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enriching





### Vision

To collectively contribute in Nation Building through Excellence in Education

### Mission

To address the critical need for Quality Improvement in Schools

To Assist in Capacity and Capability Building of Stakeholders of Educational Institutes.

To develop and implement comprehensive basket of programs



Education in the true sense includes not only academic knowledge but also the understanding and adoption of human values in terms of moral, ethical, spiritual and social. Education has many stakeholders including students, teachers,

parents, educational institutes, the various governmental authorities and of course the 'future of the nation'. The future of any nation largely depends on the educational level of the society and contributes to the Human Resources capital. In the context of rapid global changes, there is an opportunity to map education to Human Resource Development to accelerate our national socio-economic progress.

The government's step-by-step approach largely focuses on crucial issues like providing access to education for all, retention of students in schools, increasing the literacy rate, etc.

**Hon. Prime Minister of India** Shri Manmohan Singh in his Independence day speech on 15th August 2007, said "...No nation can progress unless its people are educated. **We have shown our Government's commitment in this regard by tripling public spending on education in the last three years. I request states also to give priority to education, as education alone is the foundation on which a progressive, prosperous society can be built...**"

The UN initiative started with the year 2000 Millenium Development Goals (MDG) and now continuing through "Education For All (EFA)", looks to bring the benefits of education to "every citizen in every society." The sixth EFA goal being to "Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills."

The Nation Building process therefore demands that we must look beyond mere universalisation of literacy and education and adjusting the gender, regional and other biases and accord due importance to the quality in education in general and the holistic development of students in particular.

India, today is firmly committed to provide Education for all, with increasing importance given to the Primary Sector. The XI plan may well accord a 6% GDP spending in the education sector, increasing from a current level of 3.5 to 3.8 % and hence promising a spurt in literacy and education. This is likely to create a spurt of demand for educational infrastructure, both in terms of quantity and **Quality**, which should be able to sustain the expected levels of literacy and education.

1. 71 % or 720 million Indians are below the age of 35
2. India has more than 1 million schools, 18,000 Colleges and 374 Universities
3. Drop out rate is between 90 to 94 % by the time the children reach class XII
4. Overall literacy rate is around 65.5 %
5. Only 6 to 8 % cross over to higher education
6. Only 18 % graduates are from Science and Commerce Streams
7. Only 2.5 % go for vocational training
8. More than 100,000 students go abroad for studies every year

## BJS-EDUQIP - a concept

- » Bharatiya Jain Sanghatana Educational Quality Improvement project (BJS-EDUQIP) is an integrated project developed by the Bharatiya Jain Sanghatana and consists of 30+ well researched programs intended to be conducted in schools.
- » The prime objective of these programs is towards the educational Quality improvement and hence develop the competency, capacity and capability of all the stakeholders so that they are able to meet the increasing competitive challenges and be 'future ready'.



## BJS-EDUQIP - the need

- » Education brings into focus the issues of universalisation of literacy, additional infrastructure, reduction of drop outs, creating adequate number of qualified teachers, eliminating gender bias etc. While all these are required to provide education per se, it is equally important that the education so provided be of such quality that in the words of Swami Vivekanand " .... The children should eventually be able to stand on their own feet...". Moving forward towards quality based Holistic development of children is the need of the hour.

It is possible to achieve this objective with a "Students First" approach, and working within the constraints of non-changeability of syllabus, teachers and current systems of educational management.

## BJS-EDUQIP - focus

Quality is a process contributed only by teamwork and combined efforts of inputs and participation of ALL the stakeholders. Education is no exception. With BJS focus on education and the identified need of delivering quality in education, it was felt necessary to develop BJS-EDUQIP which ensures that the programs address all the stakeholders and ensure their contribution in the process. With this in mind BJS-EDUQIP identified the stake holders and their needs as :

- 1. Decision Makers:**  
Facing the challenges of competency and competition in education.
- 2. Institutes:**  
Guidance for better utilization of the resources.
- 3. Teachers:**  
Empowering teachers for better educational delivery.
- 4. Students:**  
Facilitating for holistic development of students.
- 5. Technology:**  
Building bridges with technology.
- 6. Parents:**  
Awareness for contribution towards child's holistic development.

## A brief on Key BJS EDUQIP Basket of Programs

### The BJS School Accreditation and Support Program (SASP)

The BJS Accreditation & Support Program, is a process intended to assess and enhance the educational quality of the school in totality. SASP has been designed & developed giving due consideration to all the parameters affecting the school and its education system. The focus of the program is 'Student Centric' rather than 'Institute Centric'. SASP goes a few steps further to provide support and a monitoring mechanism to help the school achieve quality improvement. Inclusion of Management people, Principal and teachers for evaluation ensure that the results are representative and reflective of ground reality. The reports are computer generated and uses extensive statistical analysis techniques to create visual and easily understood graphs and indices.

### Management Development Program

The policies initiated by the government or the ones decided by the Trustees play a crucial role in the governance and the operations of the educational institutes. The senior education officers / school committees are the decision makers and their vision contributes to the overall progress of the organization, especially in context to the rapid development in the education sector.

MDP level 1 is geared towards the educational officers ( assigned for various schools ) and responsible for the overall development of the schools. MDP-II is specifically designed for the Principals of the schools. By virtue of being a Principal, he is in charge of a school ( an administrative unit) and hence should be well versed with basic management concepts and techniques. In both the levels the participants are provided with adequate skills for planning, executing and monitoring their own plans.



### Teachers Training Program (TTP 1 & 2)

Teachers play a key role in imparting education and updating them on latest frontiers of technology as well as global developments is becoming essential. Thus training these teachers is a key component in Quality Education. Some training programs lay emphasis on the pedagogy, whereas some on the subject teaching.

In today's environment a teacher is expected to be a communicator and a presenter with teaching skills and pedagogy expertise.

In the second module the program will further include training the teachers to cover his/her role as a counselor and mentor with skills of classroom management, interpersonal skills and the like.

### School Administration Software (SMART School Web based interactive)



Schools, as we see them today, are grappling with enormous student data creation per year, maintaining records of infrastructure, assets, time-table creation, examinations, extra / co-curricular activities, library etc.

SMART School has addressed this entire function with Technology solutions that play an increasingly important role in the schools today. The specially designed web-based on-line school administration software can substantially benefit the school administration and the management very effectively. Auto generation of time table, a multi level school calendar, academic and lesson planning etc.

### Student Assessment (SAP VIII & X)

Rapid socio-economic developments have opened up multiple career options for the students. There is a need to carry out an assessment of abilities and capabilities and guide for better and alternate career options. SAP is an attempt of carrying out assessment of a potential and aptitude and map it with interest. It is the first step towards their educational and career planning and guidance.

Salient features of the SAP include three levels of assessment, at Std. 8, 10 and 12 so that career decisions made are the most appropriate and for the benefit of the child. The test covers 36 aspects in 6 tests, which are scientifically designed, technology supported and Optical Mark Recognition (OMR) based.

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### Management Development Program

## BJS-EDUQIP - the process

Program development is a complex process and all the BJS-EDUQIP programs have been designed and developed as per a 6-step program life cycle including:

#### 1. Concept :

conducting the needs assessment and conceptualising the theme of the program and establishing the relevance in the project

#### 2. Scope:

scope of the program is then done to determine the profile of the participants and to what depth the topic needs to be covered.

#### 3. Design:

at this step we finalise the modules and their interlinking in the program.

#### 4. Development:

the contents are now created. They may be in the form of text, graphics, computer programs or audio-visuals etc.

#### 5. Roll out:

we take into account how the program is to be conducted and rolled out. The client consents and the logistics have to be worked out.

#### 6. Feedback & monitoring :

obtaining the feedbacks from the participants on three stages namely first during and just after completing the program. Secondly after the short term of 3 to 6 months & later a long term evaluation is necessary and hence feedback is sought to be obtained after 15 to 18 months of the program having been conducted.



## BJS: Our Journey, Our People



Shantilal Muttha  
Founder & National President,  
BJS

Shri Shantilal Muttha has been in the forefront of social service for the last 20 years and more since 1985. His leadership style reflects his personal devotion and sincerity towards selfless service and genuine concern for social issues.

Bharatiya Jain Sanghatana(BJS) an NGO, led by Mr. Shantilal Muttha and with more than 20 years of experience and having contributed substantially in the major earthquake disasters of Latur. Jabalpur(1995) and Gujarat(2001).

He believes in the motto : " If the purpose is right the means will follow" (1993)

BJS is successfully running the Wagholi Educational rehabilitation Centre (WERC) providing food, hostel accommodation and educational facility upto graduation levels to the 1200 orphaned and destitute children. The work done by BJS has been applauded by one & all including our President, the then Prime Minister and the World Bank.

1985 BJS pioneered and now regularly organizes mass marriages, match making sammelans and provides for family counseling. Since 1985, all marriages in his own family ( including that of his own son and daughter) have been solemnized under this scheme.

1988 BJS has been holding medical camps successfully for the last 15 years, especially in the rural areas. These include plastic surgeries and are held for more than 6 months each year and conducted by renowned specialist doctors form US. This has benefited thousands of needy people every year.

1992 BJS played a significant role by contributing in restoration of peace during Mumbai riots. Organised a very successful peace march from Pune to Nagpur and was well encouraged and attended by many national and international prominent persons including late Acharya Sushil Muni, Swami Chidananda, Moulana Wahiduddin Khan Saheb, Padmabhushan Shri Anna Hazare, Justice Dharmadhikari, Padmabhushan Late Shri Govindji Shroff and many more....

1993 Significant efforts and contribution post-Latur earthquake, in terms of relief work . Established Wagholi Educational and Rehabilitation Centre (WERC). WERC houses and runs a hostel for 1200 hundred children and has been appreciated and applauded by many national and international dignitaries including Hon'ble President of India, Dr. A.P. J Abdul Kalam, during his Pune visit on November 30th, 2002.



1995 This year the grim earthquake tragedy at Jabalpur. Realizing the gravity of the calamity, Mr. Muttha along with his team of BJS officials and volunteers visited the affected areas. Orphaned children were then rehabilitated in Pune and were accommodated in various Hindi medium schools

2001 In the wake of Gujarat earth quake calamity, Mr. Muttha along with Shri Suresh dada Jain and other BJS volunteers, did commendable social and relief work providing food for more than 30,000 people for more than 2 months, and built 368 schools within a span of 90 days. Mr. Atal Bihari Vajpayee, the then Prime Minister of India appreciated the efforts, dedicated and handed over the schools to the State on 4th June 2001

2004 substantive relief work in Tamil Nadu for the Tsunami affected people. Proposed a Tamil Nadu Educational Rehabilitation center and awaiting approval.

2005 Kashmir Earthquake, wherein relief housing material was provided and 500 students were brought to Pune for one academic term to maintain their academic continuity.

2005 Initiated Educational Quality Improvement Project for all 407 schools in A&N

2005 Built 11 schools and 23 health sub centres for Andaman & Nicobar

2006 Spread the Quality Improvement project in FJEl schools across 12 states

2007 Initiated Educational Quality improvement Project in the State of Goa for all 1788 schools

2007 Initiated Educational Quality improvement Project for 554 Jawahar Navodaya Vidyalaya Schools across India

2008 Creating awareness in the community through various empowerment programs



## BJS-EDUQIP for FJEI Schools



BJS took the initiative to form the Federation of Jain Educational Institutes. These are educational Institutes which are formed and now run by Jain Trusts. It is estimated that there are about 2,500 such educational institutes all over the country in more than 20 states. The profile is as follows:

1. Schools : 80 %
2. Colleges and other institutions 20 %
3. Rural and semi rural 80 %
4. Urban and semi urban 20 %



Most of these were started on philanthropic basis and have a varied background and have different mediums of instruction. Most of them are aide or semi aided and are attached to the local respective state school boards.

### BJS-EDUQIP in FJEI schools

The trustees of these schools were called for the first ever National Conference where the idea of a common platform was mooted and ratified. An exhaustive database was prepared and an online network is created.

In November 2004, a second FJEI conference was held at Bangalore. This occasion was utilized to declare the BJS-EDUQIP basket of programs. From June 2005, a Fast track implementation was planned and participation was invited form Institutes. Accordingly the program implementation was started and is now going very well and deeply appreciated by the Trustees, Principles, Teacher community and the students.

During April to June 2006 period a summer bonanza implementation was conducted to widen the scope of coverage to more than 250 schools and programmes like Accreditation, Teacher training, awareness and technology programs were conducted.

With the benefit of feedback from the Trustees, the Trustee Training program was completely revamped and is now conducted on a school to school basis by a group of BJS volunteers and officials specially trained for the purpose.



This pattern is now continuing and it has become possible to extend the scope and reach of programs in over 12 states. The participation and response has been good and one could possibly start seeing some beneficial results.



## BJS-EDUQIP

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## BJS-EDUQIP for FJEI Schools



### Data on FJEI program implementation:

No. of Schools covered	: 258
No. of Trustees covered	: 639
No. of Students covered	: 15,134
No. of Teachers covered	: 720
No of Programs covered	: 20

### List of Programs implemented:

1. Trustee Training workshops
2. School Accreditation and Support program
3. School administration software 'SMART School'
4. Students Assessment program (SAAP)
5. Knowledge Kafe
6. Technology awareness programs

This summer in 2008 not only a summer bonanza was implemented, but also a special Teacher training series was arranged at Wagholi, near Pune. In this the 2 day teacher Training was conducted for 12 batches and more than 432 Teachers benefited from the same.

Total post implementation support is provided to the respective schools as required.



In spite of high literacy rate in the Islands, the educational quality leaves much to be desired. Many of the primary schools are located in unfriendly and difficult to approach territories. Hence the attendance of the students and the teachers suffer very much. All the secondary and higher secondary schools totaling about 90 in numbers are affiliated to CBSE. However they do suffer much due to multiple languages as mediums of instruction and leading to low student competency levels.



### Education and educational institutions

We find an entirely different set up where nine languages namely Tamil, Bengali, Hindi, English, Telugu, Urdu, Sanskrit, Nicobari and Malayalam are used as mediums of instructions. The education is provided to beginners till they get their higher education. More than 400 educational institutions are set up to educate the student in the islands. There are only a couple of arts and science colleges under taken by the government. A teacher training institute is also run to train teachers. Apart from schools and colleges mentioned above a B.Ed training institute, an I.T.I and a couple of polytechnics are also put up to equip the students technically.

### BJS-EDUQIP in Andaman & Nicobar Islands

On invitation from the then Lt. Governor, BJS suggested BJS-EDUQIP to improve the educational quality in the A&N schools. Bharatiya Jain Sanghatana (BJS) with its Headquarters in Pune opened its State-of-the-Art Office at Port Blair for monitoring the implementation of BJS-EDUQIP at 400 schools in different parts of the Islands.

A total of 50 professionals from across the country were deputed at Port Blair for 3 years to implement the project at individuals' schools in nook and corners of the Islands. Each one of them has gone through intensive one month training on all the programs and how effectively they can be delivered. Various professional organizations were called for providing Soft Skills training to the personnel including Program Orientation, People handling skills, software development with maximum stress on research, development and implementation, so that the implementation goes on without any problem whatsoever.

The initial data collection, locating the schools at different parts of the Islands, sending letters to the Zonal Officers and interacting with the Education Department for smooth beginning and continuation of the Project. When the team landed at Port Blair, there was the second round of Orientation Program to acquaint them with the terrain and initial interaction with the senior officials, Principals, Headmistress and personnel of



the Education Department. The Programs then started rolling out in the schools of the Andaman and Nicobar Islands.

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Till date BJS-EDUQIP has completed major program implementation as follows :

Program	Beneficiaries			
	Conducted	No. of schools	Teachers	Students
1 Management Development	23	276	409	
2 Social Awareness		37		
3 Accreditation		366		
4 Road Map		325		
5 SMART School		101		
6 Teacher training			407	1156
7 Disaster Manageme		225		
8 Creativity for Teachers		152		
9 Value Education		44		
10 Career Guidance		10		
11 Student Assessment		257		10889
12 Yoga training		68		
13 Crash Courses		27		
14 Computer Awareness		80		
15 Multimedia Awareness		80		

Since 2007, the secondary schools have started showing excellent improvement of upto 12% in the CBSE results.

### Demographics

Andaman and Nicobar Islands Information	
Area	Andaman: 6,408 Nicobar: 1841 Sq.km covered with dense forests
No of islands	527 in 2 groups of Andaman & Nicobar islands, with a coastline of 100 kms
Capital City	Port Blair
Andaman Nicobar Population	3,56,265 (Census 2001)
Andaman Nicobar Rainfall	3180 mm (Annual)
Andaman Nicobar Airport	(Veer Savarkar Airport) 03192 -233390/232983

The Andaman Islands are a group of islands in the Bay of Bengal, and are part of the Andaman and Nicobar Islands Union Territory of India. The Andamanese is a collective term to describe the peoples who are the aboriginal inhabitants of the Andaman Islands and Nicobar Islands, located in the Bay of Bengal. The term includes the Great Andamanese, Jarawa, Onge, Shompens, Sentinelese and the extinct Jangil. Anthropologically they are usually classified as Negritos, represented also by the Semang of Malaysia and the Aeta of the Philippines.



The Nicobar Islands are still inhabited by primitive tribes and backward communities. The population of the whole land is about 5 lakhs. Men and women populate equally. 2.5 lakh people have the right to vote.



The Jawahar Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti which is an autonomous organisation under the Ministry of Human Resource Development, Department of Secondary & Higher Education, Govt of India. The Chairman of the Samiti is the Hon'ble Minister of Human Resource Development. Hon'ble Minister of State for Education in the Ministry of H.R.D. is the Vice Chairman of the Samiti.



*A memorable event of the past:  
Hon'ble Former Prime Minister of India & Founder Father of Navodaya  
Late Sh. Rajiv Gandhi Awarding Certificates of Merit to first batch of  
JNV students of CBSE Exam. Class-X.*

## Objectives of NVS

1. To serve the objectives of excellence coupled with equity and social justice.
2. To promote national integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential.
3. To provide good quality modern education, including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education.
4. To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three language as envisaged in the Three Language Formula; and
5. To serve, in each district, as focal point for improvement in quality of school education through sharing of experiences and facilities.

## Academic Excellence

In Jawahar Navodaya Vidyalayas, all out efforts are made to develop competencies among students in scholastic and non-scholastic areas of education which leads to effective personality development of each child. These Vidyalayas have been brought up with an idea of providing a Quality new generation to the Modern India through the Education with Excellence. The quality education loaded with a strong components of Academic, Culture, Ethos and Values, National Integration, physical education and with a reasonable level of competence.

## BJS-EDUQIP in NVS Schools :

BJS-EDUQIP presented a showcasing of programs to the apex body of NVS at New Delhi. This was followed by detailed evaluation and analyzing working demos of some of the key programs. NVS then decided to adopt the BJS-EDUQIP for all the schools in NVS.

Logistics and schedules have already been worked out for completing Accreditation in all the schools. SMART School software implementation has also started and completed in about 200 schools in various regions.

In order to facilitate the implementation process, BJS has decided to post a senior officer at the NVS Regional Head Quarters. They will work in close coordination with the local R.O. Deputation have already been made for Lucknow, Shillong and Hyderabad

R.O.s.

With the accreditation in place, the next thrust areas shall be SMART school software and Teacher training.



## BJS-EDUQIP

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## Implementation Strategy for NVS Schools :

- ▶▶ A five member empowered committee, chaired by the Director; Education was constituted to ensure implementation, coordination & monitoring of BJS EDUQIP project. All orders & instruction are issued under the authority of this empowered committee called 'N-BASIC'.
- ▶▶ NVS designated and deputed more than 90 experienced staff as program resource persons (PRO's). to be associated with and work for the BJS-EDUQIP
- ▶▶ These PRO's were trained extensively for program delivery. The week long training was conducted at Pune and Lucknow. The 3rd batch is to be trained at Shillong.
- ▶▶ The PRO's then conducted the Accreditation program in various schools and supported by BJS-EDUQIP experts.
- ▶▶ The R.O. are fully involved in the process and good support is available from them.
- ▶▶ BJS-EDUQIP plans to choose at least one school from each of the regions to be taken into the EBSIP (EDUQIP Based School Improvement Plan) program for continuous monitoring and review.

## Till Feb 2008, BJS-EDUQIP has successfully conducted the following programs :

Full Accreditation	: 407 in Secondary and Higher Secondary Schools
Teachers Training	: Due to start
Training Program ( Batch 1)	: Due to start
Week long program	
Training Program ( Batch 2)	: Due to start



Goa is India's smallest state in terms of area and the fourth smallest in terms of population. Located on the west coast of India in the region known as the Konkan, it is bounded by the state of Maharashtra to the north, and by Karnataka to the east and south, while the Arabian Sea forms its western coast.

Panaji (Panjim) is the state's capital. Renowned for its beaches, Goa is visited by hundreds of thousands of international and domestic tourists each year. Goa is also known for its temples and world heritage architecture including the Basilica of Bom Jesus in Old Goa, which makes it one of the biggest Christian pilgrimage sites in Asia. Goa also has rich flora and fauna, owing to its location on the Western Ghats range, which is classified as a biodiversity hotspot.



### School Education in Goa

According to the 2001 census, Goa has a literacy rate of 82% with 89% of males and 76% of females being literate. Goa is divided in three education districts called North, Central & South Goa accommodating 1800 schools. A Deputy director heads each education district. For training of teachers, Goa has SCERT (State Council for Educational Research & Training) & DIET (District Institute for Education & Training). The state govt. has introduced number of schemes like School Complex System & Cyber-Age wherein computers are provided to each student at Sr. Secondary Level. All Secondary & Sr. Secondary schools have a computer lab & Internet connection. In addition to all this, Sarva Shiksha Abhiyan is doing a lot of work in the educational institution for the children up to 13/14 years of age.

### BJS - EDUQIP in Goa

The State of Goa, where the Govt. had a progressive outlook in the field of education, was an ideal target for BJS EDUQIP. Goa has more than 1700 schools - both govt. & private, aided & unaided, located in rural & urban areas. In addition to Sarva Siksha Abhiyan, the state Govt. had number of schemes, for improvement of quality in the field of education in their schools.

A presentation on EDUQIP project was made to the Secretary Education, Director Education & to the Senior Govt. Officials in the month of Jan 2007/Dec 2006. After processing the case on file, a formal 'Approval in Principle' for implementation of the project was issued by the Govt. in the month of Feb 2007.

The Secretary Education, Govt. of Goa, formally launched the EDUQIP programme on 15th of March 2007 in the presence of large number of dignitaries, officials from the education dept & heads of institutes,. An MOU was signed with the govt. of Goa on 18th April 2007.



**BJS-EDUQIP**

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## A. School Centric Programmes

- (Conducted at school level)
- ▶ School Accreditation & Support
  - ▶ School Administration software
  - ▶ Student Assessment Programme
  - ▶ Career Guidance
  - ▶ Technology Awareness
  - ▶ Social & Education Awareness

## B. Location Centric Programmes

- (at a central location for group of school)
- ▶ Teachers Training
  - ▶ Management Development
  - ▶ Disaster Management
  - ▶ General Awareness

## C. Web/Internet Based Programmes

- ▶ Knowledge Kafé
- ▶ IT Enabled Education Administration Software

## Implementation Strategy :

- ▶ A five member empowered committee, chaired by the Director; Education was constituted to ensure implementation, coordination & monitoring of BJS EDUQIP project. All orders & instruction are issued under the authority this empowered committee called 'G-BASIC'.
- ▶ Since the Sarva Shiksha Abhiyan & the Govt. of Goa itself has certain programmes for improving quality of education, it is ensured that BJS EDUQIP supplements these & there is no duplication of efforts.
- ▶ GOA Education Department designated and allocated 22 resource persons for the BJS-EDUQIP
- ▶ One-day orientation programmes were conducted in all the 11 Talukas of Goa wherein the principals & heads of institution were briefed about the project.
- ▶ BJS established an office in Porvarim in the SIE Building, with the trained core staff from BJS office. They were supplemented by 25 qualified people from Goa
- ▶ For continuous review and monitoring EBSIP (EDUQIP Based School Improvement Plan) was launched in 2 schools per Taluka, whereby an intensive monitoring & follow-up is being done in selected 22 schools

## Till Feb 2008, BJS-EDUQIP has successfully conducted the following programs :

Full Accreditation	: 306 Secondary and Higher Secondary Schools
Pri Accreditation	: 976 Primary and middle schools
Teachers Training	: 352
Management Development Program	: 155

## Demographics

A native of Goa is called a Goan in English, 'Goenkar' in Konkani, 'Goês' (male) or 'Goesa' (female) in Portuguese, and a 'Govekar' in Marathi. Goa has a population of 1.344 million residents, making it India's fourth smallest (after Sikkim, Mizoram and Arunachal Pradesh). The population has a growth rate of 14.9% per annum. There are 363 people for each square kilometre of the land. 49.77% of the population lives in urban areas. The sex ratio is 960 females to 1000 males. The official language of Goa is Konkani. Following the end of Portuguese rule, the most widely used languages are Konkani and Marathi.

## School Profile in Goa

Sr. No.	Zone	Primary Schools	Middle Schools	Secondary & Sr. Secondary Schools
1	North Goa	422	39	120
2	Central Goa	382	6	106
3	South Goa	323	23	91
	Total	1127 +129	68 + 4	317 + 32
	Grand Total	1276	72	349





# Securing Future



# Through Quality Education

## education

" We Want That Education by Which Character Is Formed,  
Strength of Mind Is Increased,  
& Intellect Is Expanded And by Which  
One Can Stand on Ones Own Feet."

..... Swami Vivekanand

## enabling

The highest function of education is to bring about an integrated individual  
who is capable of dealing with life as a whole.

..... J. Krishnamurti

## excellence

The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education. (M. K. Gandhi True

**BJS-EDUQIP**  
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