईक सुगेकर)

ANNEXURE

DEPARTMENTAL ORDERS REGARDING SMF's JOINT INITIATIVES WITH DOE, SCERT, SSA & GEDC



Government of Goa

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING PORVORIM -
GOA 403 521

PHONE/FAX- 0832-2417276

e-mail-scertgoa@gmail.com.

No: SCERT/Acad/Mulyavardhan/712/2018 | 5633

Dated:- 14.11.2022

To,
Shri Shantilal Muttha,
Founder , SMF,
Shantilal Muttha Foundation,
Muttha Chamber II, Senapati Bapat Road,
Pune- 411016.

Sir,

Please find enclosed herewith the original copy of the MoU duly signed by the Director of Education for further necessary action at your end.

Yours faithfully,



(N.G. Honnekeri)
Director- SCERT

Copy to:

1. The Director, Directorate of Education, Porvorim - Goa.

ANNEXURE

DEPARTMENTAL ORDERS REGARDING SMF's JOINT INITIATIVES WITH DOE, SCERT, SSA & GEDC

Govt. of Goa
GOA SAMAGRA SHIKSHA
1st Floor, Old S.C.E.R.T. Building, Alto Porvorim Goa
Email: dir-gssa.goa@nic.in, Website: www.gssa.goa.gov.in
Tel: 0832-2413949, Fax: 0832-2415159

No. G.S. / A-11 / SPPC - Porv / No. 1 / 18 / 2023-24 / 874 Dated: 25th Oct, 2023
27

To,
Ms. Pooxrima Kerkar
Member Books Review Committee

Subject: Review of Mulyavardhan Activity Books as per NATIONAL EDUCATION POLICY (NEP) 2020 and NATIONAL CURRICULUM FRAMEWORK (NCF) 2023

Sir/Madam,

As you are aware, Government of Goa adopted Mulyavardhan in 2016 and since that time (barring disruption caused by Covid 19), the activity books have been printed and distributed by the government for use in all primary schools of Goa, including aided schools. The Govt. of Goa continues to be committed to Mulyavardhan, and as process, the department have received the revised integrated activity workbooks of Mulyavardhan prepared and developed by Shantilal Muttha Foundation (SMF) team, which are aligned to NCF 2023 for value education.


We are enclosing a copy of the activity workbook for your kind perusal and review.

Reference and continuation to 19th Oct meeting at the SCERT regarding the process for review of enclosed new Mulyavardhan workbooks (English and Marathi) for grades 1 to 4, we are glad to share the process which are to be followed for the review by the reviewing team in coming days:

1. The reviewer groups for grades 1-2 and 3-4 (2 separate groups) will review the enclosed workbooks in both languages and submit the filled-up evaluation scoring sheets to SCERT by 7 November 2023. In the interim, as and when required, SMF team will provide clarifications to review teams via phone/virtual meetings.
2. The evaluation sheets and remarks therein will be studied by the Shantilal Muttha Foundation (SMF) team.
3. Tentatively around 16th Nov. all the reviewers and the SMF team will have a face-to-face meeting at SCERT to decide on all significant changes to be done (apart from language and proofing corrections that must be done anyway).
4. Following above, SMF team will make the changes and prepare an action taken report. The deadline for this task will be decided at the above meeting.
5. A team constituted by SCERT from among the reviewers will verify that appropriate changes have been made and accordingly submit a letter stating that the books are suitable for publication and distribution by Government of Goa.

Your cooperation on the above is kindly requested.

Regards


(Mr. S. S. Ghadi)
State Project Director
Goa Samagra Shiksha
Porvorim-Goa

Copy to

1. The Chairman, Task Force Committee of Foundational Stage.
2. Office File
3. Guard File

ANNEXURE

DEPARTMENTAL ORDERS REGARDING SMF's JOINT INITIATIVES WITH DOE, SCERT, SSA & GEDC



Government of Goa
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

Porvorim-Goa 403521

Email: scertgoa@gmail.com

Website: scert.goa.gov.in

Phone: 0832-241 7276

Ref No: SCERT/Acad/SCF-FS/1090/2023/ 2438

Date: 23.11.2023

NOTICE

A review meeting of the subject experts of the Mulyavardhan Textbook Review Committee and SMF officials along with Task Force Committee Members of Foundational Stage is hereby convened on Monday, 27.11.2023. at Meeting Room (Ground Floor) of SCERT building, Porvorim. The meeting shall be held from 9:45 a.m. to 5:00 p.m.

Working lunch and tea arrangement shall be done. TA/DA shall also be paid to the participants as per the norms. All concerned members are hereby requested to make it convenient.

(Dr. Shambhu S. Ghadi)
Director, SCERT
Porvorim – Goa

To,

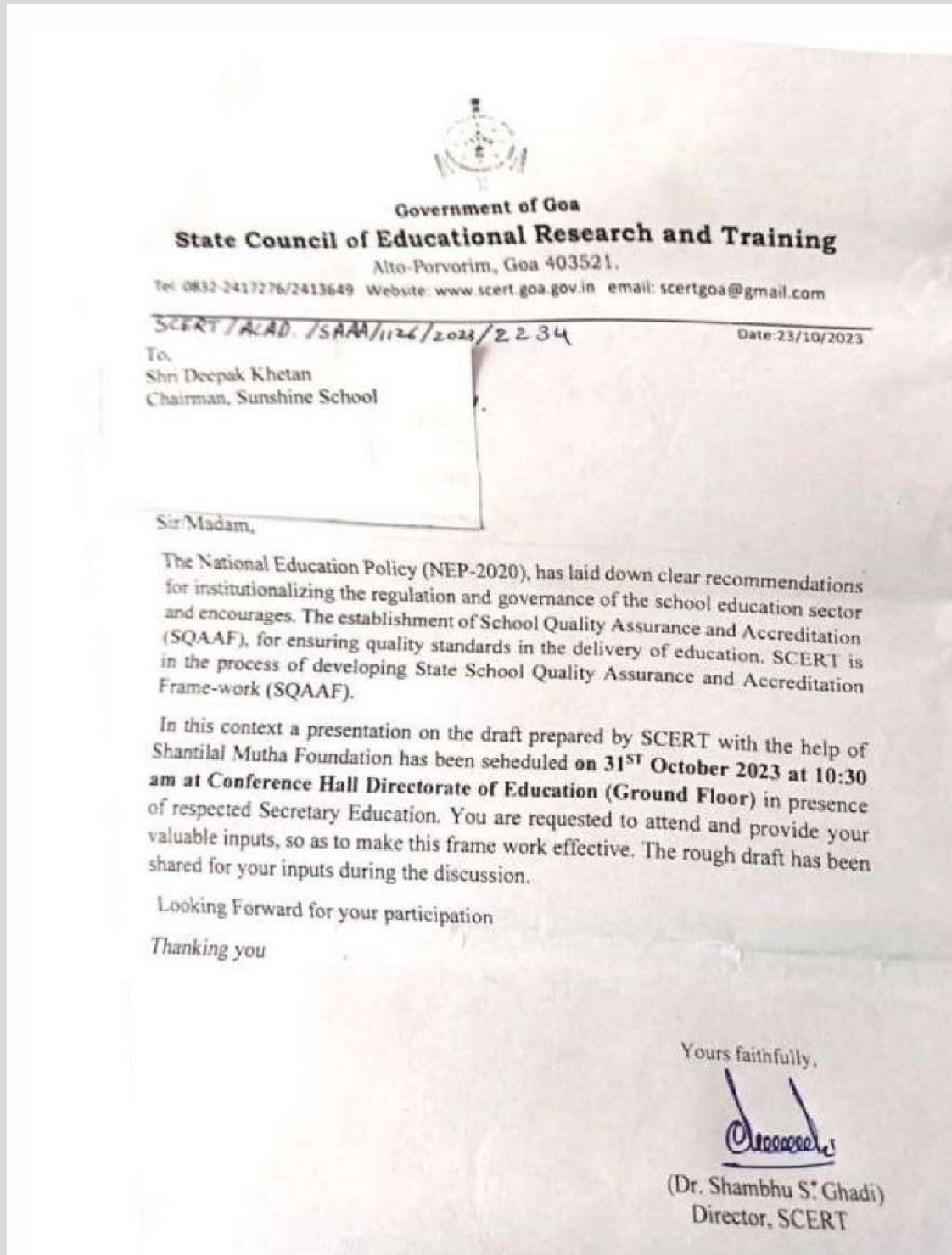
- i. The Concerned Members of the textbook review team
- ii. Officials of the Shantilal Muttha Foundation
- iii. The Chairman & other Task Force Committee Members of Foundational Stage

Copy to:

1. The Director, Directorate of Education, Porvorim – Goa
2. The Headmasters/Headmistress/Principals/Managers of the concerned institutions
3. Office File
4. Guard File

ANNEXURE

DEPARTMENTAL ORDERS REGARDING SMF's JOINT INITIATIVES WITH DOE, SCERT, SSA & GEDC





SHANTILAL MUTTHA FOUNDATION

Shantilal Muttha Foundation

Muttha Chambers-II, Level-8, Senapati Bapat Road, Pune – 411 016

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