

# CASE STUDY BOOKLET – SCERT (SCHOOL LEADERSHIP ACADEMY – GOA 2023-2024

## STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



IN COLLABORATION WITH



**National Institute of Educational Planning  
and Administration (Deemed to be University)**  
**National Centre for School Leadership**

**2023-2024**



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## FORWARD

The School Leadership Academy is one of the arms of the State Council of Educational Research and Training department-Government of Goa (SCERT). It gives me great pleasure to present this booklet which captures few best practices of Govt. supported schools. There are many more such initiatives which also need to be brought forth.

In the previous academic year 2022-2023 there were a few challenges faced regarding implementation of SLA-Goa activities in totality, nevertheless we take pride in presenting our accomplishments.

The School Leadership Academy, Goa being the integral part of SCERT, Goa, ventured to document few best practices in the form of case-studies. These case-studies/best practices are a description of the efforts made by School Leaders and their team members. Commitment and dedication to their profession is reflected in this booklet. These write-ups depict only a small portion of their great endeavours.

Sincerely,

Smt. Meghana Shetgaonka  
DSCERT, GOA

Date: 31<sup>st</sup> March 2024.

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# Govt. Primary School Satrant Cortalim, Goa

Head of the School: Head Teacher Incharge : Ms. Perpetua A. Fernandes

Address: Satrant, Cortalim, Mormugao, Goa

Cortalim is a village in [Morumugão, Goa](#), India. Their native occupations include fishing and agriculture. Cortalim is not just a village that connects commuters to several places across Goa, but also has its fair share of historical stories and legends. Cortalim is called Kutta'le in Konkani and the origin of the word is etymologically derived from Khushastali (place where holy grass is grown for ritual sacrifice). The other school of thought associates Khushastali with Dwarka, the birthplace of Lord Krishna. Cortalim houses a population of 15,000 persons, of whom 9,000 are voters. The population comprises of local inhabitants as well as migrant population from other states. People mostly belong to the middle class section of the society. In this village the Govt. Primary School is located.

This school caters to students from diverse backgrounds from grades 1<sup>st</sup> to 4<sup>th</sup>. Presently there are about 20 students in this primary school. The school building is recently renovated and makes it attractive for students. The school was first established in 1930. It also has a library and a computer room. The medium of instruction in this school is multilingual. In Goa the issue of migration and the need for multilingual teaching existed since almost a decade now. Teachers have been adopting various pedagogies to improve learning outcomes in multilingual classrooms and they have been successful in achieving their goals. This Head Teacher of this school is very enthusiastic and facilitates teaching through different approaches and languages and encourages students to actively participate in the class.

## IMPACT OF VIDYA PRAVESH ACTIVITIES AMONG PRE-SCHOOL CHILDREN

*“Vidya Pravesh the Three-month Play-based School Preparation Module for Grade-I’ is very effective”* says Perpetua the Head Teacher who leads this school. In all there were 11 children who were trained through this model to graduate to Grade 1 of the primary school. As there were not many students to cater to, teaching through play activities had become easier and individual attention to every child was possible. The play methods of Vidya

Pravesh model kept the children engaged and joyful. As children enjoyed these activities they simultaneously also learnt many things. It encouraged the children to come to school and participate with eagerness. The conduct of activities also included parents who gradually began to encourage their children to participate actively. Seeing their parents in school and participating with them, kept children active and joyful.

Prior to the introduction of Vidya Pravesh preparation model, student's enrolment was decreasing. Also due to lack of proper transportation the students deterred from coming to school. The transportation problem still exists as the school is located in the rural interior village. But Vidhya Pravesh model is a wonderful model. Children and parents feel that even in a Govt. School the teaching methodology has becoming interesting.

Before attending the training on Vidya Pravesh, the teacher had expressed that she felt it would be so tiresome and change of teaching methodology would be very difficult to practice. She expressed her worry and anxiety and was apprehensive about the change. Once she immersed herself into practicing the knowledge what she had gained, she began to realize the change and welcomed it happily.

### ACTIVITIES OF VIDHYA PRAVESH

The teacher was trained to conduct the activities of 'Vidya Pravesh' that have been designed to achieve the 3 goals of good health and wellbeing, effective communication and to be involved learners. Her enthusiasm and experience made it easy for her to teach children through the play-way activities. Initially for few days, almost for a week, the teacher engaged with them only verbally. She would spend time with them, only by talking to them and making them feel at home. She also wanted to know what language they would be familiar with. Mostly Hindi and a little of Konkani was doing well with them. These children had never gone to school before even though they were about 5-6 years.

#### ACTIVITY MATERIALS

To conduct the activities various types of materials were used. 1. Picture based story book. 2. Charts with pictures and



alphabets were prepared with the children's involvement. 3. Games materials were used such as ball, lagori blocks, rings, dolls etc. These were also used to teach the students shapes in general.

### TEACHING METHODOLOGIES

Gradually the teacher then began to show them the alphabets that were pasted on the charts. As mentioned in the guidelines of Vidya Pravesh document, worksheets were printed and given to each child so that no child is left unattended to. Some parents also were present to support the conducting of these activities. Stories, poems and games were the teaching methodologies used.

### COMPETENCIES DEVELOPED

By the end of the 3 months of Vidya Pravesh preparatory stage the following competencies were seen to be developing in the children.

1. Children were able to speak more fluently without fear in whatever language they were comfortable with.
2. They were able to recognize alphabets of Hindi language.
3. They were able to tell their personal details as well as their friends personal details like names, place they stay etc.
4. They were able to play and participate in group activities and work together.
5. They were able to identify different items.



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# Govt. Primary School Mazilwada, Goa

Name of the Head of the School: Ms. Sunita S Khandolkar

Email Id: sanjaydiukar@gmail.com

Revora is a Village in Bardez Taluka in North Goa District of Goa State, India. It is located 20 km towards North, from District head quarters Panaji. Revora is surrounded by Pernem Taluka towards North, Bardez Taluka towards South Bicholim Taluka towards East and Dodamarga Taluka towards West. The nearby beach line of the Arabian Sea makes the place a lot humid. Revora's local Language is Konkani. The total population of this village is 2630 and number of houses are 631. Female Population is 50.3%. Village literacy rate is 83.9% and the Female Literacy rate is 40.5%. Within this village lies a smaller village 'Mazilwada' and in this village is located Govt. Primary School, Mazilwada. It is a rural area away from the amenities of the city life.

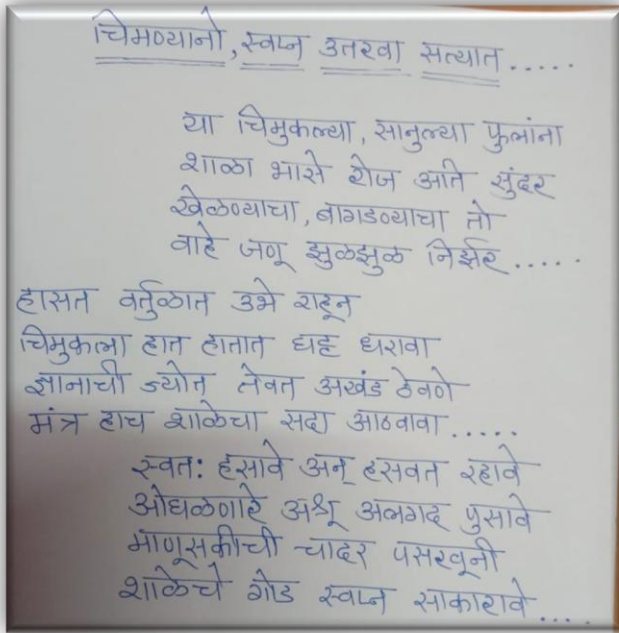
## **INITIATIVES OF SCHOOL LEADER TO IMPROVE ENROLLMENT IN GOVT. PRIMARY SCHOOL IN LIGHT OF NATIONAL EDUCATION POLICY 2020**

In 2020 - 2021, the education sector seen a lot of changes with regarding the teaching-learning practices. A change was definitely evident with the National Education Policy 2020 also being introduced. There was a lot of chaos and confusion especially for parents and students who were about to begin schooling. What next? Was the biggest question in the minds of the parents especially in the rural area of Mazilwada.

During this time in this village and the adjoining villages there were about 10 children aged between 3 ½ to 5 years whose parents desperately wanted to enrol their children in some type of school/anganwadi as they feared their children would be unable to go to school ever or would be undisciplined if their admissions were delayed further. All they could afford was only a Govt. School.

## INITIAL ACTIVITIES - LEARNING THROUGH PLAY BASED PEDAGOGY

In the beginning of the academic year 2021 situation was gradually improving, but these students were still at home and their parents frequently began coming to visit me and insisted that I that I consider their admissions.



As these children could not be admitted to Grade I because of their age I was discouraged. I was also discouraged as the number of my primary school students had decreased as some of them had gone back to their hometowns. I began to feel that my school might get closed. But I could see a ray of hope as at the same time there were some discussions and seminars going on about the National Education Policy 2020 which stated that children above the years of 3 need

to be considered in the pre-school for early child care and education.

Considering all these factors and with the encouragement from the community members and my staff members we admitted the students in the pre-school section of the Govt. primary school.

There was no space allocated for this section but with our own resources we did some renovations within the building, painted some portions and began the pre-school with 10 children.





Gradually the number of students began increasing and presently there are 35 students. Now additional 35 students to be taught was a very difficult task for us as we did not have even a helper to assist us. We had to divide the students according to their age and their curricular. We did not begin with reading and writing with these children, instead we designed the curriculum in an activity based model considering the NEP 2020 concept. We involved the parents as well to assist us initially and together we decided upon the various activities to be conducted for these children throughout the year.

On the other side we had to cater to the needs of the regular students as well. So there were many challenges, but we continued to move forward with a new idea. We requested two alumni to assist us for the pre-primary children and with their help as well we conducted the following programs.

### **Activity 1: Celebration of Days of National Importance.**

Beginning with the Environment day on June 5<sup>th</sup>, we engaged the children with making charts with leaves sticks and crayons and explained to them the uses of trees, preservation and planting new trees. We recited a few poems and songs in



Konkani and Marathi which were the mother tongues of all the students. We also planted few trees in the pots and told them how to water the plants to keep them alive. We also explained to them the food that we get from forests and cooked some of them to celebrate the day. We also celebrated Independence Day and Republic Day.

These activities helped the children in developing their vocabulary and language.

### **Activity 2: Celebration of Festivals:**

Festivals always bring joy to the individual as a child as well as an adult. To familiarize children with major festivals so that they learn to respect and understand the relevance of different



festivals for different communities we engage them to participate and celebrate local and national festivals. We taught them songs and dances and showed them pictures of food (sweets) that is cooked on such occasions.

Festivals like Diwali, Eid, Christmas, Holi, Makar Sankranti etc. were all celebrated in the whole school. This helped the children to learn to respect other's feelings, creativity and actions.

To conclude I would say that along with the regular students of primary these children bonded well with them and together we are encouraging these children to continue their education till the high school in this Govt. School only. This initiative actually prevented the school from being shut down as the enrolment in the school was very low in 2019 and 2020. Now the enrolment is increasing and we are happy with the success of our initiative and sustaining the enrolment numbers in our school. The above were only examples of our teaching methods, but there are many more different activities that we conduct to encourage learning through play based methodologies.



**Present Challenges To be addressed:**

We are two teachers only to teach from the pre-primary till the IVth grade. One assistant English teacher is appointed for 3 days a week who also assists us. The pre-primary section has three groups and the 4 regular grade groups of the primary.

There are no sufficient rooms to allocate them as classrooms so we have only made few partitions to conduct the classes. Mostly the pre-primary groups are engaged in the outdoors. We have applied to various private companies as well as the Govt. to provide us funds for restructuring the school.

We look forward to continue braving these challenges and achieving our goals with the help of the school team and community.

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# **Lt. Narendra A Mayekar, Govt. High School Sada, Vasco,Goa**

Head of the School: Headmaster Theresa Andrade (*Writer of this case study and a Hub Leader in Shaala Siddhi Scheme*)

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**Activities conducted by: Teacher; Ms. Kavita Arlekar: Subject of Teaching: Social Science**

## **Experiential Learning Techniques to Enhance Learning Outcomes**

Twenty two years ago, teacher Kavita embarked on her career in teaching in Government high school Sada, a school which catered to as many as 800 to 1000 students in the 1960's. Today there are 100 students studying in this school. It was the only school existing in the locality then, though a suburban place it is relaxed and comfortable amidst the famous Mormugao port and harbour. Mormugao is one of the talukas in the South District of Goa.

Students in this school mostly belong to low economic background. Their parents are daily wage earners, who have migrated to Goa for work and whose home towns are located in states of Karnataka, Uttar Pradesh, Bihar and Maharashtra. As the parents have to work daily, they do not have the time or interest to cater to the academic needs of their children. Most of the students do not even touch their books while away from school as they live in small rented places with many family members, some live with their uncles and aunts and grandparents who are least interested in their schooling.

But when these students are at school they forget their struggles and challenges and get involved with their super teacher **Kavita Mam**. Her class is always vibrant and lively. Students are simply engaged in one activity or another. She is truly an inspiring, young, dynamic person who is full of zest and enthusiasm with a compassionate and kind heart. Unlike the ripened age-old techniques of question and answers she believes in teaching through experience and gaining knowledge through practical application of ideas/concepts.

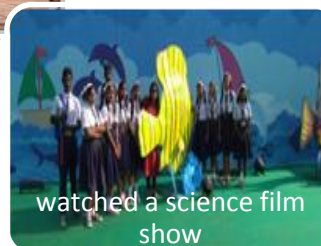
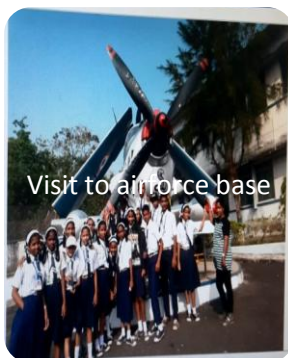
**Curricular Purpose 1:- Understanding one owns’ region and interdependence on other regions and their resources.**



To explain chapter 2, titled ‘Land Soil, Water, Natural Vegetation and Wildlife resources and chapter 3 titled ‘Mineral and Power Resources from the Geography text book for class VIII, Teacher Kavita brought big maps of different states in India along with the Global Maps marked with all the

geographical areas in different colours. The maps were very colourful. The colourful maps aroused the interest of the students as she displayed them in front of them. She allowed them to express themselves in their own language, she then went on to query them with simple questions such as the following.

1. How do you feel looking at the map?



Pictures shown are the various types of visits the teacher plans to give the students real life experiences to understand their text books.

2. What do you see in the picture?

3. Have you seen any forests or water bodies in your real life?

4. What are the different continents and countries on the world map and which are the

mineral resources the countries have? And so on...

This activity led the students to enjoy their activity and helped them to learn the names of the

places, water bodies and forests mentioned on the maps.

### **Curricular Purpose 2:- Developing Pro-social and Aesthetic Behaviours:**

To make students understand the realm of society issues and concerns the teacher with proper permissions takes the students for field visits to banks, courts and markets. In school too she screens documentaries and films to encourage role modeling of leaders and heroic persons. She can very artistically build interrelations of cultures, traditions, folk culture of Goa as well as other states through field visits to the Lok Utsav, science festival, museums, mangrove gardens, walkways in the malls, heritage sites , Goa museum, the Big foot Gallery, Old Goa Sound and Light Museum, Canons museum at Dabolim, Bhoothnath Temple in Quepem etc ..



During field visits she herself is full of enthusiasm. Along with the students she also engages herself in learning the art of broom making, weaving mats, masonry and others. She thoroughly enjoys such activities along with her students.

Her teaching techniques also involve quizzes, debates and storytelling. Conventional method of teaching has never been her technique. Her innovative and creative activities have impacted the students learning to a great extent.

In the geography text book of Class VIII, there is also a chapter titled 'Industries' so a weaving cottage industry was visited and types of industries were explained. In this same

visit she also explained the type of soil used for pottery.

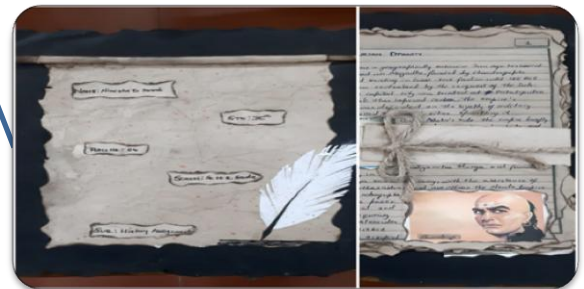
Once she even brought a real tent wherein students thoroughly enjoyed the experience of going inside it but later came to know that such tent houses are very difficult to live in after some days.*(Class V Lesson: A shelter so High; Section: New Homes).*



She makes students enjoy completing their assignments as she teaches them different ways of writing their assignments.

She always insists that students complete assignments not by just writing but through making charts, models of clay, craft etc

## Completed assignments of students of Class IX



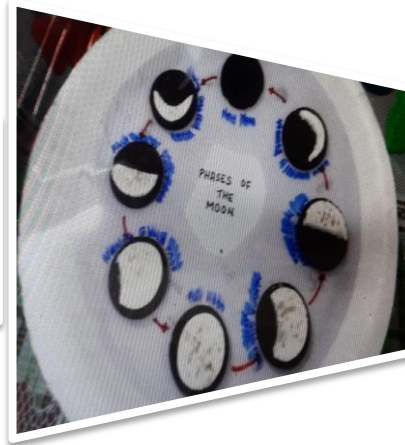
National Days are commemorated in our school in a very inspiring and interesting ways mostly planned in team by **Kavita Mam**, which brings a lot of learning with regard to the Nation's Past and Present (*History Std. VIII, Chapter of the National Movement, Section: Our Pasts, the Constitution, Freedom Fighters and Mass Movements, Social & Political Life*). She uses these days of national importance to practically teach the history subject to her students in creative ways.

To sum it up, there are many such examples of how teacher Kavita mam



applies various pedagogical methodologies such as exposures, chart making and presentations to engage the students in learning the concepts from their text books. Whatever techniques the teacher Educator developed over the past years along with the experience

accumulated has brought about a drastic change in the entire school as well as in the students approach to learning.



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# J A Chopdekar Memorial Govt. High School, Agarwada, Goa

Head of the School: Headmaster Sudan Fati Naik Gaonkar

Address : Agarwada, Pernem, Goa

Email Id: [naikgaonkar@gmail.com](mailto:naikgaonkar@gmail.com)

## EFFECTIVE MANAGEMENT OF PHYSICAL AND HUMAN RESOURCES TO ENHANCE LEARNING

The Government High School, Agarwada, Pernem was established in the year 1969. It is situated within the ambit of twin villages of Agarwada and Chopde of Pernem Taluka in North Goa district of Goa State. Taluka headquarters is almost 10kms away. There is one nationalized bank branch, one super market and a few stationery shops and the Panchayat office. The school is a co-educational institution and classes exist from V to X. The school timings are from 8.00 A. M to 1.50 P.M. Two Government Primary Schools and one private English School are its complex schools. English is the medium of instruction. Number of classrooms are 7. There is 1 computer room, 1 library room, 1 laboratory room, 1 sports room, 1 office room, HMs cabin and 1 staff room. Overall space is adequate and good access to open air. Students belong to the local as well as to migrant communities from other states. The biggest challenge before the learning centers of 21<sup>st</sup> century is to prepare the learners for life and work in a fast-changing world, for jobs and above all for using technologies that are innovated at every point of time. Today Schools need to be transformed or further developed into Learning Organizations. With this situation in mind, I planned to initiate a few activities in school to encourage and build knowledge and skills of the learners.

## TEAM INTERVENTIONS ALONG WITH THE COMMUNITY MEMBERS

A year before

Covid-19,

I started on this journey of school transformation with the help of my team members and the



community. During Covid-19 there were different challenges that we faced, but bravely as a team. In 2021 when the situation was improving and school was becoming like the regular school prior to Covid-19, we decided firstly to set some goals and objectives within a time-frame so that we all could be aligned to it and prepare an outline to achieve them. So we drafted this action statement *‘To focus on improving learners learning outcomes through quality teaching, evidence-based practices of evaluation, coaching, mentoring, variety techniques of teaching, active involvement of all stakeholders, thus aiming at individual excellence and the collective wellbeing of the community.’*

Firstly we realized that there is a need for a proper infrastructure for the students. They should have a proper physical environment in the school. After all they are the **Nucleus** of the School. So in a team meeting with the staff, parents and other community members, we then formulated the following objectives and a plan to move forward.

1. To equip the school premises with various facilities such as a computer lab, art room, activity room etc.
2. To increase enrollment
3. To instill in the minds of the learners the joy of learning
4. To make learning more effective.

**1. INITIATIVES FOR SCHOOL INFRASTRUCTURE DEVELOPMENT:** As the school building had to be restructured, a huge cost would be incurred so a detailed proposal was submitted to GSID/SSA/Directorate of Education through representation from SMC/PTA/Staff. The team members were assigned the role to follow-up with the concerned departments. Request letters were also sent to Local Panchayat, also to the MLA, to enforce the implementation of the proposal to mobilize funds.



## **2. ACTIVITIES TO ENHANCE**

**LEARNING:** With the co-operation from team members and for the all round development of the learners we engaged ourselves in staff meetings, special meeting with parents to get feedback of their ward, individual observation of student by teacher, activity based joyful

teaching - learning process, need based programs in various areas such as physical, intellectual, emotional, spiritual, etc. Teachers were encouraged to use audio visual aids, innovative methods to carry out classroom transactions, group work was promoted, various workshops / guest lecturers/ demonstrations/ debates were arranged from time to time for



students yoga & meditation was promoted and students were given opportunities to display their skills in various disciplines. Refresher courses for teachers were also organized in the school as well as teachers were encouraged to attend courses announced for them by the Govt. TLMs and other requirements were procured for teachers to create innovative activities to help learners enjoy

their classes and learn. Students normally came in plain uniform, we decided to introduce few changes such as Tie, Belt, Photo Identity Card, and a specially designed school Logo on the shirt. This change was placed before the parents during PTA meeting and parents unanimously supported the idea.

**3. INCREASING OVERALL ENROLLMENT:** Door to door campaign was organized fortnightly in villages and other migrant population inhabited areas. Headmaster, team members and school management committee members visited the houses and motivated parents to send their children to school regularly. The team also inquired about the difficulties the parents were facing in sending their



children to school. Incentives like free uniform to needy, umbrellas, shoes, raincoats and notebooks, mid-day meal provision were all explained to the parents. Parents were made aware of various provisions in the school such as infrastructure, manpower, learning material, library, extracurricular activities, etc.

## EXTRA CURRICULAR ACTIVITIES FOR GENERATING AWARENESS

**Equity, Gender and Social Inclusion:** As a leader, a secular outlook was my topmost priority. Being a co-education institution, my school caters to the educational needs of all sections of society, thus, leading to equality among students to enjoy equal status. Equality is what we always strived to achieve and cherish. Series of activities were conducted highlighting the importance of a Girl child. Few of them are listed below.



### 1. A Talk on physiological and psychological changes during puberty:

A talk was organised for the girls of this institution under the campaign "Beti Bachao, Beti Padhao (BBBP) highlighting adolescent issues. At puberty secondary changes takes place in a girl's body, leaving her confused. That is the time she needs help & advice which is sometimes not done at home by parents. Mrs. Neeta Kenkare & Mrs Jasmin Lobo explained



these changes to young girls. Their queries were addressed accordingly.

## **2. A documentary titled “Komal”**

A short documentary named Komal was screened under the campaign Beti Bachao Beti Padhao (BBBP) which highlighted the dangers lurking around in the society. A topic on “Good touch and Bad touch” was also spoken about.

## **3. A talk on communication**

A talk on effective communication was organized especially for girls on how to share their feelings, problems with their parents, a reliable friend, teachers or Counsellor. The objective was to help them to release tension, depression in the minds thus helping them to concentrate more effectively on studies.

## **4. Informative Talk on various diseases**

An informative talk was given to the girls on personal hygiene and various diseases arising due to absence of it. Besides they were made aware about the various diseases / sickness that women or young girls are vulnerable to. This would help early detection and consequently prevention of the same.

# COMMUNITY INVOLVEMENT INITIATIVES

## **1. Talk for parents**



A informative talk on ‘Female Foeticide and one’s attitude towards the birth of a girl child’ was given to parents by Mrs. Stephanie Fernandes counsellor of our school.

Video clippings were shown to young mothers to drive the message home. Parents were further convinced as to why they

should treat their girl child equally on par with their sons.

The talk was very effective and parents responded and asked questions.



Agarwada- Chopde Village Panchayat. Chief Guest was Mrs. Manjusha Joshi, Ret. Assistant Teacher

### 3. School Safety and Security: -

Health & safety of students is accorded top



### 2. Women Empowerment

International Women's Day was celebrated on March 08, 2018 by felicitating Ex Women Sarpanchas of



priority in this Institution. All the students are regularly reminded to wash their hands before & after mid-day meals/meals and after using the wash rooms.



## ACHIEVEMENTS



During my association with this Institution for last 12 years, 09 times this Institute has achieved 100% results. For last 03 years it's been 100%. It's a HATRICK.

Proposal was sent to GSIDC as regards the construction of underground water storage tank. GSIDC was kind enough to consider our request and constructed the same. This helps to store water and the

same is pumped to overhead tanks enabling us to keep our washrooms and Urinals clean and hygienic.

Feelings of enthusiasm were evident as students began wearing their house wise colour uniform only on Saturdays. They displayed a spirit of unity even though they were grouped in different colours.

A full-fledged computer lab has been constructed to enable students to keep up with the



technological advancement in the sector.

Constructions of separate toilets for males and females, hand washing basins, installation of water filter and dispenser for everyone through funds mobilized from CSRs.





Hand washing station and wash basins

Toilets for females and males



Water filter and dispenser

**Conclusion: -**

During my **twelve years** of association with this institution, I tried my level best to uplift and transform this institution. A brief comparative analysis is stated below.

Before	Now
<p>a) nrollment was just 92 in the year 2011</p>	<p>Now it is 162 during this academic year 2023-24</p> <p>Visits to the community to keep up and increase the enrollment</p> <p>Visits also to the student's homes to engage with the parents and community members and monitor the time given to school related activities in their homes and encourage parents to support in the student's overall progress.</p>

<p>Academic Outcomes of Students</p>	<p>Out of 12 years, 09 times we have achieved 100% results.</p> <ul style="list-style-type: none"> <li>▪ students willing participate in simple question answer tests conducted at regular intervals.</li> <li>▪ Regular attendance is observed at remedial classes supported by parents.</li> <li>▪ students willingly participate in supervised studies from January to March before examination. These classes continue till late night under the guidance of my staff and co-operation from parents.</li> <li>▪ constant communication with students to build their confidence and encourage them.</li> </ul>
<p>b) water availability was a serious issue.</p>	<p>Now we have 24X 7 availability of water with provision of clean and safe drinking water for learners.</p>
<p>c) no basic infrastructure</p>	<p>Presently we have 03 LCD Projectors, One Smart Classroom, fully operational computer laboratory, 01 LED TV, Separate wash basins and wash rooms for both genders, Library, Laboratory and required furniture.</p>
<p>d) minimum teaching leaning resources</p>	<ul style="list-style-type: none"> <li>▪ practice of daily lesson plans, CCE, Annual Plans, learning aids, Open days, Activity based teaching learning etc. Motivating and encouraging teachers to use technology while teaching.</li> </ul>
<p>e) flagship Programmes were missing</p>	<p>Swatch Bharat Abhiyan, Beti Bachao Beti Padhao, Ek Bharat Shrestha Bharat, Fit India</p>



Movement, Girl Child is accorded top priority.

**Public Examination Performances from April 2011 to April 2023:-**

Year	Appeared	Distinction	1 <sup>st</sup> Class	2 <sup>nd</sup> class	Pass class	Percentage
2010-11	16	NIL	01	07	08	100%
2011-12	09	NIL	NIL	06	02	93%
2012-13	14	04	04	03	03	100%
2013-14	13	01	07	04	NIL	92.30%
2014-15	12	NIL	01	02	03	50%
2015-16	18	01	11	05	01	100%
2016-17	17	04	07	04	02	100%
2017-18	18	02	09	05	02	100%
2018-19	17	05	05	05	01	94.11%
2019-20	20	06	07	07	NIL	100%
2020-21	20	06	05	09	NIL	100%
2021-22	12	05	05	02	NIL	100%
2022-23	18	08	04	06	NIL	100%

**PAST AND PRESENT YEARS OF CHANGE ;**

Year -2012-13





Year – 2014-15

Year – 2015-16



Year – 2017-18



Year – 2018-19



Year -2020-21



Year – 2022-23



# GOVERNMENT HIGH SCHOOL - TARMATA BHILE-SURLA BICHOLIM

**Name of the School Leader:** Headmaster Sarveshwar Naik

**Address of the School:** Bhile, Surla, Bicholim

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ACADEMICS: "SCHOLARLY PURSUITS: NURTURING MINDS THROUGH ACADEMICS"

## Overview:

In a school setting, academic activities involve classroom learning, where students attend lectures, participate in discussions and complete assignments. These activities also include exams, quizzes and projects that assess student's understanding of the curriculum. Beyond the classroom students may engage in the study groups, educational events and extracurricular activities such as science debates which contribute to a well-rounded academic improvement.



## **1. Computer Based / Smart board/ Digital teaching learning methods:**

Computer-based learning, also known as digital learning, refers to the use of technology, specifically computers and digital resources. These are used to facilitate and enhance the educational process. It encompasses a variety of formats, including online courses, interactive software, and multimedia content. This approach allows learners to engage with educational materials at their own pace,

often incorporating elements like videos, simulations, and interactive quizzes.



Digital learning promotes flexibility, accessibility, and personalized instruction, making it a versatile and effective method for acquiring knowledge and skills in diverse subject areas. The

school has three smart class rooms. One with Globus smart board, second with Meghashala app and third one is Kyan projector cum display board. The computer laboratory has 20 student's capacity and 10 computer systems. All teachers use smart board, Meghashala app, Youtube, Embibe app, PARAKH Swifchat and projectors in teaching learning methods. Some teachers give assignments to students and provide them different topics in order to present in PowerPoint format. With these initiatives students very efficiently prepare power point presentations with animations

and transition. Science, mathematics, and social sciences teachers uses Embibe app to make learning more effective. Students are evaluated on Embibe online test format and PARAKH swift chat. For class 5th to 8th Meghashala app is used in audio visual teaching method for all subjects. Kyan software helps in effective learning for higher classes.



## 2. Interactive Sessions

An interactive session involves active participation and engagement between participants and a facilitator. It goes beyond passive listening and encourages dynamic communication. This format often includes discussions, group activities, question & answer sessions, and hands-on exercises.

Interactive sessions foster a collaborative learning environment, enabling participants to share ideas, ask questions, and contribute to the learning experience. This approach is widely used in workshops, training programs, and educational settings to enhance understanding and retention through active involvement and exchange of information.

Such approaches are used in this school focusing on interactive learning, and encouraging students in many group activities like sharing their ideas in quiz, group projects, rangoli competitions, art competition, wallpaper making, poster making, group discussions, debates, hands on activities in science concepts, hands on activities in mathematics concept on areas and volumes of solid shapes, activities on Manodarpan , Swatchata pakhwara, Sangeet samellan music concert, activities of eat right India, activities on enhanced civic



engagement (ECE), healthy diet, health and hygiene, meri maati mera desh, pratham books, Swyampoorn Goen, Ek Bharat Shreshtha Bharat, Chandrayan 3 celebration, Yoga day and many more. Our school encourages all the activities in which our students get involved and work together for the goal.

We also use drama based teaching learning method, role play, demonstration method in class room. Our student has also made a hygiene corner to spread the awareness regarding hygiene. Our school has actively participated in displaying culture of paired state Jharkhand on bulletin board. Our school also encourages the sessions from resource persons from different field like trends in robotics by Teacher Shrinivas Joshi, career awareness session by Teacher Sudesh Gaude, importance of Marathi language by Teacher Pramod Ganpule, clay art sessions by Teacher Govind Vaigankar, importance of yoga in daily life by Kalpesh Mulgaonmar and Yogita Chari. A session was also conducted by retired scientists from NIO for students in our school by Dr. Ramesh Kumar and his colleagues. Every year we practice SS camp, Bal Melava, Satyanarayan pooja and Saraswati pooja to encourage interaction of students and villagers. One of our teacher teaches the students bhagvatgita, pradnyavivardhan stotra and ramraksha pathan during assembly.

### ***3. Teaching Goes Beyond Classrooms***

Teaching beyond the classroom extends the traditional learning environment to real-world experiences, encouraging practical application of knowledge. This approach



involves field trips, experiential learning, internships, and community engagement. By connecting academic concepts to everyday situations, students gain

a deeper understanding of the subject matter and develop critical thinking skills. Teaching beyond the classroom also promotes the development of practical skills and a holistic perspective on learning, preparing students for challenges beyond academic settings. This approach emphasizes the importance of applying theoretical knowledge in practical scenarios, contributing to a more well-rounded and applicable education. We encourage students to participate in Western India Science fairs or any science exhibition so that they will develop interest in science and technology at the same time they learn from the fellow participant's ideas. We also regularly conduct field trips to correlate the concept taught in classroom to the real life situations. We also practice bag less day every month where students learn without books and bags.



We take students to museum, and agriculture fields. We also take students in nearby fields for crop plantation to make them understand different methods and steps in agriculture. Our agriculture instructor has also set up school nursery with the help of students.

Our students also have knowledge on kokodama and preparation of coco pit. Our school also practices kitchen garden and the vegetables which our students grow in school are sold and the cash is used to get more seeds. Our school also conducts educational trips every year under Prashikshan Yatra and Bharat Yatra to visit historical places to encourage students to know about Indian Heritage. Every year we take our students to Legislative Assembly at Alto Porvorim for assembly session and role of the cabinet. Our teachers also encourage village panchayat to show the functioning of Panchayat. We also celebrate science day and mathematics day of which our students make all the preparation to make it a grand success. We have also kept mathematics relay on sports day. In Maths relay each participant must solve the given problem and run towards the fellow participants who solve it first and reaches to the other end was declared as winner. This game has been conducted house wise. We have also kept Science Mobile Van in our campus for students and community to know the science better. Our students gain knowledge on climate clock and energy conservation



and attended purple fest of different kind of sports for the disabled.

#### 4. Art Based Learning

Art-based learning is an educational approach that incorporates various forms of artistic expression, such as drawing, painting, sculpture, music, drama, and dance, into the learning process. It recognizes the power of creativity and expression in enhancing understanding



and retention of academic concepts. Art-based learning encourages students to think critically, problem-solve, and communicate ideas in new and imaginative ways. It can be

particularly beneficial for learners who may struggle with traditional teaching methods or who thrive in more hands-on and visually stimulating environments. We have very well followed idea like BALA "Building as Learning Aid". We have decorated our school walls with the help of students spreading awareness on cleanliness and swatchtha.

We have also pasted pictures, posters and thoughts depicted the work of students. Our students also participate in music and competition like Abhang, patriotic song, Gandhrav vidhyalay for tabla and harmonium, prarambhik and prathama. Our students also participated in talent search competition of art and culture and arti sinning competition. Our school always encourages rangoli, abstract painting, posters and arts. Our students also depicted the cultural of Jharkhand by performing a drama on the life of Bhirsa munda. Our students also performed a folk dance of Jharkhand. Our

students regularly participate in Lokutsav at Canacona like elocation, folk, mime, patriotic singing etc. Our students actively participate in all taluka level and state level competitions and also won prizes.

### **5. Presentation Based Learning**



Involves using presentation slides show or multimedia to deliver educational content. It enhances engagement through visual aids and can be effective for conveying complex information in a structured manner. Tools like PowerPoint

in a face to face mode or through online platform facilitates this approach fostering interactive and dynamic learning experience. Teachers of our Institute encourage students to prepare PPTs on the given topic and make them explain the concept from the PPT which helps in increasing the confidence level in students and to overcome the stage fear. As a result students learn to prepare beautiful slides with animations and transition. Students also make short videos and clips of photographs on their mobile phones using different kinds of application.



### **6. Project Based Learning**

It is an instructional approach where students gain knowledge and skills by working on the projects that explore real world challenges. It promotes hands on collaborative learning, fostering critical thinking and



problem solving skills. Project based learning often integrates various subjects, making education more engaging and relevant students are given the choice to select the project and work on it. Students also participate in inspired Award Science

Exhibition and science fair.

Our students implement learnt concept in making their models and projects.

We also encourage our students to participate in science fair and science exhibition every year.



## ***7. Teachers Personality Development***

Teacher development refers to the on-going process of improving and enhancing the skills, knowledge, and practices of educators. This can involve professional development workshops, courses, seminars, conferences, and mentoring, coaching, and self-directed learning activities. Teacher development aims to equip educators with the tools and strategies needed to effectively engage students, address diverse learning needs, and stay current with educational trends and best practices. It also fosters reflection and growth, allowing teachers to continually refine their teaching methods and adapt to evolving educational contexts. Ultimately, teacher development contributes to the overall quality of education and student success.

Our teachers along with teaching develop themselves by attending workshops, seminars, and many other programs. Science teachers attended Agastya Foundation workshop titled 'Make your Lab', rabbi's control program, child sexual abuse by Arpan NGO, First Aid training program by St John's Ambulance, Hands on experiential and creative learning, capacity building program on adolescence education program, NDD training program, anti drug and substance abuse training by Anti Narcotic cell. One of science teacher has been also selected for National Science Teachers Workshop at India International Science Festival at Faridabad. Our computer teacher regularly updates herself with the training on coding and robotics and Vidhyanjali training program. Social sciences teachers are getting monthly training on active citizen activities. Mathematics teachers get updated regularly with the skills and innovative teaching skills through workshops, MTA conference, and peer educator orientation training for teacher as well as students.

One of our teachers has been trained for TV lessons and videos, language teachers attend workshops like Goa is reading and education workshop under project vidhya sagar by PARAKH. Drawing teacher has been updated with the new skills in the field of arts and craft by a training program. Our physical education instructor was also updated with skills and techniques that can be used in schools He has also attended the training program on first responder. Our teachers also participate in dance and singing programs for children's day and Saraswati pooja in school. School Headmaster also attends many workshops and trainings to update himself. He also encourages teachers by planning a professional development under which he asked to give seminar to each teacher every month on any topic they want to boost their confidence. Along with offline training teachers attend online trainings also to update the knowledge and skills.



## CASELETS

### **Case 1:-**

Mast. Shlok Shirodkar is a high school student presently studying in 6th class who has been struggling with mathematics for the past two years.

### **Challenge:**

His Math grades were below average, and he lacked confidence in his abilities. Simple form of multiplication would make him nervous.

**Intervention:**

To address his academic struggles, his teacher implemented a digital teaching and learning process. This process included interactive online lessons, virtual tutoring sessions on smart board (my view board) and access to educational applications like Embibe and Meghashala and games that reinforced mathematical concepts.

**Assessment of Learning:**

Teacher started by assessing his learning needs and designing a personalized learning plan. Teacher used digital tools to create engaging and interactive lessons that catered to Shlok's learning style. Additionally, Shlok had access to virtual tutoring sessions and could answer the quiz on swift chat and receive immediate feedback.

**Outcome:**

Over the course of a few months, Shlok's performance in Math showed significant improvement. His grades started to improve, and he became more confident in his abilities. The interactive nature of the digital tools and technology helped Shlok stay engaged and motivated to learn. Furthermore, the personalized approach allowed his teacher to address him specific learning needs, leading to more effective learning outcomes.

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**Case 2:-**

**Introduction:**

Science education is a crucial aspect of a student's academic development, providing them with knowledge and skills to understand the natural world. In recent years, digital teaching and learning processes have gained prominence as effective tools to enhance student learning experiences. This case study aims to explore the impact of digital teaching and learning on a student's performance in science.

**Intervention:**

The study follows Master Divyansh Naik, an 8th class student, over the course of one year. The student's performance in science was assessed using writing skill, oral and project based both before and after the implementation of digital teaching and learning strategies. The digital tools and strategies employed in this study included chatbot and others.

**Outcome:**

Time is the main factor in enhancing learning. Over a period of time the student is gradually improving in his academic and other activity performances.

**CONCLUSION:** The case study demonstrates how a student's performance can improve through the implementation of a digital teaching and learning process. By leveraging digital tools and personalized learning approaches, educators can create a more engaging and effective learning environment, particularly in challenging circumstances such as the transition to technology based learning.

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## SHAHID RAM SINGH MEMORIAL GOVT. HIGH SCHOOL TORSE PERNEM GOA

**Name of the School Leader:** Headmaster: Mrs. Rajeshri Redkar

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### **ENHANCING STUDENT'S COMPETENCY THROUGH A WHOLISTIC APPROACH OF SCHOOL DEVELOPMENT**

#### **Background**

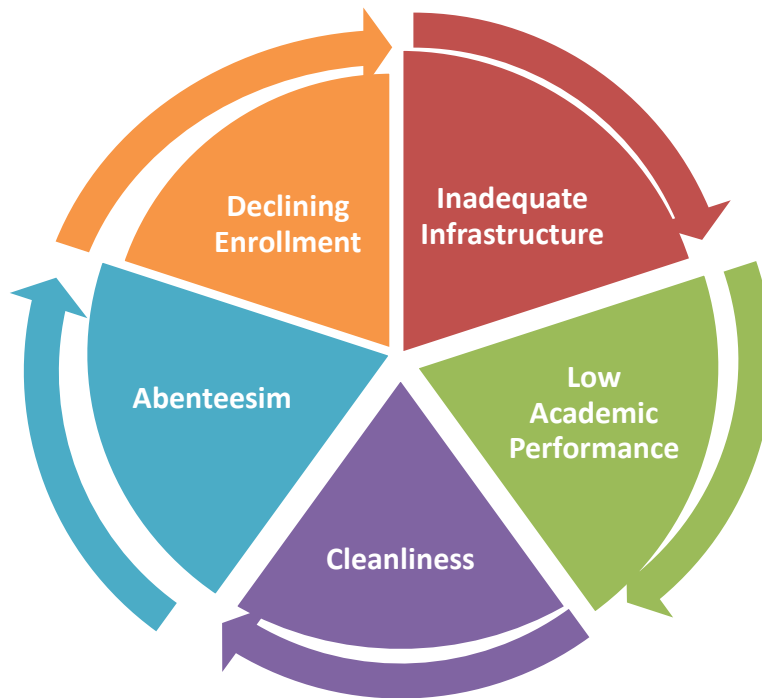
Government High School, Torse also known as 'Shahid Ram Singh Memorial High School' was established in 1967. It is managed by the Department of Education, Govt. of Goa. It is located in the rural area in Pernem taluka of North district of Goa. The school consists of grades from 5<sup>th</sup> to 10<sup>th</sup>. The school is co-educational and it doesn't have an attached pre-primary section. The strength of the school is the fifteen teachers including the headmaster who form a bouquet with varied qualifications and skills, including science, art and vocational courses to facilitate the learning-teaching processes.



Let's look at the challenges the school faced few years ago. The Govt. school is serving a diverse community which faced challenges such as declining enrolment, absenteeism, cleanliness issues, average academic performance and depleting infrastructure. As the school is located in a rural area,

these challenges are faced by most Govt. schools.

## CHALLENGES FACED IN SCHOOL



### 1. INFRASTRUCTURE

"The school building was old with outdated facilities. During rainy season we suffered roof leaking problems even in the classrooms. This affected teaching learning process. "

"The school now has 7 Classrooms, 5 Laboratories (Science, Mathematics, Automobile, Retail and computer). There is an Atal Tinkering Lab, Resource room for Special children, Music room, NCC room, Indoor Sports room and E-learning classroom."

With the help of staff members and SMC members the School Development Plan





was drafted. Self-Evaluation Framework mentioned in the Shaala Siddhi scheme was also used as a reference. The framework of Self-Evaluation assisted in identifying the above issues. Using the School Development Plan (SDP) and the Self-Evaluation framework indicators, (school staff members and school management committee members) designed a comprehensive approach to address the above challenges. Gradually



## 2. CLEANLINESS

"I observed toilets were very dirty. Female students and staff were using same dirty toilets. This unhygienic condition had impacted the enrollment issues."

"Funds from the Govt. as well as CSR funds were mobilised. School presently has 2 toilets for boys and 5 toilets for girls, one for female staff and 1 for male staff. For drinking water facility school has underground water tank, 5 water tanks on top of the building, two Aqua Guard Water purifiers, one cooler and hand wash facilities in washroom as well as outside were installed"

within a period of 2 years the school was able to address the existing challenges up to 95%. Since it was a team effort following **sustainable outcomes** were achieved.



## ACADEMIC PERFORMANCE with emphasis on NEP 2020 Guidelines

"A comprehensive approach was adopted to improve student's competency across various subjects. Student centric learning was implemented. In this approach many competitions were organised . Active participation of all students was encouraged. Activities for improving critical thinking were conducted. Team spirit and team work were promoted. Technology is being used mostly in a creative manner in the E-Learning room. Teachers are encouraged to unlearn, learn and relearn by participating in various training programs organised by Directorate of Education, Samagraha Shiksha and SCERT at district and state levels and develop their professional skills. "

## DECLINING ENROLLMENT

"Awareness programmes in school were organised. Inviting parents to see the student's activities are encouraged. Awareness about facilities available in school such NSQF subjects ,( Automobile and Retail) ,NCC, Resource Room, E-learning classroom, well developed classrooms ,Robotics classes, well organised laboratories (science and Mathematics ) Music, Theatre Art, karate classes , Vacation classes and well-maintained library helped to motivate the students and parents to pursue higher education levels.





## ABSENTEESIM

"School implemented a very good system to control absenteeism. As part of the Community Outreach Program, PTA, SMDC and SMC representatives of the school from each village and each ward provided help and support. If students remained absent without valid reason, the team members from that area visited the homes. Also introduced giving prizes for students and classes for 100% attendance on a monthly basis.

On the academic side many initiatives were encouraged which attracted the students to come to school regularly."



# ACHIEVEMENTS

## ACADEMIC PERFORMANCE

For the first time 100% result in SSC board exam in 2002-2023.

Students showed improved academic performance in all subjects, good understanding of concepts, with good test scores

## INFRASTRUCTURE

The school has a proper compound wall, an adequate size playground, adequate sports equipment, library, E-learning room and adequately equipped science labs.

## ABSENTEESIM

Absenteesm was controlled so attendance improved . Presently the school attendance has improved to 95% attending regular classes.

## DECLINING ENROLLMENT

Various competitions, home visits , parent relationship building and activity based learning encouraged more parents to admit their children in Govt. Schools

## CLEANLINESS

Students and staff have learnt to keep the toilets clean. Seperate toilets have been constructed for males and females . Hand washing stations have been installed. Water purifier for clean drinking water is made available. Regular water supply is available to keep classroom and surroundings clean and green.