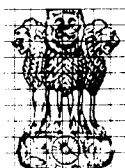


National Policy on Education — 1986

Implementation Report (Period Ending 30 June, 1988)



सत्यमेव जयते

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

GOVERNMENT OF INDIA

(Department of Education)

NEW DELHI

AUGUST 1988

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1. Introduction

1.1.0 During the year 1987-88, all the major schemes under the National Policy on Education, 1986, and the Programme of Action, came under implementation. Significant progress was achieved in implementing the schemes of Operation Blackboard, Non-formal Education, restructuring and re-organisation of Teacher Education, Vocationalisation of Education, Navodaya Vidyalayas, Education Technology, Science teaching in schools, Adult Education, Higher Education in terms of distance education, Modernisation and removal of obsolescence in Technical Education, etc.

1.2.0 In bringing the various schemes under implementation, through the innovative mechanism of State Level Empowered Committees, the Department could cut through red tape and ensure promptitude in decision making, at the same time as well ensuring the quality of examination of the proposals of the State Govts. In the State Level Empowered Committees, senior functionaries of the Central and State Govts. came together for the scrutiny of proposals.

1.3.0 The entire amount of Rs. 800 crores provided for the Central Education Sector in 1987-88 was utilised on a project oriented basis.

1.4.0 For the current financial year (1988-89) also, funds have been provided at last year's level, i.e. Rs. 800 crores. Activities initiated during 1987-88 are being continued.

1.5.0 A Conference of State Education Secretaries and Directors was held on the 17th and 18th of June, 1988. Progress in implementation of the various schemes was reviewed and strategies for achievement of financial and physical targets for the year 1988-89 worked out.

2. Central Advisory Board of Education

The Central Advisory Board of Education met on 11-12, March, 1988 at New Delhi and reviewed progress in the implementation of NPE. It took note of the significant progress that had been achieved particularly in respect of Operation Blackboard, restructuring of Teacher Education and Non-formal Education.

The following nine sub-Committees under CABE had made a large number of recommendations:

1. CABE Committee on transfer of teachers
2. CABE Committee on housing facilities for women teachers
3. CABE Committee on content and process of education
4. CABE Committee on elementary education
5. CABE Committee on Vocationalisation
6. CABE Committee on SC/ST and other educationally deprived groups
7. CABE Committee on common school system
8. CABE Committee on development of language and language teaching
9. CABE Committee on management of education.

The important recommendations of the above Committees were presented to the full body of CABE in its meeting of March, 1988 referred to above. The CABE, after discussions through six different Working Groups has made the following recommendations :

ELEMENTARY EDUCATION

- Tapping of resources for construction of school buildings for primary schools under Rural Development Programmes be discussed with the Ministry of Rural Development;
- Mobilisation of public contributions for school, buildings;
- Reservation of seats for women in Elementary Teachers Training Institutes for ensuring better availability of women teachers for Girls' education;
- Extension of the Scheme "Food for Education" now implemented in tribal areas to Primary Schools in habitats of Scheduled Castes and Scheduled Tribes;
- Projectised implementation of Non-formal Education programme;
- Sustained efforts for phasing out sub-standard Teacher Education Institutions;
- Emphasis on Value Education.

SECONDARY EDUCATION

- Serious implementation of Three-Language Formula;
- Assessment of standards at Secondary and Higher Secondary levels annually by the CABE and NCERT; and strategies for improvement of standards;
- Special emphasis being placed on acquisition of scientific temper;
- Special Teacher Training for improving competence in the teaching of Science and Mathematics;
- Development of a design for examination reform by NCERT/CABE;
- Improvements in Vocational Education in terms of proper management structure; development of Courses consistent with employment potential;
- Opening of more schools with hostel facilities for girls;
- Ensuring high standards of teaching in Navodaya Vidyalayas;

ADULT EDUCATION

- Devoting 1988-89 for consolidation and strengthening of the infrastructure already available;
- Bringing State Adult Education Programme in line with the pattern of Rural Functional Literacy Project;
- Involvement of Voluntary agencies in Adult Education work imaginatively;
- Development of an efficient Management system;

HIGHER EDUCATION

- Redesigning of courses based on decentralised academic administration; and involvement of Employer Organisations/Industries/Manpower user agencies in Designing Courses;
- Coordinated research development;
- Improved management in terms of State Councils of Higher Education, Accreditation and Assessment Councils, etc.;
- State Governments to be persuaded in the matter of expediting grant of Autonomous status to Colleges;
- Modernisation of libraries, provision of facilities on the Campuses, etc.;
- Strict adherence to pre-determined academic calendar.

TECHNICAL EDUCATION

- Strengthening of the State Directorates of Technical Education in the context of statutory status for All India Council for Technical Education;
- Development of schemes by the State Governments to supplement Central efforts and assistance for improving Technical Education;
- Promotion of women's access to Technical Education;
- Planned development of Teacher Resources;
- Provision of adequate resources for Technical Education.

EDUCATIONALLY DISADVANTAGED SECTIONS INCLUDING WOMEN, SCHEDULED CASTES/SCHEDULED TRIBES ETC.

- Micro-planning and area approach with a view to increased enrolment of the disadvantaged;
- Increase of scholarships and incentives;
- Additional coaching for Scheduled Castes/Scheduled Tribes to compete in competitive examinations;
- Special Central assistance for the educational programmes of Scheduled Castes;
- Appointment of SC/ST teachers on a crash programme;
- States to draw action plans for accelerated development of educationally backward minorities

3. Elementary Education

Operation Blackboard

3.1.1 The National Policy on Education, 1986 recommends a child centred approach to elementary education. It is necessary in this connection that the academic programme and school facilities are built around the child, and the school environment and condition of school facilities be such as to encourage the retention of children in school. The policy, therefore, envisages a phased drive with central assistance called 'Operation Blackboard' for the improvement of primary schools all over the country by providing them with (i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material, blackboards, maps, charts and learning material, and (iii) an additional teacher preferably a woman, wherever there is only one in a school. The drive is phased to cover 20% community development blocks/municipal areas in 1987-88, 30% in 1988-89 and 50% in 1989-90.

3.1.2 The scheme was launched in May, 1987 after it was approved by the Government. States were advised to see that no District was left out and preference given in selection of blocks to educationally disadvantaged ones. A survey of the selected blocks was conducted by the States, block project reports formulated and the requirement of funds for the essential equipment and additional teacher in single teacher schools sanctioned by a State Level Empowered Committee after the funds for construction of school buildings had been identified from NREP/RLEGP and other resources. Twenty-seven States and three UTs submitted their sanctions, to obtain Rs. 110.00 crores as Central assistance for a coverage of 1.13 lakh schools (21.43%) in the country. Nearly 37000 additional teachers' posts were sanctioned and assistance for equipment worth Rs. 81.13 crores was released.

3.1.3 In 1988-89 a constraint of funds is likely to reduce the coverage from the planned 30% to about 20% only. However, since releases this year will depend upon the pace of implementation of the first phase, State Governments have been asked to prepare block project reports for 30% in any case, so that sanctions for covering 20% can be given immediately, and in case some States cannot keep pace with the programme, or in case more funds become available, then additional projects can be considered. In the meanwhile, instructions have been issued to ensure that the quality of the items purchased, including books, is not sacrificed to procedures; the proforma for submission of progress reports have been completely revised and a format for submission of project proposals for 1988-89 prescribed. The progress of implementation was reviewed in the Conference of State Secretaries/Directors of Education held on 17-18 June, 1988. Review Meetings have also been held separately in Madras, Gauhati, Shillong, Bhubaneswar, Shimla, Patna, Bangalore and Hyderabad by Education Secretary and other officers of this Ministry. Computerisation of information on School facilities to create an appropriate decision support system at the District level and incidentally to provide feedback on the scheme has been taken up.

3.1.4 State Level Empowered Committee meetings for the current year have been scheduled in two States already. An amount of Rs. 3.84 crores was released as first instalment to West Bengal, which did not obtain sanction last year towards coverage of 20% blocks/municipal areas. State Governments have been asked to finalise projects in time to arrange Empowered Committee meetings to sanction them in August and one major State (Tamil Nadu) has been able to call such a meeting in July, 1988.

Non—Formal Education

3.2.1 The scheme of non-formal education (NFE), introduced during the Sixth Five Year Plan as a Centrally assisted scheme in the educationally backward States of Assam, Andhra Pradesh, Uttar Pradesh, Rajasthan, Jammu & Kashmir, West Bengal, Bihar and Orissa was reorganised and expanded in 1987 to cover, in addition, Arunachal Pradesh as also urban slums, hilly, desert and tribal areas and projects for working children in all the other States. Under the revised scheme, assistance is being given to State Governments in the ratio 50:50 and 90:10 for running general NFE centres and girls' NFE centres respectively. Hundred per cent central assistance is being given to voluntary agencies.

3.2.2 The essential features of the revised scheme are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs and strengthened, decentralized management. The programme is now being implemented on a project basis, with a project being generally co-terminus with the CD blocks, and comprising about 100 NFE centres.

3.2.3. Positive measures are being taken to involve as many voluntary agencies and Panchayati Raj Institutions as possible in the programme. The scheme for assistance to voluntary agencies was revised in January, 1987 to streamline procedures for sanction and disbursement of grants and provide the required flexibility.

3.2.4 In 1987-88 proposals were received and sanctioned to 15 States/UTs for running 1.85 lakh centres. In the voluntary sector, nearly 9000 centres run by over 100 voluntary agencies were sanctioned and another 6595 centres to 93 agencies approved for sanction. Eight experimental and innovative projects were sanctioned and another 3 approved for sanction.

Altogether, against a target of 2 lakh centres 1.9 lakh centres were sanctioned at an expenditure of Rs. 38.07 crores which exceeded the revised estimates by Rs. 4.07 crores.

3.2.5 In 1988-89 Rs. 1.28 crores have been sanctioned to the voluntary agencies approved last year and an expenditure of Rs. 9.00 crores already incurred. However, with only Rs. 49.05 crores allotted to the scheme against a requirement of Rs. 73 crores, physical achievements are likely to suffer. It has consequently been decided that this year the emphasis would be upon consolidation and on bringing the scheme under the revised pattern completely. New centres will be sanctioned to the State Governments where funds are available after projectisation has been completed. In the States not classified as educationally backward, projects in areas with concentration of working children will be considered. However, the pace of the voluntary sector programme would be retained as far as possible, although emphasis would be placed upon care in the selection of agencies.

3.2.6 The programme has been reviewed with the State Governments in the Conference of Secretaries/Directors of Education held on 17-18 June, 1988. A proforma has been devised for submission of data with proposals for 1988-89 that will provide State Governments and this Ministry with information on the up-to-date position of implementation. A monitoring system (MIS) for the programme has been designed and is being field-tested. Simultaneously computerisation to provide an appropriate decision support system and regular flow of information is being taken up with the help of the Department of Electronics.

RESTRUCTURING AND REORGANISATION OF TEACHER EDUCATION

3.3.1. In October, 1987, a Centrally Sponsored Scheme of Teacher Education having the following five components was approved:

- Orientation of about 5 lakh teachers every year till 1990 to increase their motivation and competence for implementation of the new policy;
- Setting up of about 400 District Institutes of Education and Training (DIETs);
- Strengthening of about 250 Secondary teacher education institutions and development of about 50 of them as Institutes of Advanced Study in Education;
- Strengthening of State Councils of Educational Research and Training; and
- Establishment and Strengthening of Departments of Education in universities.

3.3.2. During 1986-87 and 1987-88, 4.42 lakh and 4.55 lakh school teachers respectively have been oriented under the Mass Orientation Programme. The programme will continue during the remaining two years of the Seventh Plan period with the target of orienting about 5 lakh teachers annually. Since its inception, the programme is being constantly reviewed and improved upon in the following ways:

i) Improvements in the material distributed to the teacher participants and development of trainers' manual for Course Directors and Resource Persons.

ii) In the first year, the programme was essentially NPE-oriented and awareness-based. In the subsequent years, development of professional competencies is being given increasing weightage.

iii) Telecast support and its facilitation/interpretation for the teacher trainees is being improved. A Telecast Users' Guide is also now being provided.

iv) In the first year, the programme relied mainly on the lecture method. In the subsequent years, it is becoming more activity-based, participative and inter-active.

The programme for 1988 commenced on 16th July, 1988.

3.3.3 Detailed guidelines for setting up of DIETs and strengthening of Secondary teacher education institutions were worked out by experts through Educational Consultants (India) Ltd. and were circulated to State Governments on 26th October and 4th December, 1987 respectively.

3.3.4 Central assistance amounting to Rs. 32.40 crores has been sanctioned during the last financial year (by way of first instalment for non-recurring items of expenditure) for 101 DIETs, 8 CTEs and 7 IASE Projects in 15 States and 1 UT. Formal permission of the Ministry to carry forward the unspent balances for utilisation during 1988-89 has been accorded subject to the utilisation of funds for equipment by the end of August, 1988, and for civil works by the end of December, 1988. State Governments have been given a time schedule for implementation of these projects.

3.3.5 The allocation for the Teacher Education Scheme for 1988-89 has turned out to be less than a third of projected requirement. As a result, it would be possible to release Central assistance for much fewer new projects this year than had been originally envisaged. The exact availability of funds for new projects would be known only much later in the year, depending on utilisation of the first instalment of Central assistance for projects sanctioned last year and receipt of demands for release of second instalment. Yet, **an upper limit** of new DIET, CTE and IASE projects for which it may become possible to give Central assistance to various States/UTs, has been tentatively worked out and indicated to State Governments so that the requisite number of project reports are got prepared and kept in readiness by State Governments/UT Administrations, for consideration, in the SLECs as the picture regarding availability of funds becomes clearer.

3.4.0 UGC has been requested to work out details of strengthening University Departments of Education. The matter is at present under consideration of its Panel on Education.

4. Vocationalisation of Education

4.1. The National Policy on Education has laid down the target of diversification of 10% students at the higher secondary stage to the vocational stream by 1990. The Programme of Action envisages formulation of vocational programmes for various target groups, strengthening of infrastructure at various levels, apprenticeship training for the students of vocational courses, revision of recruitment rules/employment policy and evaluation and monitoring of the programme. The Scheme of Vocationalisation of Secondary Education approved by the Cabinet on 1.10.87 has the following features:

MANAGEMENT STRUCTURE

- Setting up of Joint Council of Vocational Education for coordination, policy planning and review.
- Increased academic support by the NCERT.
- Setting up of State Councils of Vocational Education (SCVE) in States.
- Setting up of a wing for vocational education in the Directorates of Education in States.
- Setting up of a wing for Vocational Education in the State Council of Educational Research and Training in each State.
- Creation of a Unit in District Education Officer's office for Vocational Education Planning for Schools, coordination with employers, teacher training and monitoring.

TEACHER PREPARATION

- Development of training courses at the national level by the NCERT and by the Regional Colleges of Education (RECs), Technical Teachers' Training Institutes (TTTIs) and State Councils of Educational Research and Training (SCERT).
- Orientation of Trainers by the NCERT.
- Training of teachers by SCERT and other professional organisations according to the guidelines prepared by the NCERT.

ACADEMIC RESOURCE SUPPORT

- 59 vocational courses already designed by the NCERT.
- 500 vocational courses envisaged.
- Preparation of manuals for teachers and text books for students.

TEACHING ARRANGEMENTS

- 3-4 Vocational Courses will be offered in each school covered under the programme.
- Provision of classroom and workshop facility for each course and practice attachment in local institutions/factories/offices.
- Practice oriented teaching through practising professionals.
- Subsidized text books to vocational students.
- Identification of vocational courses through district surveys to ensure employment potential.

General

- Payment of apprenticeship stipend to 10% of vocational students.
- Change in recruitment rules and weightage in the recruitment to vocational graduates of plus two stage.
- Coordination with vocational training arrangements of labour Ministry (ITI's) to avoid duplication.
- Arrangements for vocational guidance to students and follow up placements in employment after education.
- Involvement of voluntary agencies for conducting non-formal vocational courses.

4.2 FUNDING PATTERN :

The scheme is substantially funded by the Central Government. Hundred per cent assistance is provided to the States/UTs for expenditure on Distt. Vocational Surveys, development of curriculum and resource materials, equipment for vocational courses, construction of workshops, training of teachers, text book subsidy and apprenticeship stipends to vocational students. The Centre also shares 75% of the expenditure on salaries of teachers and other vocational staff in schools and 50% of the expenditure on staff of vocational wings in the Directorates of Education, Distt. Education Offices and SCERTs. Raw materials, contingencies, vocational guidance and examination and certification will be a 100% State responsibility.

4.3 PROGRESS OF SCHEME :

- i) The Scheme was circulated to the State Governments/U.T. Administrations on 1.2.88. Despite very little time left in the financial year 1987-88, proposals from 18 States/UTs for implementation of the programme were approved and Central assistance amounting to Rs. 32.26 crores was sanctioned to cover 1011 schools for about 3100 vocational courses. This was possible because of anticipatory actions that had been taken earlier in the year.

- ii) **Monitoring & Evaluation :**

The States/UTs have been asked to furnish quarterly report on the progress of implementation of the scheme. Meanwhile Tata Consultancy Services Ltd. have been assigned the task of developing a design for continuous evaluation and monitoring of the scheme.

- iii) **Apex Level Councils :**

The Joint Council for Vocational Education (JCVE) at national level is being set up and the States are being pursued to set up SCVEs for close coordination and interaction among different sectors involved for planning vocational courses, for judging their continued relevance and for linkage between vocational education and employment market. The States of Himachal Pradesh, Haryana and Karnataka and the Union Territory of Delhi have constituted the SCVEs.

- iv) **Curriculum Development :**

Fifty nine vocational courses have already been designed by the NCERT. Instructional materials have been prepared for 14 courses. Preparation of materials for more courses is in hand.

v) District Vocational Surveys :

While vocational courses being introduced this year are based on the past surveys, the vocational courses to be introduced in 1989-90 will be based on the District Vocational Surveys to be conducted in various States during the current year. NCERT has prepared guidelines for conducting district vocational surveys which have been circulated among all States/UTs in the conference of State Education Secretaries held on June 17-18, 1988.

vi) Linkages with Employment Sector :

NCERT has developed comprehensive guidelines on establishing school-industry linkages which have been made available to all States/UTs for guidance in the Conference of State Education Secretaries held on June 17-18, 1988.

vii) At the national level, the CBE has appointed a Committee on Vocationalisation under the Chairmanship of Human Resource Development Minister which has held its meeting in December, 1987. Considering the importance of vocational programmes for the rural areas and the girls, this Committee has appointed 2 groups—one each to work out appropriate vocational courses for girls and for rural students. Both the groups have already completed their work and their reports will be submitted to the CBE Committee on Vocationalisation in its next meeting.

4.4 A provision of Rs. 50 crores has been made in the Plan budget of this Ministry for the year 1988-89 for this scheme.

5. Educational Technology

5.1.0 Educational technology is seen in the NPE as a powerful tool for improving the education in schools all over the country. The Policy envisages that modern educational technology must reach out to the most distant areas and most deprived sections of beneficiaries simultaneously with areas of comparative affluence and ready availability. Under the INSAT utilisation programme a centrally sponsored scheme for education technology had been under implementation during the VI plan. It had an outlay of Rs. 10.89 crores and under it, a Central Institute of Education Technology (CIET) was developed in the NCERT. Similarly State Institutes of Education Technology (SIET) were developed in six INSAT States viz. U.P., Orissa, Bihar, Andhra Pradesh, Maharashtra and Gujarat. After the NPE, the scheme has been revised in 1987-88. The scheme has the following features:

- Completion of the physical works in CIET and SIETs.
- Support to Educational Technology Cells in States for which there is commitment upto 1990.
- Assistance to INSAT States—Programme production and staff costs in the SIETs.
- Supply of 1,00,000 TV sets to primary and upper primary schools and 5,00,000 radio-cum-cassette players to primary and upper primary schools.
- Setting up of an Education Media Foundation to provide a forum for interaction among experts, to provide a library of educational software, to set up production facility for use by private educational groups and to commission some educational software for production.

Central Institute of Educational Technology/State Institutes of Educational Technology

5.2.1 Under the Educational Technology Programme, financial assistance is being given to six INSAT States viz. Andhra Pradesh, Bihar, Gujarat, Maharashtra, Uttar Pradesh and Orissa for setting up State Institutes of Educational Technology, to enable them to produce educational television programmes relevant to their specific needs. Assistance is also being provided to NCERT for strengthening the Central Institute of Educational Technology to shoulder the future responsibility for ETV programme-production in conjunction with the SIETs and providing necessary guidance to the States for setting up production facilities. The non-INSAT States/UTs are also being given assistance to set up reprographic and still photographic facilities and limited production facilities for production of radio and TV programmes on experimental basis.

5.2.2 Programme production has commenced in 5 of the 6 SIETs and in the remaining one (Orissa), it is expected to begin soon. Training of SIET personnel is being arranged by CIET in collaboration with Asia Pacific Institute of Broadcasting Development, Kuala Lumpur, the Space Application Centre, Ahmedabad and also under the UNDP project currently under implementation in CIET.

TV Sets/Radio-cum-Cassette Players

5.3.0 The second component of the scheme is the supply of TV sets and radio-cum-cassette players to primary and upper primary schools. While 75% of the financial expenditure involved is being provided by the Central Government for TV sets, in the case of radio-cum-cassette players the entire cost will be borne by it. During 1987-88, against a target to supply 25,000 TV sets and 1 lakh radio-cum-cassette players, due to financial constraints, it has been possible to supply only 10,049 TV sets and 37,562 radio-cum-cassette players to 13 States/UTs. The design specifications for both TV sets and radio-cum-cassette players have been developed by experts and provided to the States.

Expenditure

5.4.1 The amount sanctioned during 1987-88 for providing TV sets and radio-cum-cassette players was Rs. 7.15 crores. Another Rs. 7.16 crores was sanctioned for strengthening of CIET/SIETs for on-going programmes of Education Technology.

5.4.2 The provision in the Plan budget for this scheme for 1988-89 is Rs. 15.80 crores.

6. Computer Education in Schools

6.1 The programme of Computer Literacy And Studies in Schools (CLASS) was started in 250 schools in 1984-85. It was extended to 500 more schools in 1985-86 and another 500 schools in 1986-87. Evaluation of the scheme made by the Space Application Centre, Ahmedabad revealed that :

- De-mystification objective of the project was partially achieved; 15.6% of the students were de-mystified as per the criterion developed for the evaluation.
- The project was implemented best in Kendriya Vidyalayas followed by State Govt. schools and aided/private schools in that order.
- In most of the schools “welcome package” was the most widely used package. All the packages supplied were not used in most of the schools.
- There was a long time lag in the sanction and installation of systems in the schools.
- English language posed a problem for both students and teachers in a large number of schools.

6.2 The NCERT and the CMC have started the work of developing new packages and 14 such packages have been developed and supplied to schools so far. The CMC has developed key boards and ROMS in 11 regional languages, namely, Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil and Telugu.

6.3 An expert group was constituted in 1986 under the Chairmanship of the Education Secretary to recommend the programme objectives, the hardware and software choice and management system for implementation of CLASS Programme. It has given its report. This report has made a series of recommendations for the implementation of the programme keeping in view the provisions in the NPE, the experience gained in implementation of the programme since 1984-85 and the evaluation of the programme done by the Space Application Centre, Ahmedabad. Keeping this in view, a scheme for regular implementation of the programme has been prepared and is under process of submission to the Cabinet for approval. The salient features of this scheme are :

- Coverage of 13000 higher secondary schools by 1990.
- Supply of at least five systems in each school to ensure coverage of all students at +2 level in the school.
- Transaction of the programme at plus two level and integration of the programme with the curriculum.
- Resource support to schools through regional and district level resource centres.

6.4 This programme would have some significant improvements over the pilot phase. Some of these are:

- a) Literacy would remain the immediate objective of the programme gradually leading to educational computations for students, individually and in groups.
- b) Instead of 2 micro-computers 5-8 micro-computers would be given to a school to allow all the students at plus 2 stage in the school to be covered by the programme.
- c) A large programme of software generation would be taken up with emphasis on Indian languages.
- d) Resource Centre support would be provided to schools at district and regional levels.

6.5 The estimated expenditure on this scheme is Rs. 196 crores spread over two years upto the end of the Seventh Plan.

6.6 Simultaneously, to allow for continuity in implementation, an additional 700 schools have been added in 1987 to the 1250 already covered under the CLASS Project. These schools will be provided the systems comprising of 5 micro-computers each.

6.7 A provision of Rs. 6.00 crores has been made in the Plan budget for 1988-89 for this scheme. This will require to be supplemented at the R.E. stage after the scheme is approved.

7. Strengthening of Science Teaching in Schools

7.1 The NPE has reiterated the importance of mathematics and Science Education as well as inculcation of scientific temper. The Committee set up under the chairmanship of Prof. Yash Pal, Chairman, UGC for implementation of programmes for the improvement of science education has stressed the need for proper motivation of teachers in order to enable them to play their role effectively and provision of suitable training to them. To implement this programme, a detailed scheme for improvement of science education in schools was prepared. The scheme has been approved for implementation in 1987-88. The salient features of the scheme are :

- Provision of science kits to 90,000 upper primary schools;
- Assistance to 22,500 Secondary and Higher Secondary Schools, having laboratory room and science teachers, to acquire science equipment (cost of total equipment for a school is assessed at Rs. 75,000/-).
- A one-time assistance of Rs. 15,000/- per Secondary/Higher Secondary School for 40,000 Secondary and Higher Secondary Schools each to procure about 500 books relating to Science and Mathematics;
- Identification of an educational institution or voluntary agency in each district to act as resource centre to help science teachers. Each resource centre will be given equipment of Rs. 1 lakh;
- Conducting in-service training in the form of summer institutes in institutions of Higher Education, Courses in Secondary Teacher Training Colleges, courses in DIETs and through voluntary organisations having expertise;
- Assistance on 100% basis to voluntary organisations having expertise to promote scientific temper and science education;

7.2 The following steps have been taken for implementation of the scheme :

- NCERT has designed a Functional Science Kit for Upper Primary level costing Rs. 1200/-
- A list of recommended books has been prepared by the NCERT and this has been sent to the States alongwith the Scheme. Books will be both in English and regional language concerned;
- The standard list of equipment with specification for science laboratories in Secondary/Higher Secondary Schools has been prepared by the NCERT and circulated to all States/Union Territories.

7.3 Funding Pattern: This is a 100% centrally funded scheme.

7.4 Progress of Scheme: The scheme was approved by the Government and circulated to the State Govt./UT administrations in January, 1988. The response from the States has been very enthusiastic and during the year 1987-88, central assistance amounting to Rs. 29.27 crores was sanctioned to 19 States/UTs covering about 21,000 upper primary schools (which will be provided Science Kits each costing about Rs. 1200/-); about 7,000 secondary and higher secondary schools (whose laboratories would be brought upto the specified standards in terms of equipment); and about 8,900 secondary and higher secondary schools for improving the libraries by procuring about 500 books on Science and Mathematics.

7.5 Assistance is being provided to the States for a sizeable programme of training of Science and Mathematics teachers through summer institutes and in-service courses in the colleges of teacher education. Specific training courses, having prominent component for developing scientific temper, are being developed by the states in consultation with the NCERT. NCERT is organising 16 summer Institutes in its 4 Regional Colleges of Education during June-July, 1988.

7.6 Evaluation & Monitoring: Quarterly progress reports are to be furnished by the State Govts./UT Administrations. Tata Consultancy Services have been asked to design a system of continuous evaluation of the scheme.

7.7 A provision of Rs. 20 crores has been made in the Plan budget for 1988-89 for this Scheme.

7.8 Voluntary organisations are also being encouraged to participate in the programme. Recently, financial assistance was sanctioned to the EKLAVYA FOUNDATION, Bhopal for conducting a programme of training of Resource Persons.

8. Environmental Orientation to School Education

8.1 Protection of the environment has received emphasis as one of the ten items in the core curriculum in the National Policy on Education. NPE visualises environmental consciousness to permeate all stages of education. To implement those provisions of the NPE, a scheme has been prepared in the Ministry on the basis of consultations held with the Department of Environment, Wild Life and Forests in January, 1987. The scheme would comprise about 100 projects to be taken up during the Seventh Plan. Each project will cover an ecologically homogeneous area and would comprise a few blocks or upto 3-4 districts. The scheme has the following components :—

- Creation of a Unit in the Ministry to oversee the programme involving interaction with State Governments, educational institutions and voluntary agencies.
- Creation of a Unit with similar functions in each State Government.
- Constitution of a project team for each project area to bring together the voluntary agencies, the Teacher Training Institutions, the schools and the State level academic institutions like SCERT and Text Book Bureau.
- Review of syllabi and textbooks in each project is to include the local environmental concerns and to use locally relevant illustrations and exercises. SUPW/work experience will be redesigned in the project area as may be relevant to the local environmental concerns.
- Assistance to schools having land and water facilities to raise nurseries and to take up plantation. (Coordination will be done with the local Forest Department and the Waste Land Development Boards).

The scheme was approved for implementation from 1.4.88. It has been circulated to the States and UTs.

8.2 After State Governments identify project areas in the light of the guidelines and prepare project reports, the Ministry will sanction financial assistance.

8.3 Voluntary agencies have a very important role in this scheme. They would be expected to take up innovative programme involving school children to heighten environmental consciousness and to impart education about factors responsible for improvement or deterioration of environment by involving students in relevant activities. A grant of Rs. 1.91 lakhs has been sanctioned under the scheme to one voluntary agency.

8.4 The scheme was circulated to the States on 23.3.88 for implementation from the year 1988-89. A provision of Rs. 2.70 crore has been made under the Plan budget for 1988-89.

9. Content and Process of School Education

9.1.0 The NPE has been envisaged re-organization of content and process of the School Education and it has laid down the following parameters in this regard :

- (a) access to education of a comparable quality for all irrespective of caste, creed, location or sex;
- (b) introduction of the norms of Minimum Levels of Learning for each stage of education;
- (c) provision of minimum essential facilities under the Operation Blackboard Scheme;
- (d) articulation of a National System of Education with a common structure and a National curricular Framework containing common core components;
- (e) developing of child-centred learning strategies and playway/activity-centred teaching methods;
- (f) examination reform and introduction of continuous and comprehensive evaluation to improve and teaching-learning process.

IMPLEMENTATION OF THE PROGRAMME

9.2.0 The content and process of the School Education is determined on the one hand by the structure of education, availability of teachers, school facilities and on the other hand by the teaching programme in the school and its efficiency. The following notable measures can be listed in the former category:—

- (i) The States have been advised to ensure that all the School-less habitations having a population of 300 or more should be provided a primary school by 1900 (similarly habitations of 250 or more should be covered in tribal, hilly and desert areas).
- (ii) All the States have now switched over to 10+2 system as far as structure of school education is concerned. Some States have five years of primary schooling followed by three years of upper primary whereas some others four years of primary schooling followed by three years of primary schooling. The matter was considered in the Central Advisory Board of Education and on being pointed out by some of the affected States that switch over to 5 plus structure would require large inputs for additional class rooms and teachers, it was decided not to set a definite time target for it.
- (iii) The schemes of Operation Blackboard and Teacher Education have come under implementation in a significant way as stated earlier.
- (iv) Mass orientation of 5 lakh school teachers annually is being done through the NCERT and the State Governments generally during the summer vacations since 1986. Educational materials to focus on the issues involved in the NPE were designed by the NCERT in 1986. They have been further improved in 1987. The participation in the training was 87.8% in 1986 and 83% in 1987. The scheme has been under implementation during summer 1988 as well.

9.3.0 Recognizing that overall educational attainment is influenced by a number of factors, the NCERT is attempting to influence the content and process of the school education through a series of coordinated measures. Some of the steps taken by the NCERT are:

- (a) The National Curriculum for Elementary and Secondary Education: A Framework, which was developed in 1985 with the help of the concerned State institutes and agencies, has been revised in the light of the NPE and has been sent for publication.
- (b) The model curricula with the minimum learning outcomes and common core components for all stages have been also revised and published.
- (c) The textbooks and teachers' manuals for all areas of learning for classes I, III and VI have been produced and introduced in the Central Schools and some schools affiliated to CBSE. The textbooks for classes II, IV, VII, IX and XI are being prepared. These instructional materials have been prepared keeping in view the major recommendations of the Policy. The layout, design, illustration and binding of the books have been so improved as to catch the attention and imagination of young children. The complexity and load of language have been reduced with the help of colourful and attractive illustrations which greatly help in simplifying the difficult concepts, specially in mathematics and science. These materials are brought out both in Hindi and English. Thirty seven teams have been constituted to tackle this complex task. The team comprise eminent scholars, child specialists practicing teachers, teacher educators and curriculum experts. It needs to be highlighted that the manuscripts of the books are not only reviewed meticulously but attempts are also made to obtain the feedback data from field try-outs, wherever and whenever possible.
- (d) These instructional materials have been circulated to the concerned State agencies for adaptation/adoption/modification for introduction in 1988 in classes I, III and VI. Simultaneously, the orientation and training programmes for key functionaries in the States/UTs have been organised.
- (e) Materials for classes V, VIII, X and XII are now being developed.
- (f) A special task-oriented programme was undertaken to train the teachers of the central schools for properly implementing the new set of instructional materials. In these training programmes, better child-centred teaching methods were demonstrated with the help of participating teachers. The teachers were taught to use a variety of playway materials and toys. They were familiarized with activity methods and integrated approaches to show how learning can be enjoyable experience for children.

10. Establishment and Management of Navodaya Vidyalayas

OPENING OF NAVODAYA VIDYALAYAS

10.1.1 In order to provide good quality education—including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education—to the talented children predominantly from the rural areas, without regard to their family's socio-economic conditions, the Government of India have launched a scheme to establish Navodaya Vidyalayas on an average, one in each district of the country during the Seventh Five Year Plan period; 209 Navodaya Vidyalayas are at present functioning in different parts of the country. The Minister of Human Resource Development has also approved opening of 49 Navodaya Vidyalayas during 1988-89 wherever State Governments have been able to provide land and other physical facilities that would meet minimum requirements for opening the Vidyalayas.

10.1.2 Total plan of opening of Navodaya Vidyalayas is as under :

i) Total Number of schools to opened (one in each district)	448
ii) Navodaya Vidyalayas opened upto 1986-87	83
iii) Navodaya Vidyalayas opened during 1987-88	126
iv) Total number of Navodaya Vidyalayas to be opened during 1988-89	49
v) Total number of Navodaya Vidyalayas to be opened during 1989-90 (last year of the Seventh Five Year Plan)—Remaining subject to availability of funds	

RECRUITMENT

HEADQUARTERS AND REGIONAL OFFICES

10.2.1 One post of Director, one post of Jt. Director, nine posts of Dy. Directors (3 at the Headquarters and 6 in the Regional Offices) and 4 posts Assistant Directors and 1 post of the Internal-Audit-Officer have already been filled. Out of 13 Assistant Directors appointed for the Regional Offices, 11 have already joined. Recruitment for the remaining posts of Joint Director is under process. Two Consultants, one for Academics and another for Administration have been appointed.

TEACHING & NON-TEACHING STAFF FOR THE VIDYALAYAS

10.2.2 Recruitment of Principals and teaching staff for the Navodaya Vidyalayas during 1987-88 was made with the help of a Committee constituted for this purpose at the Headquarters and the Regional Office of the Assistant Commissioners of the Kendriya Vidyalaya Sangathan. Principals and teachers out of the select panels received from the Selection Committee were posted to all 126 newly established Navodaya Vidyalayas. Where selected teachers do not join, Principals have been authorised to fill the vacancies on ad-hoc basis.

10.2.3 Posts of 150 Principals and about 1500 teachers of various categories to be filled during 1988-89 were advertised in the leading newspapers all over the country and selections are being finalised. Selection of Principals has been finalised and offers of appointments are being sent. Interviews for the recruitment of teaching staff are presently being held at six Regional Offices. In view of the fact that 30% to 40% of the posts of teachers are remaining vacant in spite of our best efforts to fill them on deputation basis, it is proposed to resort to recruit them directly in the near future.

10.2.4 The Non-teaching staff is recruited at the district level only with the assistance of the District Magistrate who is also the ex-officio Chairman of the Vidyalaya Management Committee.

ADMISSIONS OF STUDENTS

10.3.1 Admissions to Navodaya Vidyalayas are made at the level of Class VI. The basis of admission is a test conducted in the concerned districts in which all children who have studied in and passed Class V from any of the recognised Schools of any Tehsil/Block in the district are eligible to appear. The tests are designed by NCERT and they have been given the task of conducting the examination and its evaluation. Admission tests for 1988-89 were held on 15.5.1988 at about 3000 centres through NCERT all over the country. The result is likely to be announced by the end of July, 1988.

10.3.2 For the Academic session 1986-87, 5804 students were admitted to 83 Navodaya Vidyalayas—4821 boys and 983 girls.

10.3.4 Details of the students who qualified for admission to 209 Vidyalayas for the year 1987-88 are furnished below :

Regions	Total	Boys	Girls
East	3310	2778	532
South	2891	2176	715
West	3147	2553	594
North	4296	3626	670
Total	13644	11133	2511
	100.00%	81.60%	18.40%

Purchase of furniture and equipment, library books, text books etc. in Navodaya Vidyalayas

10.4.1 The Samiti has released funds to the Vidyalayas for purchase of furniture and equipment. The quantity and specification of furniture required for each Vidyalaya have also been laid down for the guidance of the Principals.

10.4.2 Text books in the Hindi-speaking areas are the same as those prepared by National Council of Educational Research and Training and they are being supplied directly to all Vidyalayas by the Samiti.

10.4.3 In non-Hindi speaking States, the text-books used in Navodaya Vidyalayas are those that have been prepared by the respective State Boards of Education and these are being purchased by the Principals of the concerned Vidyalayas from the respective Boards. The teachers in the Vidyalayas are being supplied with NCERT text-books to supplement the teaching.

10.4.4 Library books to the Navodaya Vidyalayas are either being supplied by the Samiti or they are being purchased directly by the Principals. A grant of Rs. 5,000 per Vidyalaya has been sanctioned for this purpose.

10.4.5 Science kits have already been purchased for 50 Vidyalayas from the National Council for Educational Research and Training and are being supplied. Science kits for other Vidyalayas will be supplied as soon as they are available with the NCERT.

Construction of Navodaya Vidyalaya Buildings

10.5.1 Central Building Research Institute, Roorkee, has been designated as the nodal agency for implementing the work of construction of Navodaya Vidyalayas. They are responsible for conducting site surveys and soil investigation and preparation of architectural working plans etc. The design of the Navodaya Vidyalaya buildings prepared by the CBRI was also shown to the Prime Minister and necessary suggestions made by Prime Minister have also been incorporated in the final design.

10.5.2 For implementing the programme of construction work, a Construction Coordination Committee has been set up in the Samiti.

10.5.3 Twenty Eight Construction Agencies which include CPWD, State Public Works Departments and National and State Construction Corporations have been identified and schools allotted to them. They have also been asked to execute agreement with the Samiti to undertake the work. The draft agreement was finalised in consultation with CPWD and Ministry of Law. So far 175 agreements have been signed with construction agencies other than the State Public Works Departments and the Central Public Works Departments and funds released to them.

10.5.6 The average cost of construction of each Vidyalaya building has been estimated to be upto Rs. 2.30 crores. The construction would be undertaken in two phases. According to the CBRI estimates, the costs may vary between Rs. 1.16 crores to Rs. 1.29 crores in the first phase and between Rs. 0.89 crores to Rs. 0.99 crores in second phase. The first phase of construction will cater to the requirements of Classes VI to IX (320 students). The second phase of construction would cater to the requirements of Class X to XII (240 students).

NAVODAYA VIDYALAYA SAMITI

10.6.1 Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, which is an autonomous society under the Ministry of Human Resource Development. The Samiti was registered as a Society under the Societies Registration Act on 26. 2.1986.

10.6.2 The Minister for Human Resource Development is the Chairman of the Samiti. Other members are appointed by the Government of India from among senior officers of the Ministries of Finance, Human Resource Development as well as distinguished educationists, scientists including representatives of the Central Board of Secondary Education, National Institute of Educational Planning & Administration, NCERT and State Governments. The Samiti functions through an Executive Committee. Sixth meeting of the Executive Committee and 2nd meeting of the Samiti were held on 17.5.1988 under the chairmanship of the Minister for Human Resource Development.

SETTING UP SAMITI'S OFFICE AND ITS REGIONAL OFFICES

10.7.0 The Navodaya Vidyalaya Samiti has established its headquarters at Palika Place, R.K. Ashram Marg, New Delhi-110 001. The Samiti is headed by a Director who is assisted by Joint Director, Deputy Directors, Assistant Directors and other supporting staff. The Samiti has also established its Regional Offices at Pune, Lucknow, Shillong, Hyderabad, Chandigarh and Bhopal and these are headed by a Deputy Director.

IMPROVING ACADEMIC CONTENT IN VIDYALAYAS

10.8.1 In order to give guidance on academic matters, the Samiti has set up an Academic Advisory Committee.

10.8.2 A conference of Principals of Navodaya Vidyalayas was held in September, 1987 at Kendriya Vidyalaya, ONGC, Dehradun. Similarly two orientation courses for the Principals appointed during 1987-88 were conducted during October/November, 1987 through NCERT. A separate orientation course for the Principals of Navodaya Vidyalayas in North-East Region was conducted in January, 1988.

10.8.3 For intensive teaching in Hindi and English, teachers in Navodaya Vidyalayas have been given in-service training by the NCERT. Orientation courses have also been organised for science and mathematics teachers. For the purposes of organising suitable programme for academic improvement in the Navodaya Vidyalayas two meetings of the Academic Advisory Committee were convened and its decisions are being implemented.

10.8.4 Since the main thrust of in-service courses is to acquaint the teachers with the working of residential schools, various in-service courses have been planned during the Summer vacations by the Samiti. In-service courses for TGT (Hindi) will be held in Mysore whereas for TGT (English), PET and other categories of teachers have since been held in Delhi. For other categories of teachers similar courses will be held in Hyderabad, Indore, Ranchi and Ooty.

10.8.5 Two in-service courses for Principals will be organised at National Institute of Educational Planning & Administration during June/July, 1988.

BUDGET & EXPENDITURE FOR NAVODAYA VIDYALAYAS

10.9.0 An outlay of Rs. 500 crores has been envisaged in the Seventh Five Year Plan for the establishment of 448 Navodaya Vidyalayas, one in each district of the country during the plan period. The year-wise budget provision has been as follows :

1985-86	—	Rs. 2.00 Crores
1986-87	—	Rs. 20.00 crores
1987-88	—	Rs. 69.00 crores
1988-89	—	Rs. 69.30 crores

11. Education for Women's Equality

11.1.0 The content and processes of education are being modified to introduce the value of Women's equality at all stages of education, in formal as well as non-formal areas. NCERT has already prepared:

- Exemplar materials for Women's equality units in curricula
- Special modules on women's equality for use in the programme for Mass orientation of School Teachers (The existing textbooks are also being screened by NCERT to avoid sexist bias).

11.2.1 A project entitled "Education for Women's Equality" based on NPE and POA to be implemented in tenseslected districts has been formulated. The project proposal has been prepared in consultation with the State Governments, academics interested in women's issues and women development workers. The main features of the project are as under:

- i) The project envisages a comprehensive programme of women's development and views the problem of women's education as linked with overall improvement in women's status.
- ii) Provision of support services, local women teachers and effective non-formal education programme to substantially enhance participation of girls in elementary education; and supplementation of the inputs of other Departments.
- iii) A literacy centre is envisaged essentially as a place for education, recreation and the forum for an understanding of the process of development to enable women to actively participate in it.
- iv) ~~Special vocational and pre-vocational programmes will be introduced in girls' secondary and higher secondary schools/~~These courses will be related to the work opportunities in the region. A variety of part-time/non-formal vocational courses will also be organised.
- v) District Institutes of Education and Training (DIETs) will be required to subserve the objective of the Project, namely, be an instrument for women's empowerment. Training of all teachers in the districts concerned, men as well as women, will be reoriented towards this goal.
- vi) In the project districts there will be a strong wing on women's education. Academics interested in women's development and women activists will have a dominant say in this wing. The programmes meant for women's development will be closely monitored and arrangements provided for introduction of mid-term correctives.

11.2.2 A memorandum for Expenditure Finance Committee (EFC) has been prepared and circulated to the Department of Women and Child Development, Ministry of Finance and Planning Commission. Appraisal by the Dutch Government is also due. In the meantime, in order to create an awareness of the programme, identify agencies at the State, district and block levels, and start the orientation of the officials and workers involved, preparatory activities have started. A consultant to the National Resource Group to organise this activity has been appointed.

12. Adult Education

12.1.0 National Literacy Mission is one of the five National Technology Missions. It is a National Mission in as much as it demonstrates that there is a political will at the highest level for eradication of adult illiteracy (15-35 age group). It is a Societal Mission as it seeks to mobilise and enlist the involvement and support of all sections of the society for achieving the objects of the Mission. It is a Technology Mission in as much as it seeks to harness and apply the findings of scientific and technological research for the benefit of the deprived section of society and the areas which are crucial to the country's development.

12.2.0 The Mission was approved by the Government in January, 1988. Both before and after approval of the Mission, the following action has been taken at the national level to operationalise the Mission:

12.2.1. CONCEPTUALISATION OF PROGRAMME :

Ten Task Forces were constituted on ten different and important areas of NLM in June-July, 1987. These Task Forces completed their work and submitted their reports by August-September 1987. These reports were considered in September 1987 in a meeting with representatives of State Governments, Directorate of Adult Education and State Resource Centres and further follow-up action is being taken on their recommendations.

12.2.2 MISSION CLIENTELE :

The estimated number of adult illiterates (15-35) as on 1.4.1988 has been worked out and the State-wise break-up communicated to all State Govts/UTs. The State Governments have been asked to work out the district-wise break-up of the adult illiterates.

Detailed guidelines have been formulated and sent to Education Secretaries of all State Governments/Union Territories for preparation of State and district level action plans (including the 40 TD districts). The forty TD districts (20 well-endowed and 20 less-endowed) have been identified and communicated to all State Governments/Union Territories and collaborating agencies.

12.2.3 GENERATION AND SUSTENANCE OF MOTIVATION:

The entire Programme of Adult Education has been reviewed and geared to generate and sustain motivation at all levels especially of learners. Steps have been taken to design motivation centred programme of direct interest to the learners. Special steps include review of teaching learning material, revamping of training, deployment of competent instructors/preraks and special measures for mobilisation and enrolment of learners belonging to Scheduled Castes, Schedules Tribes and women.

12.2.4 PEOPLE'S PARTICIPATION

i) Mobilisation of people

A National Campaign for mass mobilisation of NLM was launched by the Prime Minister on 5.5.1988 at Vigyan Bhavan. According to the latest information available, 20 States/UTs of Andhra Pradesh, Assam, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Manipur, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Goa and Pondicherry, have also organised such campaigns.

ii) Media and communication

A common post box number-9999 has been allotted by the Department of Posts to the Central and State Govts./UTs. Any person who is an adult illiterate and who wants to avail of the facilities and services under NLM or any person who wants to contribute in any manner whatsoever towards the success of NLM could drop a post card at this common post box number and will get a positive response.

- iii) Directorate General, Doordarshan, Director General, AIR and Secretary, Ministry of Information and Broadcasting have been requested to give wide publicity to various aspects of NLM by radio/TV spots, stories, play, features, etc. They, in turn, have issued instructions to the State Directors, AIR and Doordarshan to broadcast success stories and other programmes on NLM. The State Directors, Adult Education and State Resource Centres are being closely involved in the process.
- iv) The Directorate of Adult Education, New Delhi has undertaken production of a number of documentary, animation and video films, radio/TV spots. So far about 60 educational films have been made.
- v) All State Governments/Union Territories have been requested to identify good and creative thinkers, writers, artists, playwrights who can write stories, features, plays on NLM, and contribute on a regular basis to the newspapers, AIR and Doordarshan to create the necessary environment for NLM. Creative thinkers and artists of the stature and calibre of Girish Karnad and B.V. Karanth have already involved themselves in the process.
- vi) All State Governments/Union Territories have been requested to harness the rich folk culture and tradition obtaining in their states and utilise the same for spreading the message of literacy and create necessary environment (illustration: opera in Maharashtra, Jatra in West Bengal, Harikatha and Burrakatha in Andhra Pradesh, Yakshaganam in Karnataka, Kathakali in Kerala, Pala and Daskathia in Orissa etc.).
- vii) State Govts./State Resource Centres have been requested to take necessary steps for organisation of literacy jathas at different level, i.e., village, block, sub-division, district, etc. Some State Governments and SRCs have already started working on this.
- viii) A new scheme of training youth animators has been formulated in 1987-88. Bhagawatulla Charitable Trust, Yellamanchali, Indian Institute of Education, Pune and Social Work and Research Centre, Tilonia, have undertaken training of 2000, 1000 and 900 youth animators respectively. The animators after training can be deployed as Instructors of NFE, AE, Preraks in charge of JSNs and activists of education. This is an important step for development of manpower resources in Adult Education.

12.2.5 SUPPORT TO VOLUNTARY AGENCIES FOR SECURING THEIR INVOLVEMENT IN NLM

- i) The Central Grants-in-Aid Committee considered and sanctioned proposals from 301 voluntary agencies during 1987-88 involving 335 projects with about 23,020 centres (with a total financial involvement of Rs. 6.14 crores). The Committee, in the meanwhile, has been reconstituted and during the first quarter of 1988-89 has considered and approved proposals from about 120 voluntary agencies with 132 projects and 6515 centres (with a total financial outlay of Rs. 2.4 crores).
- ii) There has been success in mobilising a number of voluntary agencies (about 500) through Lead Agencies for involvement in NLM. Detailed guidelines have been issued to all State Governments/Directors of Adult Education/Directors, State Resource Centres to extend their helping hand to the voluntary agencies for preparation of area operational plans and to expeditiously process their applications within a maximum time limit of 3 months.
- iii) The central Scheme of Grant-in-aid for voluntary agencies has been revised, considerably simplified and liberalised. Wide publicity has been given to the salient features of the revised scheme.
- iv) During 1987-88, a number of joint evaluation teams were constituted to evaluate the performance of 382 voluntary agencies. On the basis of the report submitted by the teams and the performance of the voluntary agencies emanating therefrom, steps have been taken to encourage Voluntary Agencies whose performance is fully satisfactory to undertake large projects: workshops in respect of Voluntary Agencies whose performance needs to be improved have been organised at New Delhi, Pune, Lucknow and Madras. Two more Workshops are proposed to be held at Calcutta and Ahmedabad. Necessary action has been initiated in respect of Voluntary Agencies whose performance has not been found satisfactory and their bonafides are also doubtful.

12.2.6 IMPROVEMENT OF ON-GOING PROGRAMMES :

- i) The following schemes have been reviewed in the light of the strategies contained in NPE-1986, POA and NLM:
 - (a) Rural Functional Literacy Projects (RFLPs).
 - (b) Strengthening of administrative structure at the state and district level.
 - (c) Financial and administrative pattern for the State Resource Centres (18).
 - (d) Scheme of grant-in-aid to voluntary agencies.
 - (e) Scheme of evaluation of adult education programme by External Evaluation Agencies.

The revised schemes together with detailed guidelines have been circulated to all concerned.

ii) Production of teaching-learning material in spoken language:

All State Governments/Union Territories have been requested to identify spoken languages in respect of large groups of people for production of teaching-learning material in consultation with the Central Institute of Indian Languages (CIIL), Mysore. Although the spoken language will be the medium of instruction at the initial stage, at an appropriate stage there would be switch over to the state standard language. This is considered a major step for better mobilisation and enrolment of adult learners belonging to the ST community many of whom speak a language/dialect distinctly different from the regional language. Directorate of Adult Education and CIIL have convened workshops to determine modalities in this regard.

iii) Revamping of the training system:

Directorate of Adult Education has developed a special manual on participatory training process captioned 'Learning for Participation'. All State Govts./UTs have been requested to initiate steps to (a) identify the backlog in training of different levels of AE functionaries (b) strengthen the training programme through participatory process. The Directorate of Adult Education itself has taken the initiative of conducting training programmes for senior and middle level adult education functionaries like District Adult Education Officers, State Resource Centre officials, officials of State Directorates of Adult Education, etc.

12.2.7 MASS PROGRAMME FOR FUNCTIONAL LITERACY :

(a) Involvement of NSS and non-NSS students and NCC cadets:

- i) Summer Vacation Literacy Programme under the principle of 'Each One Teach One' has been undertaken by NSS and Non-NSS students and NCC cadets since summer 1986.
- ii) A sum of Rs. 2 crores was sanctioned in favour of State Resource Centres for publication of 10.25 lakh literacy kits for distribution to learners for the summer of 1988. Work on this has been started and completed by many SRCs.
- iii) Implementation strategies were discussed with the Department of Youth Affairs and Sports, UGC and the Directorate of NCC in February 1988, and targets for NSS (3.5 lakhs volunteers) non-NSS (1.5 lakh volunteers) and NCC (0.75 lakh volunteers) with detailed guidelines have been issued to all concerned for the summer, 1988.
- iv) Under UGC-aided adult education programmes, 92 Universities and 2136 Colleges have been sanctioned 25709 Adult Education Centres, in addition to involvement of youth of the non-NSS/NCC students under Mass Programme for Literacy.

(b) Involvement of Employers & Trade Unions :

The strategy has been discussed with the Ministry of Labour. A Conference of Central Employers and Trade Unions is being held on 7.7.1988 to discuss and finalise the modalities.

(c) Involvement of Railways :

The Railway Board has been already agreed to implement the programme for their employees and their family members through 425 Adult Education Centres to be opened at different places in 9 Zonal Railways. Funds for provision of literacy kits and organisation of Instructors will be provided by the Department of Education and the rest will be provided by the Railways.

(d) Involvement of ex-servicemen :

In consultation with the Director-General (Resettlement), State Govts. of Bihar, U.P., M.P., Rajasthan and Tamil Nadu have been requested to utilise the services of exservicemen by appointing them as Instructors Preraks, etc. and also by engaging them under 'Each One Teach One' to teach the adult illiterates in respective areas.

(e) Involvement of Prison Management & Staff :

Home Secretaries of all State Govts./UTs and I.G. (Prisons) have been requested to organise functional literacy programme and vocational training courses for prison inmates (both under trials and life convicts) who may be adults (15-35). Action Plans have been formulated by some State Governments. Home Secretary and Education Secretary have discussed modalities on 29.6.1988.

12.2.8 Post Literacy & Continuing Education :

- (a) **Jana Shikshan Nilayams** : The existing scheme of post-literacy and follow-up programme has been replaced by a new scheme of Jana Shikshan Nilayams. The Prerak incharge of the JSN in addition to organising a variety of activities at the JSN for 3 days a week will also act as a Supervisor to oversee the functioning of 8-10 Adult Education Centres. During 1987-88, 10065 JSNs have been sanctioned and they are in process of being set up.
- (b) A National Workshop was organised on 9.2.88 to 11.2.88 by the Directorate of Adult Education in collaboration with NBT to lay down strategies for production of post-literacy and continuing education material for neo-literates.
- (c) A meeting with Director NBT, private publishers & State Resource Centres was held on 1.6.88 for considering ways and means for producing post literacy and continuing education material for JSN. A number of important decisions covering selection of the title of material, selection of agency, mode of production and distribution etc. have been taken in the meeting.
- (d) All State Govts./UTs have been requested to make available facilities of public libraries and reading rooms, wherever the same are available to the neo-literates so that these institutions become a true instrument of continuing education.
- (e) All State Govts./UTs have been requested to issue clear instructions to the functionaries of all Development Departments so that (i) they make it a point to visit JSNs at regular intervals (ii) they organise simple and short duration training programmes (iii) they help in organising other educational recreational and cultural activities in the JSN and (iv) they help in dissemination of all developmental information through the JSN. (National Book Trust is working on preparation of 100 titles of books for neo-literates).

12.2.9 AVAILABILITY OF STANDARD LEARNING MATERIAL :

Directorate of Adult Education (National Resource Centre) and State Resource Centres in the light of policy postulates of NPE and NLM. SRCs have been specifically requested to prepare teaching-learning material in tune with objective of NLM.

12.2.10 UNIVERSALISATION OF OUTREACH

Steps have been initiated to reach all adult illiterates especially women, Scheduled Castes, and Scheduled Tribes. Planning has been started to eradicate illiteracy in metropolitan cities, big cities, and TD districts by involving various sections of the society and Voluntary Agencies.

12.2.11 TECHNOLOGY DEMONSTRATION :

- a) A number of collaborating agencies have been identified and they are working on designing a number of techpedagogic input such as solar power packs, improved black boards, roller boards, slates, chalk, electronic gadgets like Videorama. They have been advised to undertake demonstration of the new and innovative technology in the 40 TD districts and come back to us with detailed performance reports on the basis of which decision about their use and replication in other districts could be taken.
- b) The precise requirement of techno-pedagogic inputs through the TD districts action plans is being identified. This will be made available to the collaborating agencies.
- c) Department of Non-Conventional Energy Sources (DNES) has already undertaken work of installation of Solar Power Packs in districts of Bikaner (Rajasthan), Osmanabad (Maharashtra), Aligarh (U.P.), Gumla (Bihar), and Adilabad (A.P.). IPCL has produced 1000 improved black-boards for experimentation.

12.2.12 MISSION MANAGEMENT STRUCTURE :

i) National Literacy Mission Authority :

Resolution and notification regarding setting up of NLMA has been issued. First Meeting of the Council of NLMA was held on 21.7.1988. Post of Director General, Additional Director General (Technology Demonstration) and Director, NLMA have also been sanctioned.

ii) State Literacy Mission Authority

State Governments/Union Territories have been requested to set up State Literacy Mission Authorities.

iii) Conversion of Director of Adult Education, New Delhi into NIAE:

The modalities of such conversion are being worked out.

iv) District Mission Leaders :

State Governments have been requested to nominate/appoint District Mission Leaders.

12.2.13 MONITORING :

Existing Monitoring System has been reviewed for replacing it by a computerised Management Information System. National Institute of Information Technology (NIIT) which was commissioned for this purpose has since submitted its report. Necessary formats are being field-tested for finalisation.

12.2.14 EVALUATION :

Sixteen External Evaluation Agencies of repute have been identified to undertake concurrent external evaluation and impact studies to assess the results. Grants to 5 agencies have already been released for undertaking such studies. The proposal of other three agencies are under process. The remaining are being reminded to expedite their proposals.

12.3.0 BUDGET POSITION VIS-A-VIS PROGRESS OF EXPENDITURE :

The table below gives the Budget Estimates, 1988-89 and amount of grant released upto 30.6.1988:—

(Rs. in lakhs)

Sl. No.	Name of the Scheme	Budget Estimates 1988-89	Grant released
1.	2.	3.	4.
1.	Rural Functional Literacy Projects	4000.00	—
2.	Post-Literacy & Follow-Up-JSNs	1000.00	553.58
3.	Strengthening of Administrative Structures	350.00	1.00
4.	Mass Programme for Functional Literacy	150.00	10.00
5.	Technology Demonstration	1000.00	—
6.	Voluntary Agencies	750.00	104.24
7.	Shramik Vidyapeeths	100.00	40.00
8.	National Literacy Mission Authority	75.00	—
9.	Directorate of Adult Education	125.00	30.99
TOTAL :		7550.00	739.81

13. Language Development

13.1.0 The Programme of Action drawn up in relation to the National Policy on Education, 1986, has identified for language development the following thrust areas, needing priority attention:—

- Progressive adoption of modern Indian Languages/regional languages as media of instruction at the University stage;
 - effective implementation of the Three Language Formula;
- Improvement in the language competencies of students;
- translation of books and preparation of bilingual and multi-lingual dictionaries;
 - development of Hindi as link language;
 - promotion of inter-disciplinary research in Sanskrit and Indology; and
 - Policy planning for language development.

Necessary measures are being taken in pursuance of these thrust areas. The present position of the progress made is given as under:—

13.2.1 Progressive adoption of modern Indian Languages/Regional Languages as media of instruction at the University stage.

In order to facilitate the gradual adoption of Indian languages as media of instruction at the University stage, a scheme was introduced in 1968-69 by the Ministry of Education to provide central assistance of Rupees One Crore to each of the 15 participating States, for production of university-level books (in various disciplines) in Indian languages. In March, 1987 a Committee was set up under the Chairmanship of Dr. Suresh Dalal for making a critical review of the past experience of this programme. The Committee has submitted its report. The Report is being processed for decisions.

13.2.2 Effective implementation of the Three Language Formula

The following schemes are being executed :—

- i) Cent per cent central assistance is made available to non-Hindi speaking States/UTs for appointment of Hindi teachers in upper primary/higher secondary schools. The pattern of central assistance has been restored from 50% to 100% with effect from 1986-87. So far, about 6,500 Hindi teachers have been appointed by various non-Hindi speaking States/UTs. Financial assistance for another 2000 Hindi teachers, it is estimated, will be sanctioned to various non-Hindi States/UTs during 1988-89.
- ii) The scheme of establishment of Hindi Teachers' Training Colleges in non-Hindi speaking States/UTs, envisages 100% central assistance to non-Hindi speaking States/UTs. Assistance is provided for meeting expenditure on strengthening of existing training colleges/wings and for opening of new training colleges/wings. So far 19 colleges/wings in different States have been benefited under the scheme. Financial assistance to non-Hindi States will continue during 1988-89 for existing Hindi Teachers' Training Colleges.

- iii) Central grant is also made available to voluntary organisations for meeting expenditure on Hindi Teachers' Training Colleges under the scheme of financial assistance to voluntary organisations for promotion of Hindi. Three colleges run by Karnataka Mahila Hindi Sewa Samiti, Bangalore, one college run by Karnataka Hindi Prachar Sabha, Bangalore and six colleges run by Dakshina Bharat Hindi Prachar Sabha, Madras are being benefited under the scheme. Annual capacity for training of Hindi teachers under these colleges is 650 teachers.
- iv) A proposal to appoint Modern Indian Languages Teachers in Hindi speaking States is under consideration. Various aspects regarding its approval are being examined.

13.2.3 Improvement in the language competencies of students

- i) With a view to undertaking study of language competencies of students, the work relating to the designing of tests on English Proficiency at school level has been entrusted to the Regional Institute of English, Bangalore and H.M. Patel Institute of English Training and Research, Vallabh Vidya Nagar, Gujarat. The Regional Institute of English, Bangalore has completed its task on pre-final versions. The scope of the work entrusted to the H.M. Patel Institute of English, Vallabh Vidya Nagar has been expanded and accordingly this Institute is actively engaged on the completion of the work relating to pre-final versions of the Tests.
- ii) Regarding improvement of language competencies of students in Modern Indian Languages, broad guidelines were discussed at a meeting held at Hyderabad with the representatives of various language institutions. Central Institute of Indian Languages, Mysore has undertaken some programmes in this respect. Progress made by the Institute is given below in brief :
 - In continuation of the Guwahati seminar for the learning objectives, a Workshop on 'Restructuring the language Literature Syllabi and Evaluation System' for higher Education was conducted at Madurai during February 1988. Learning objectives for various branches of languages and literature courses at BA and MA level were identified. Later, at a follow-up workshop of selected experts they were further processed to give a final shape so that the same could be sent to various Universities, UGC etc.
 - Following the Bhubaneswar Workshop on Proficiency tests, a booklet of guidelines specifying language skills to be measured for the purpose of determining the proficiency level under various domains of language, has been developed with reference to standard X.
 - 13,000 test items have been identified in all the 14 Major Indian languages.

13.2.4 Translation of books, preparation of bilingual and multi-lingual dictionaries etc.

- i) In pursuance of the provisions in the Programme of Action, high level official discussions have been held to explore the feasibility of establishment of two new organisations viz. a Central Translation Bureau and a National Institute of Translation so as to systematize the efforts at translation of Indian classics into other Indian Languages. The various aspects regarding the setting up of a National Institute of Translation are being examined.

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 National Institute of Educational
 Planning and Administration.
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 New Delhi-110016 D-7/13
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 Date 21.6.1988

ii) The work relating to the production of dictionaries, glossaries, conventional guides etc. is already being undertaken by language institutions viz. Central Hindi Directorate, Commission for Scientific and Technical Terminology etc. in their normal programmes. The implementation of these programmes is being strengthened and intensified. The programmes undertaken in this respect so far are given below in brief:

— Central Hindi Directorate has published a number of dictionaries, bilingual (9), trilingual (5), multi-lingual (1). One more bilingual and two trilingual dictionaries are under print at present. Six Hindi-foreign languages dictionaries have been published to facilitate better access to Hindi by foreigners. The Directorate has also published five bilingual conversational guides (with one more being under print) for the convenience of tourist and students.

— A number of glossaries containing equivalent of more than 4 lakhs technical terms in humanities, science, agriculture, engineering, medicine, forestry, sports, space and electronics in Hindi have been published by the Commission for Scientific and Technical Terminology. These are being extensively used at the University level. The CSTT has produced and published a number of University level books (284); it has also translated 2000 original books into Hindi covering a variety of disciplines.

13.2.5 Development of Hindi as link language

i) A Review Committee on Hindi was set up in January 1987 to assess the quantum and quality of work for development and propagation of Hindi. The Committee has since presented its report touching all aspects of the development and propagation of Hindi. Its recommendations are being processed for implementation.

ii) Under the scheme of financial assistance to voluntary Hindi organisations for propagation of Hindi, grants-in-aid is made available to about 160 organisations all over India for running Hindi teaching classes for non-Hindi speaking people; training and appointment of Hindi teachers; setting up and running libraries and reading rooms, purchase of printed and unprinted teaching material; organising contests/competition; publication of Hindi books, dictionaries, magazines, journals, instituting prizes/awards; running Hindi typewriting and short-hand classes; organising approved objective conventions, seminars camps, book exhibition, etc.

iii) Under the scheme of financial assistance for publications, grants-in-aid to voluntary organisations/institutions as well as individuals is made available for publications in Hindi and purchase of Hindi books, etc.

iv) Learning of Hindi is being intensified through, inter-alia, the following programmes:

- Organising Correspondence Courses;
- Organising study tours in Hindi speaking areas;
- Releasing travel grants to research scholars of non-Hindi speaking areas;
- Organising lecture tours of scholars.

13.2.6 Promotion of Inter-disciplinary research in Sanskrit and Indology

- i) The task to promoting Indology has been initiated. Rashtriya Veda Vidya Pratishthan has been set up in August 1987. Among the first projects, special attention will be paid to the study of Vedic Mathematics. This will include application of computer technology to Vedic Mathematics.
- ii) A proposal has been formulated to set up an International Institute of Indology to promote Sanskrit, allied languages and inter-disciplinary studies with a view to synthesizing ancient knowledge with modern knowledge.
- iii) Existing schemes for Sanskrit are being strengthened. A meeting was convened in Poona on 16.5.1988 to review the progress of the production of Sanskrit Dictionary. Implementation of all other schemes for development and propagation of Sanskrit are being continued.

13.3.0 Policy Planning for Language Development

A Committee of the Central Advisory Board of Education on 'Development of Languages and Language Teaching including implementation of Three Language Formula has been constituted under the Chairmanship of the Minister of Human Resource Development. Its first meeting was held in Delhi on 31.12.1987. The next meeting of this Committee is expected to be held at Mysore on 21.8.1988.

14. Higher Education

14.1 The major thrust of the National Policy on Education—1986 is on consolidation of the facilities in the existing institutions, improvements in their efficiency, re-designing and restructuring of courses and programmes, and establishment and development of mechanisms that will promote coordination and bring about greater effectiveness in the functioning of institutions of higher education and improvement in their standards.

14.2 The Policy also visualises certain major innovative programmes like development of open university/distance learning system, establishment and development of institutions for rural higher education and establishment of a National Testing Service with a view to delinking university degrees from jobs.

14.3 Within the limited resources available, the University Grants Commission has been taking measures to strengthen the infrastructure in the Universities and Colleges. In these efforts, the Commission is giving greater attention to the development of under-graduate education in the colleges. While post-graduate education and research is being supported extensively, Departments and Centres in the Universities in certain specialised areas are being supported with special assistance to develop them as centres of excellence. Special Cells have been set up to re-design the courses and prepare their curriculum content. An Expert Committee is working out the details of alternate models for the governance of universities. Meanwhile, the Commission has developed guidelines for the affiliation of new colleges. The programme of autonomous colleges is being given special emphasis. 62 colleges have so far been selected for autonomous status.

14.4 The progress of implementation of the major programmes in higher education is indicated in the following pages.

15. Indira Gandhi National Open University

15.1.0 Started functioning from September 20, 1985.

MAJOR OBJECTIVES ARE :

- to provide access to higher education to large segments of the population, specially the disadvantaged groups;
- organise programmes of continuing education to upgrade knowledge and skills;
- initiate special programmes of higher education for specific target groups like people living in the backward regions, hilly areas, housewives, etc.

15.2.0 ACADEMIC PROGRAMMES

COURSES STARTED

Sl. No.	Name of the Course	Date of commencement	Enrolment
1.	Diploma in Management (Module I)	January, 1987 (1st Batch)	3417
		January, 1988 (2nd batch)	5225
2.	Diploma in Distance Education	January, 1987 (1st batch)	1097
		January, 1988 (2nd batch)	1480
3.	Certificate in Rural Development	November, 1987	500
4.	Preparatory programme for BA/B.Com. courses for students who have not qualified in Higher Secondary Examinations (Admission through an entrance test)	January, 1988	9449
5.	Diploma in Creative Writing	January, 1988	370
6.	Diploma in Management (Module-II)	January, 1988	820
COURSES FOR WHICH ADMISSIONS ANNOUNCED			
1.	B.A./B.Com. for 10+2 students (Foundation Course, Core Courses in 2-3 subjects and application-oriented component)	August, 1988	10000 (expected)
2.	Certificate Course in Food and Nutrition in English, Hindi, Assamese, Gujarati and Telugu.	August, 1988	1000 (expected)
3.	Diploma in Management (Module-I)	January, 1989	—
4.	Diploma in Creative Writing	January, 1989	—
—	Total Enrolment on 30.6.1988		about 17850

15.3.0 PROGRAMMES IN THE PIPELINE

Preparatory work (production of course material is in progress for diploma courses in Computer Education, Rural Development, Bachelor's Degree in Library and Information Science, Special programmes for Women (Pre-School Education, Child Psychology and Counselling, Dietetics), Tribal Education, Undergraduate programmes in Science and a diploma programme in higher education for University teachers.

INSTRUCTIONAL SYSTEM AND STUDENT SUPPORT SERVICES

15.4.1 The delivery system of the University consists of multimedia packages involving printed material, audio and video materials at the Study Centres and programmes of advising and counselling for students. TV and Radio are to be used in a big way in future.

15.4.2 Study Centres are an integral part of the Student Support Services. Part-time tutors and guides will offer counselling, advice. Study Centres will also have all the materials produced by the University and viewing facilities for audio and video programmes. These Centres will function normally on holidays or in the evenings on working days. One hundred and five Study Centres have so far been set up. This number will go upto 120 by March, 1989.

15.4.3 Regional Centres are being set up to coordinate and supervise the working of Study Centres. Ten Regional Centres have so far been set up at Bhopal, Bhubaneswar, Hyderabad, Lucknow, Kota, Ahmedabad, Bangalore, Madras, Shillong and Delhi. Further Regional Centres will be established as the need arises.

PRODUCTION OF MATERIAL AND THEIR DISTRIBUTION

15.5.0 Course teams are appointed for each programme. Lessons are written by consultants, experts, etc. on part-time or short-term assignments. The core staff of the University edit the material and prepare them for production in print or on audio/video tapes. Technical experts are appointed by the University for facilitating the production of this material in bulk.

COURSE MATERIAL PRODUCED TILL JUNE, 1988

(a) PRINT MATERIAL	NO. OF COPIES
Management (16 courses)	356000
Distance Education (7 courses)	87000
Rural Development (3 courses)	9000
Creative Writing (5 courses)	12000
Preparatory Course for Bachelor's degree in English and Hindi (3 courses)	155000
Programme Guides, Assignments, Readings	89700

b) AUDIO AND VIDEO PROGRAMMES

Name of the Course	Audio Programme	Video Programme
1.	2.	3.
Management	22	40
Distance Education	16	9
Rural Development	12	13
Creative Writing	10	4
Library Science	3	4
Undergraduate Programme	38	13

15.6.0 CAMPUS DEVELOPMENT

100 acres of land acquired in South Delhi in August, 1985.

Commencement of construction delayed for want of clearance from the concerned agencies in regard to land use. Clearance obtained in June, 1987.

An Architectural design competition announced in August, 1987 for selection of building design.

Jury meeting to select Architect held in June, 1988.

Presently the University is functioning from rented premises in seven locations in Delhi.

50 flats in Asiad Village acquired for staff residences.

16. Establishment of a Central University in Assam

- Consultation with the Government of Assam initiated in October, 1985, to obtain preliminary information on facilities available, possible location, type and nature of University to be set up, etc. Meanwhile, the Educational Consultants India Ltd., was asked to prepare a detailed project report and draft legislation for the University. An Expert Committee was appointed to guide the project preparation.
- Project report and draft legislation were finalised in December, 1987.
- The Government of Assam in the meanwhile has been suggesting the location of the University at Tejpur in North Assam. There were also suggestions from different quarters for location of the University at different places in the State.
- The demand for location of the University in Cachar district (pre-dominantly Bengali speaking) gained further strength. Informal consultation with various interests for the location of the University was suggested.
- In April, 1988, it was suggested that the University should be located in Cachar. The question whether the University should be affiliating or unitary is to be settled. Affiliation of local colleges may have some implications for the basic character of a Central University.
- A draft note for Cabinet is being prepared for obtaining decisions on these issues. As soon as these issues are settled, the legislation will be finalised for introduction in Parliament.

17. Central University in Nagaland

- Establishment of a Central University in Nagaland was approved in principle in September, 1987. A U.G.C. Committee which visited Nagaland recommended that a conventional university with a large number of disciplines and departments may not be viable. It suggested a University with forestry, horticulture and animal sciences as thrust areas with supporting departments in basic sciences and humanities.
- An Expert Committee was appointed by the U.G.C. to prepare a detailed project report.
- Meanwhile, it was decided to locate the University at Lumami and its foundation stone was laid by the Prime Minister in October, 1987.
- The Expert Committee of the U.G.C. suggested appointment of an OSD and staff for preparing the project report and draft legislation to the Educational Consultants India Ltd. The U.G.C. Committee enlarged and designated as the Project Advisory Committee to advise and guide the Ed. CIL.
- The project report and draft legislation are to be finalised by October 31, 1988.

18. Rural Institutes/Universities

18.1.0 The National Policy on Education—1986 visualises establishment of Rural Institutes/Universities on the lines of Gandhiji's revolutionary ideas of education.

18.2.1 As it is entirely a new and innovative concept, a detailed project report was prepared through Educational Consultants India Ltd.

18.2.2 The project report was examined and a Cabinet Paper was prepared proposing:

- a) setting up of a Central Council of Rural Institutes to evolve a system of education based on the concept of co-relation between socially useful productivework and academic activities.
- b) the academic programmes to be designed on the basis of survey of local employment/self-employment possibilities. Extension programmes will be one of the important functions of the Rural Institutes.
- c) the Rural Institutes will be autonomous in character and will have the necessary flexibility in their functioning. Composite institutions providing education from primary to the higher levels would be preferred.
- d) the Central Council of Rural Institutes will be set up as an autonomous registered body with a Governing Body, a Standing Committee on Basic Education and a Planning Board.
- e) this Council will be responsible for coordination and maintenance of standards of the academic programmes of the rural institutes.
- f) to begin with, emphasis will be on supporting on-going programmes/institutions and consolidating them rather than starting new ones.

18.2.3 The Cabinet note was circulated to Ministries of Agriculture, Finance, Rural Development and the Planning Commission in February, 1988.

18.2.4 The Ministry of Agriculture have expressed some reservations. According to them:

- a) the Agricultural Universities have been established throughout the country with more or less similar objectives. The proposed Rural Institutes would only be duplicating their efforts.
- b) the proposal to establish composite institutes will not be practicable.
- c) the purpose could be achieved by suitable enlargement of the Agricultural University concept and strengthening ICAR rather than setting up new mechanisms.

18.2.5 The Planning Commission has also expressed some reservations:

- a) The proposal is more or less similar to the 2nd Plan programme of National Council for Rural Higher Education which was later abandoned.
- b) An evaluation of the existing rural institutes and their performance should be made before the programme is implemented.
- c) In view of the resource constraint, attempt should be to provide financial assistance to the existing institutions selectively.
- d) The proposed Rural Council would only bureaucratise rural education. Instead, the UGC could set up a separate panel for the purpose.

18.2.6 Efforts are underway to resolve these differences and finalise the Cabinet Paper.

19. National Council for Higher Education

19.1.1 A series of consultative meetings with Ministries and agencies (Health, Agriculture, U.G.C., I.C.A.R., etc.) were held to finalise the powers, functions, composition, etc. of the National Apex Body (National Council for Higher Education)

19.1.2 There have been reservations about the scope of the functions proposed for the National Council and also about the details of its composition and structure.

19.1.3 Further consultations were held throughout 1987 to iron out these differences.

19.1.4 On the basis of these consultations, a draft note for the Cabinet was prepared and circulated to Ministries of Agriculture, Health, Science & Technology, Finance, Planning Commission, etc.

19.2.0 The major functions proposed for the Council are :

- (a) Overseeing the development of higher education, relative priorities, inter-linkages, distribution of responsibilities among various agencies, etc.
- (b) Advising the government on overall allocation of resources for different educational systems.
- (c) Promotion of collaborative programmes between and among institutions of higher education and research and between institutions and industry.
- (d) To set up a National Research Foundation for funding research.
- (e) Establishment of certain common facilities including data network.
- (f) Co-ordination of external academic relations.
- (g) Promotion and participation of institutions in the accomplishment of national missions.
- (h) To take measures to improve standards and relevance of higher education and research to meet the present and future needs, etc.

19.3.1 The existing agencies like the U.G.C., I.C.A.R., A.I.C.T.E., M.C.I. will continue to perform their assigned functions while the National Council will perform an overall co-ordinating role.

19.3.2 The proposed National Council will have 20 members with the Prime Minister as its Chairman. The members are :

- (a) Ministers of HRD, Agriculture, Health & Family Welfare and Ministers in charge of Education & Culture and Science & Technology.
- (b) Deputy Chairman, Planning Commission.
- (c) Secretaries in the Departments of Education, Agriculture, Health and Science & Technology.
- (d) Chairmen of UGC, AICTE and ICAR.
- (e) Vice-Chancellor, IGNOU.
- (f) A full-time member to be appointed by the Central Government.
- (g) Five eminent persons to be nominated by the Government.

19.3.3 The National Council will have a 10 member Executive Board. Minister for HRD will be the Chairman of the Executive Board. The full-time member of the National Council will be its Vice-Chairman. Secretaries of Education, Agriculture, Health and Science & Technology, the Chairmen of UGC, AICTE and ICAR, and the Vice-Chancellor, IGNOU would be its members. The Executive Board will carry out the decisions of the Council and perform any other function assigned to it.

19.3.4 The Council will have a Co-ordinating Committee consisting of the Chairman of the participating organisations or their nominees and the representatives of the concerned Ministries/Departments. Implementation of the programmes and activities of the Council, maintenance of linkages with the concerned agencies, commissioning of studies, etc. will be the responsibility of the Co-ordinating Committee.

19.3.5 The Council will have an independent Secretariat. The Ministry of HRD will be the nodal Ministry. It will be set up under a Government resolution.

19.4.1 The Ministries of Agriculture, Health, DST and Finance have concurred in the proposal.

19.4.2 The Planning Commission have expressed certain reservations. According to them, setting up the NCHE need not be a high priority programme as the existing agencies could perform the proposed functions; the scope of the NCHE is likely to go beyond mere coordination; it may not be able to deal effectively with statutory bodies like UGC, AICTE, Medical Council, Bar Council, etc; there are other proposals for establishing coordinating mechanisms for research; the multiplicity of agencies in higher education may hamper growth; etc.

19.4.3 These differences are to be sorted out with the Planning Commission before the proposal is submitted to the Cabinet.

20. National Testing Service

(DELINKING OF DEGREE FROM JOBS)

20.1.1 The Department of Personnel was requested in October, 1986, to initiate a review of the job requirements and recruitment rules to identify jobs which can be delinked from University degrees.

20.1.2 Ministries/Departments were requested by DOP to undertake such a review in January, 1987.

20.1.3 DOP informed in April, 1988, that the response from the Ministries/Departments was not encouraging. According to them, the feasibility of the proposal was discounted on the ground that the University degree was necessary because a measure of discipline of mind and breadth of vision acquired through college education was necessary for most jobs; and prescribing a degree ensured response to advertisements within manageable limits.

20.2.1 Meanwhile, the Department of Education had got a detailed project report for the establishment of a National Testing Service prepared.

20.2.2 The project report was examined and in January, 1988, the Cabinet had approved in principle a proposal to establish a National Testing Service.

20.3.0 The major functions proposed for the NTS are :

- (a) The NTS will conduct tests on a voluntary basis to determine and certify the suitability of candidates for specified jobs that do not require a degree or diploma qualification.
- (b) The NTS test will be designed on the basis of detailed job description and job/task analysis to identify requirements of knowledge, competence, skills and the aptitudes necessary for the performance of identified jobs or clusters of jobs. The NTS tests will not be in the nature of a single test or a repetition of the same test. It will be a sequence of tests, each with its own characteristics.
- (c) In the field of admission to higher courses, the NTS may make available its expertise and capabilities to existing institutions and agencies at an appropriate time by holding preliminary/screening or other tests on their behalf. The NTS will not hold, on its own, any admission tests which will confer a claim on anyone for admission to any institution.
- (d) In areas where there are no recruitment tests at present such as Faculty recruitment, recruitment of Scientists, Specialists, etc., the NTS will offer its services in due course to agencies who wish to conduct such tests.
- (e) The NTS will function as well-equipped resource centre at the national level in test development, test administration, test scoring, etc., and will establish a comprehensive data-base on educational testing.

20.4.1 The draft Memorandum of Association and Rules for registering the NTS as a society have been finalised. Lists of names of persons who could be appointed on the General Council and Board of Management of the NTS have been identified.

20.4.2 Persons who could be appointed as Chairman and Director of NTS also identified.

20.5.0 On finalisation of the appointment/nominations mentioned above, the NTS will be registered.

21. University Grants Commission

21.1.0 The Progress made in the implementation of the NPE upto 30th June, 1988 is presented in terms of the following main thrust areas :

1. Consolidation and Expansion of Institutions
2. Management of Universities
3. Autonomous Colleges
4. Design of Courses
5. Teachers—Revision of Pay Scales, training and recruitment
6. Strengthening Research
7. State Council of Higher Education
8. Accreditation and Assessment Council
9. Media and Educational Technology

21.2.0 Consolidation and Expansion of Institutions

(a) **New Guidelines to Universities and Colleges :**

Guidelines for the Seventh Plan period were formulated in the light of New Education Policy, emphasising consolidation of existing facilities. Proposals of all eligible universities have been finalised with the help of academics and educationists and necessary approval communicated. Progress of implementation is indicated at Annexure I.

New Guidelines for colleges as per NPE-POA have been framed and widely circulated. The emphasis in the guidelines is inter-alia on improvement of standards and quality of education. The Commission approved 7th Plan Development grants to the number of colleges listed below :

	No. of colleges
Basic Grant	2674
Development of under-graduate colleges	1646
Development of single-faculty colleges	110
Development of Post-graduate colleges	105

Special assistance is being provided to universities and colleges to remove obsolescence and to modernise laboratories and libraries, etc.

Progress of implementation is indicated at Annexure II.

(b) **Guidelines for granting affiliation to new colleges :**

The Commission appointed a Committee to formulate guidelines for granting affiliation to new colleges indicating among others, the minimum facilities required in each institution, including new coaching aids such as audio-visual system, VCRs, Computers, etc. The guidelines have been approved by the Commission and have been circulated to Universities/State Governments for their guidance.

21.3.0 Management of Universities

(a) **New Management Structure :**

A committee was constituted to review the Management patterns of various university bodies in the light of the new demands on the university system. The Committee organised four seminars and constituted special sub-groups to discuss various aspects of the university management. The report is likely to be finalised soon. Wide discussions would be organised on the report which would become the basis of new legislation.

(b) **Improvement in Efficiency :**

One hundred Universities have been sanctioned computer facilities. Fifty Colleges have been provided with PC/XT Computers each and another 70 colleges have been given financial assistance for providing computers. It has now been decided to increase the number of colleges from 200 to 400 for providing computer facility during the Seventh plan period. Delhi University and Jawaharlal Nehru University have been provided separate Computers especially to develop necessary software etc. and after the software formats are standardised with the UGC computer, this facility will be extended to other universities to help monitoring and developing sound data base for maintenance of students records, accounts and other data required for administration and management.

(c) **Performance of Educational Institutions :**

Regulations for minimum standards of instruction for grant of first degree have been prescribed. A committee has been constituted to set out the criteria for assessing the performance of educational institutions.

21.4.0 Autonomous Colleges :

(a) Guidelines as per NPE-POA framed and circulated to all universities/colleges/state governments. Proposals of 62 new colleges (19 in Andhra Pradesh, 24 in Tamil Nadu, 4 in Rajasthan, 15 in Madhya Pradesh) have been approved for grant of autonomy. Eighty five proposals are under consideration of the Universities. Dialogue with State Govts. and universities have been initiated. Besides orientation programmes for State Government Officials/University Officials/college Principals are being organised. Progress and projection of the scheme is given at Annexure III.

(b) The UGC has constituted a committee of Experts to frame guidelines with a view to develop the departments/centres as autonomous within the university frame work. The report of the committee is being finalised.

21.5.0 Design of courses :

The UGC gives priority for restructuring of courses with a view to meet the growing demands of specialisation to provide flexibility in the combination of courses, to facilitate mobility among courses, programmes and institutions, to update and modernise curricula, to integrate work/practical experience and participation in creative activities with the learning process and to facilitate reforms in the evaluation procedure. Twenty four Curriculum Development Centres were established, 7 in Sciences and 17 in Humanities and Social Sciences in December, 1985—for continued review of curricula. These centres organised 8 meetings of the expert Committees. The Commission has received reports in the subjects of English, Urdu, Hindi, Geography, Economics, Psychology, Philosophy, Chemistry, Bio-Physics, Anthropology & Sociology and Visual Arts and Design till 30th June, 1988 which would be made available to universities for their guidance and implementation. Three more CDC's in Sciences have been approved during June, 1988.

21.6.0 Teachers-Revision of Pay Scales, Training and Recruitment

(a) Revision of Pay Scales :

A scheme for improvement of salary and service conditions of university and college teachers was announced in June, 1987 as one of the measures for improvement in the quality and standard of teaching and research in the universities and colleges. The scheme of revision of pay scales was based on the Mehrotra Committee report and the recommendations of the University Grants Commission.

(b) Teachers' Training:

The Commission has approved a scheme for establishment of Academic Staff Colleges (A.S.C.) for the orientation of newly appointed college and university lecturers. Forty-eight universities have been identified to set up A.S.Cs. Of these, 34 A.S.Cs. have already started organising orientation courses during 1987-88. Remaining ASCs will start functioning during 1988-89. So far, grants amounting to Rs. 2.95 crores have been sanctioned to 38 universities. Each academic staff college will be able to organise training for about 400 teachers per annum. Refresher courses for in-service teachers have been planned and the Commission is finalising the University Departments and thrust area for this purpose. Progress of implementation is indicated at Annexure-IV.

(c) Recruitment of Teachers

A Committee was constituted to work out, the details for conducting qualifying test for recruitment of lecturers. Steps are being taken to have consultations with the universities, CSIR, AICTE, etc. to finalise the scheme.

(d) Performance evaluation and Code of Professional Ethics

The Commission constituted a Task Force to evolve performance evaluation and code of professional ethics for teachers with the consultation of AIFUCTO representatives. The Task Force had its first meeting in August, 1987. The information regarding the existing procedure followed by different universities/institutions have been received and compiled. The second and third meetings of the Task Force held on 18th March, 1988 and 18th April, 1988 respectively. The report of the Task Force is being expedited.

21.7.0 Strengthening Research

(a) Development of common facilities in the university sector :

(i) Modern Computer based information centres have been set up as under :

- Indian Institute of Science, Bangalore. (Science)
- SNDT Women's University, Bombay. (Humanities)
- M.S. University of Baroda, Baroda. (Social Sciences)

(ii) Nuclear Science Centre is established at JNU Campus, New Delhi.

(iii) An Inter-University Centre in Astro Physics and Astronomy has been established at Poona University in collaboration with TIFR, Bombay while making use of Giant meterwave Radio Telescope.

(b) Special Assistance Programme

The UGC has agreed to bring more departments within the fold of Departmental Research Support (DRS), Department of Special Assistance (DSA) and Centre of Advanced Study (CAS). Subject panels are working in this direction. Progress of implementation is indicated at Annexure-V.

(c) **COSIST Programme:**

Ninety-three Departments are being assisted under the scheme of Strengthening Infrastructure in Science and Technology. Sixteen departments have been monitored/evaluated which were assisted in the year 1986-87. The feedback received so far indicates that the COSIST Programme is proving very effective. Progress of implementation is indicated at Annexure—VI.

21.8.0 State Councils of Higher Education :

In order to create effective machinery for planning and coordination of higher education at the State level as also coordination with the UGC, the Commission appointed a Committee to formulate guidelines for the setting up of the State Councils of Higher Education. Guidelines have been evolved through extensive consultations. The guidelines thus evolved were approved by the Commission and a copy was sent to Government of India for taking necessary action. The above guidelines were reviewed by the law panel of the Commission in the light of Supreme Court judgement on the Andhra Pradesh Commissionerate of Higher Education Act, 1986. The revised guidelines have been approved by the Commission in January, 1988 and sent to the universities and State Governments for information and to the Government of India for further action. The State Council for Higher Education has since been set up in Andhra Pradesh. Progress of implementation is indicated at Annexure-VII.

21.9.0 Accreditation and Assessment Council :

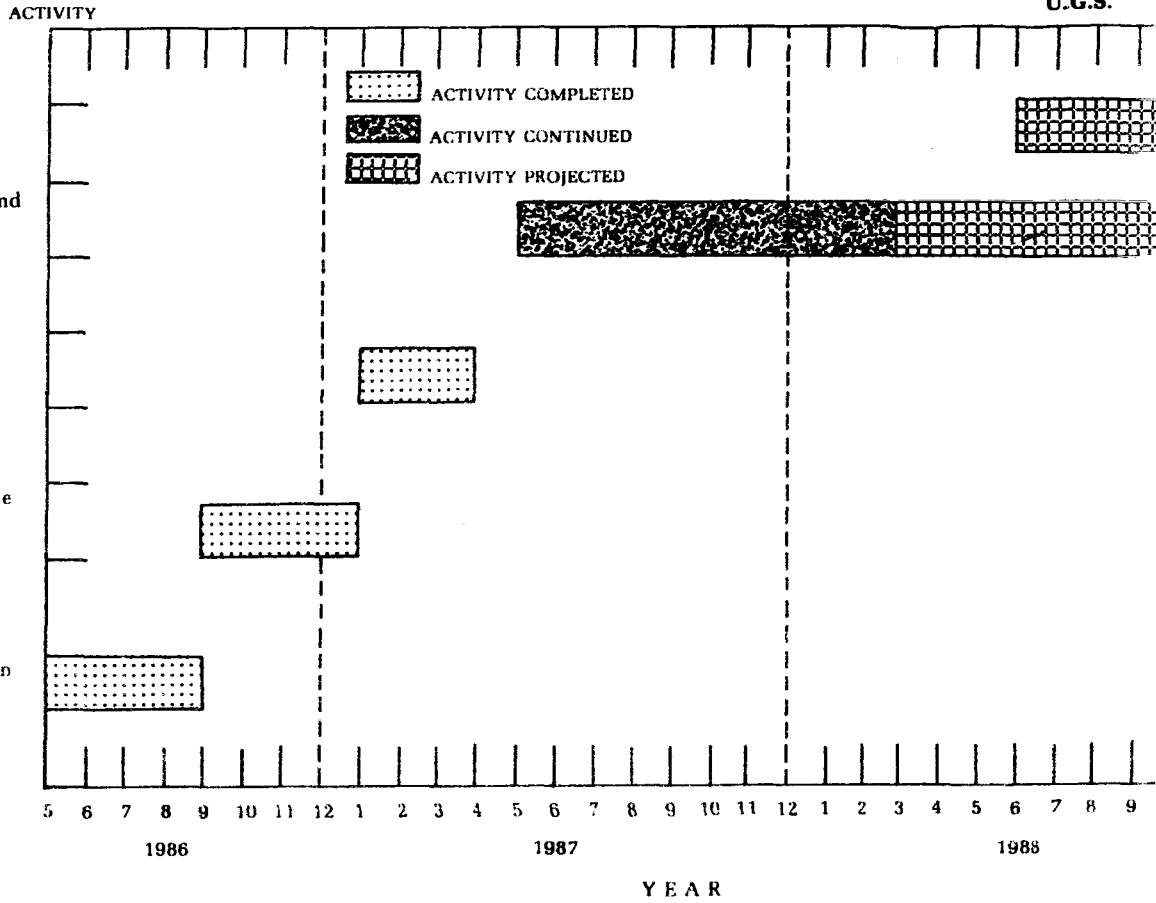
It is proposed to develop a mechanism for accreditation and assessment for maintaining and raising the quality of institutions of higher education. A Committee has been appointed to work out the details for establishing Accreditation and Assessment Council as an autonomous body. A draft report has been formulated by the sub-committee which was approved by the main committee. The Commission recommended that the report may be discussed with the academics. Accordingly, four Regional Seminars and a National Seminar will be organised shortly. The UGC Expert Visiting Committees to Universities have been requested to discuss the report with Vice-Chancellors and teachers. The visits of the Committees started from July, 1988. Progress of implementation is indicated at Annexure-VIII.

21.10.0 Media and Educational Technology

The University Grants Commission has taken initiative to utilise the time slot given for higher education and televising the TV Programme on higher education entitled "Country-wide class room." It has set up 4 Educational Media Research Centres (EMRCs) and 7 Audio Visual Research Centres (AVRCs) in universities/colleges for training and production of TV software. The Commission has taken steps for supply of colour T.V. sets to about 2000 selected colleges in phases during the Seventh Plan period. A perspective plan for the UGC INSAT Project is being formulated in which projections will be made for the future INSAT time requirements for higher education. UGC has undertaken a project to produce non-broadcast mode educational material for undergraduate students. Fifteen subjects have been selected to produce syllabus oriented video course material with the help of best available teachers. Eight Centres have been identified for production of such video course material. One such programme production centre has been approved at Bharatidasan University. Most of the subject coordinators have convened meetings of the Editorial Boards in the identified subjects. Orientation workshops are being organised for the identified teachers for exposure to the video equipment and production techniques etc.

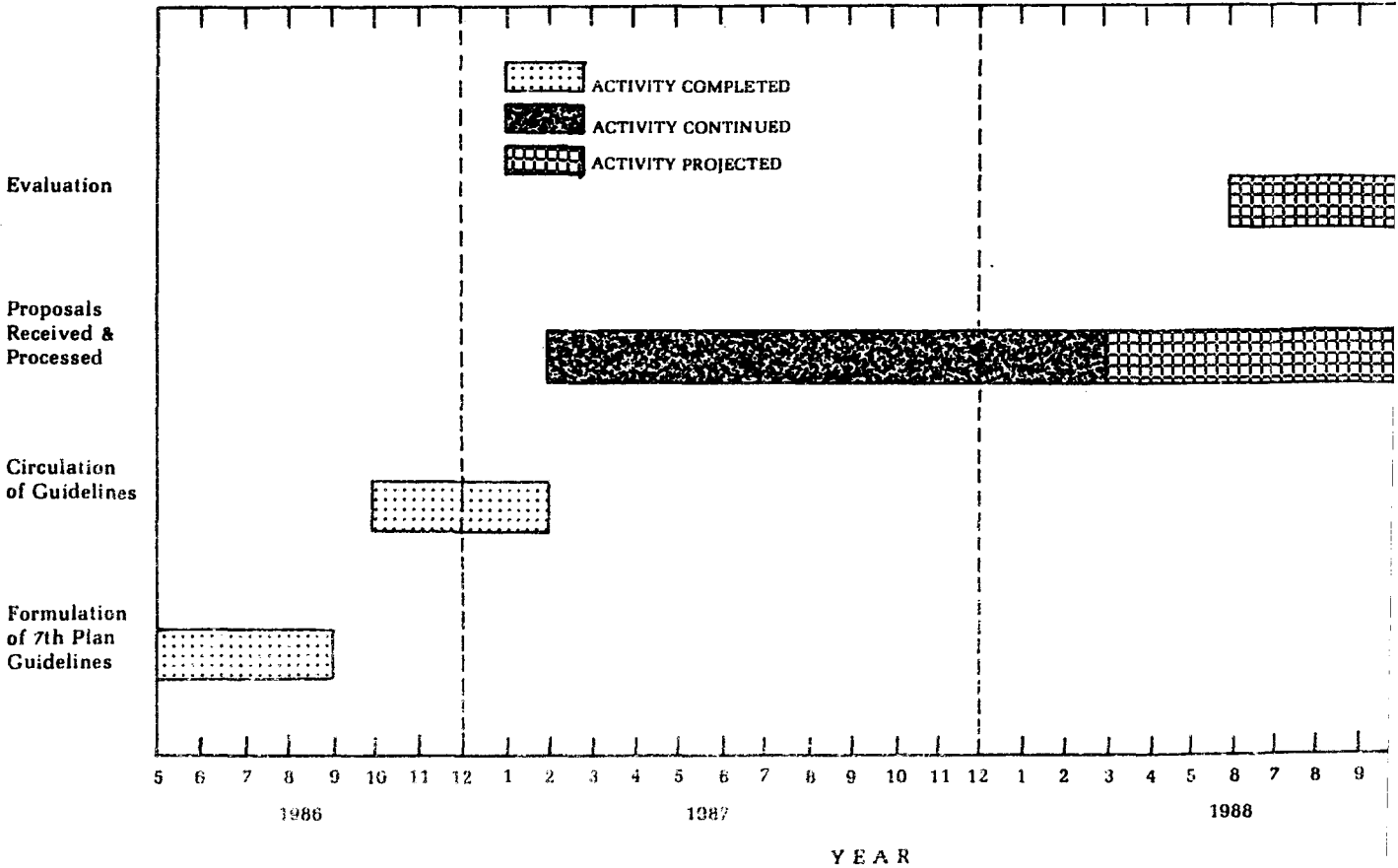
Consolidation of Universities

ANNEXURE-I
U.G.S.



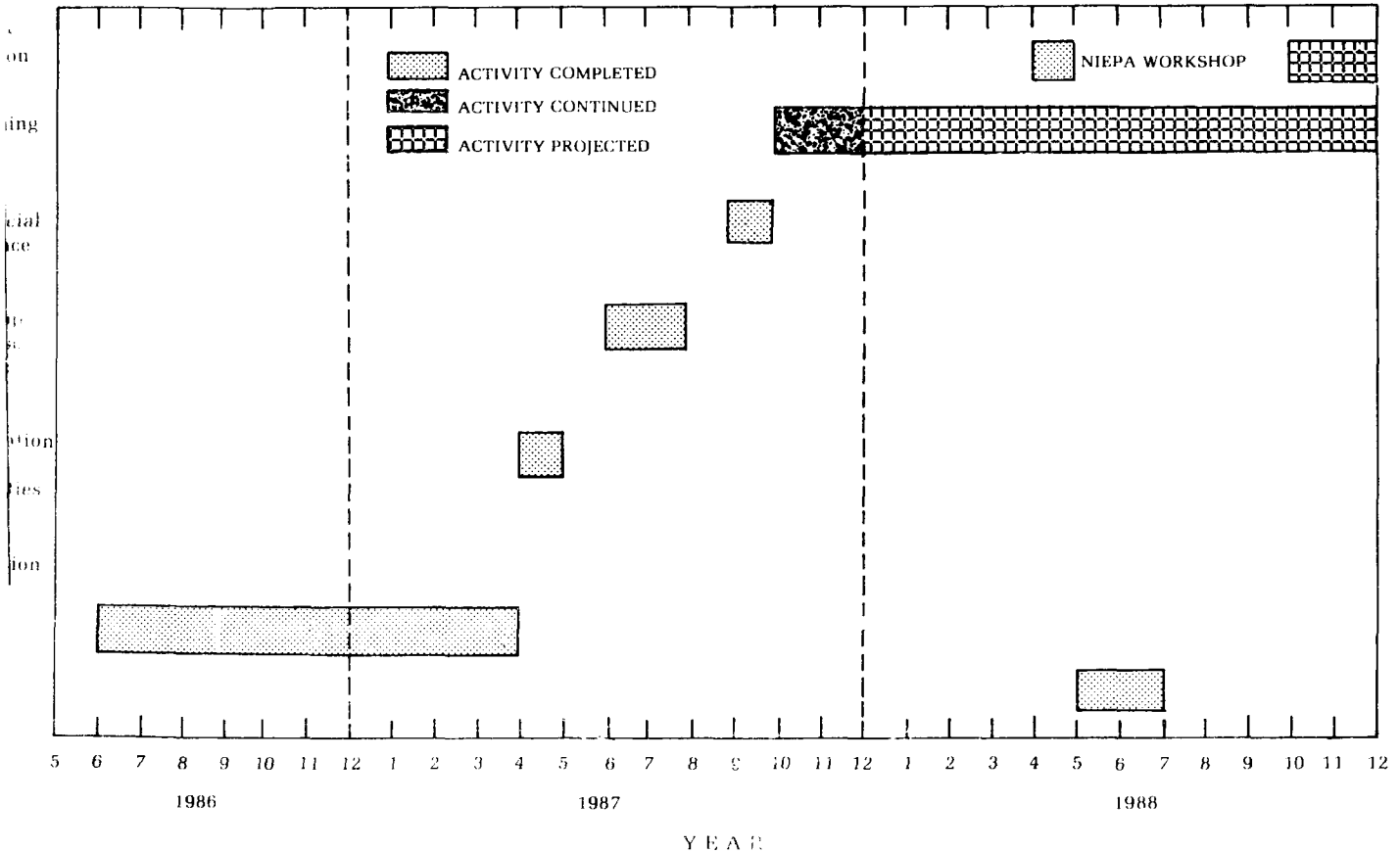
Consolidation of Colleges

ANNEXURE-II
U.G.C.



Training of Teachers

ANNEXURE IV
U.G.C.

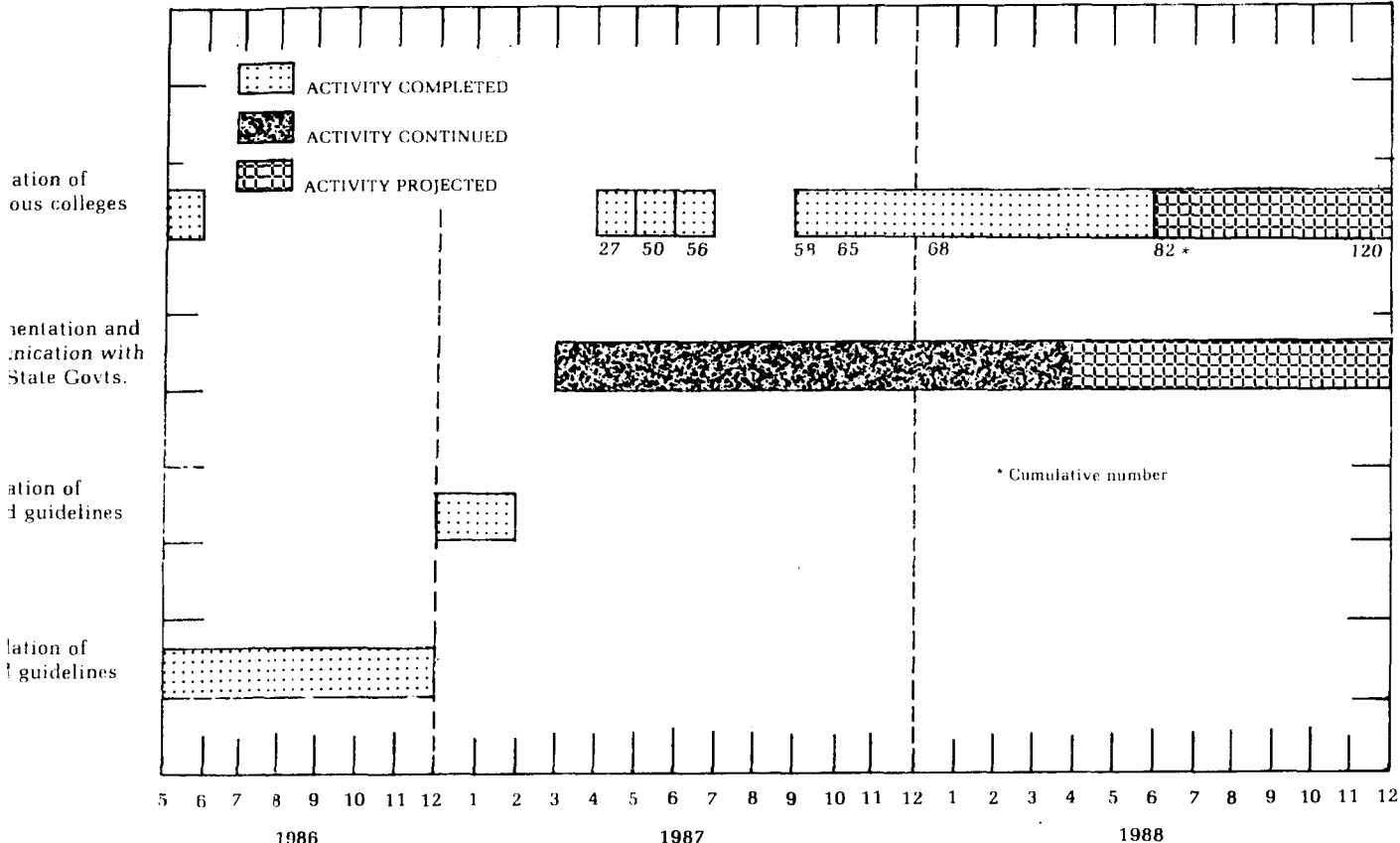


* ORIENTATION

Y E A R

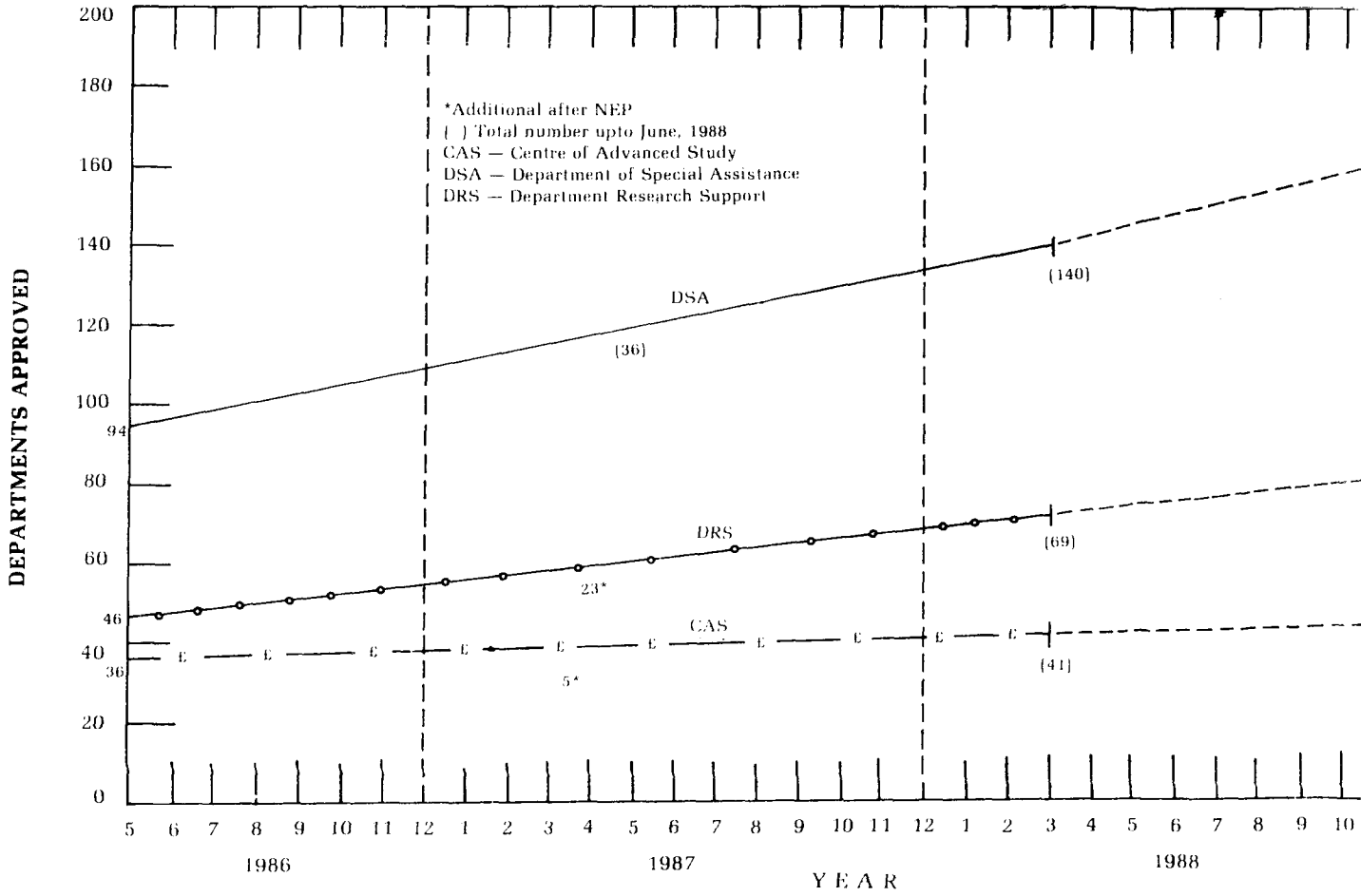
** PLANNING OF REFRESHER COURSES

ACTIVITY



* Cumulative number

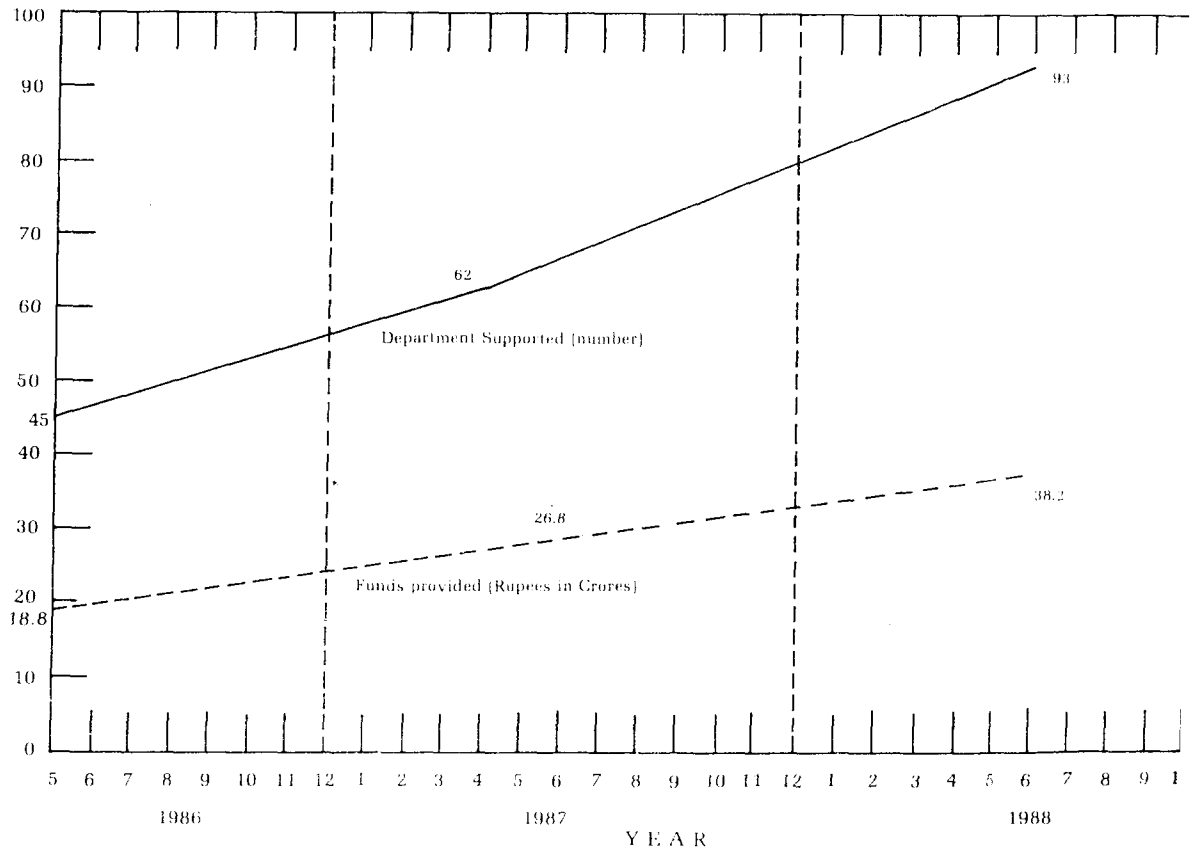
YEAR



No. of Deptts./Rs. in crores

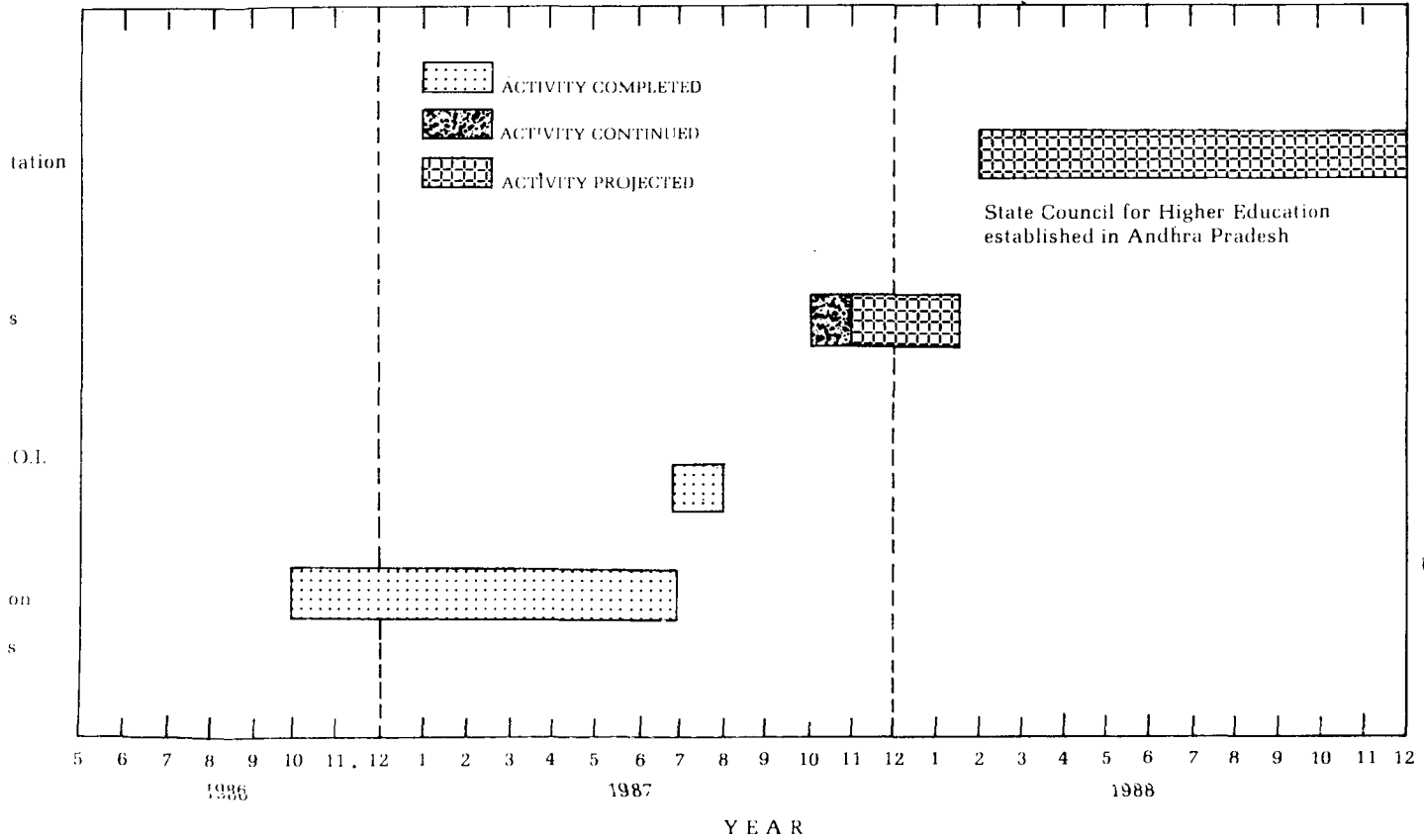
Cosist Programme (Deptt. Assisted)

ANNEXURE-VI



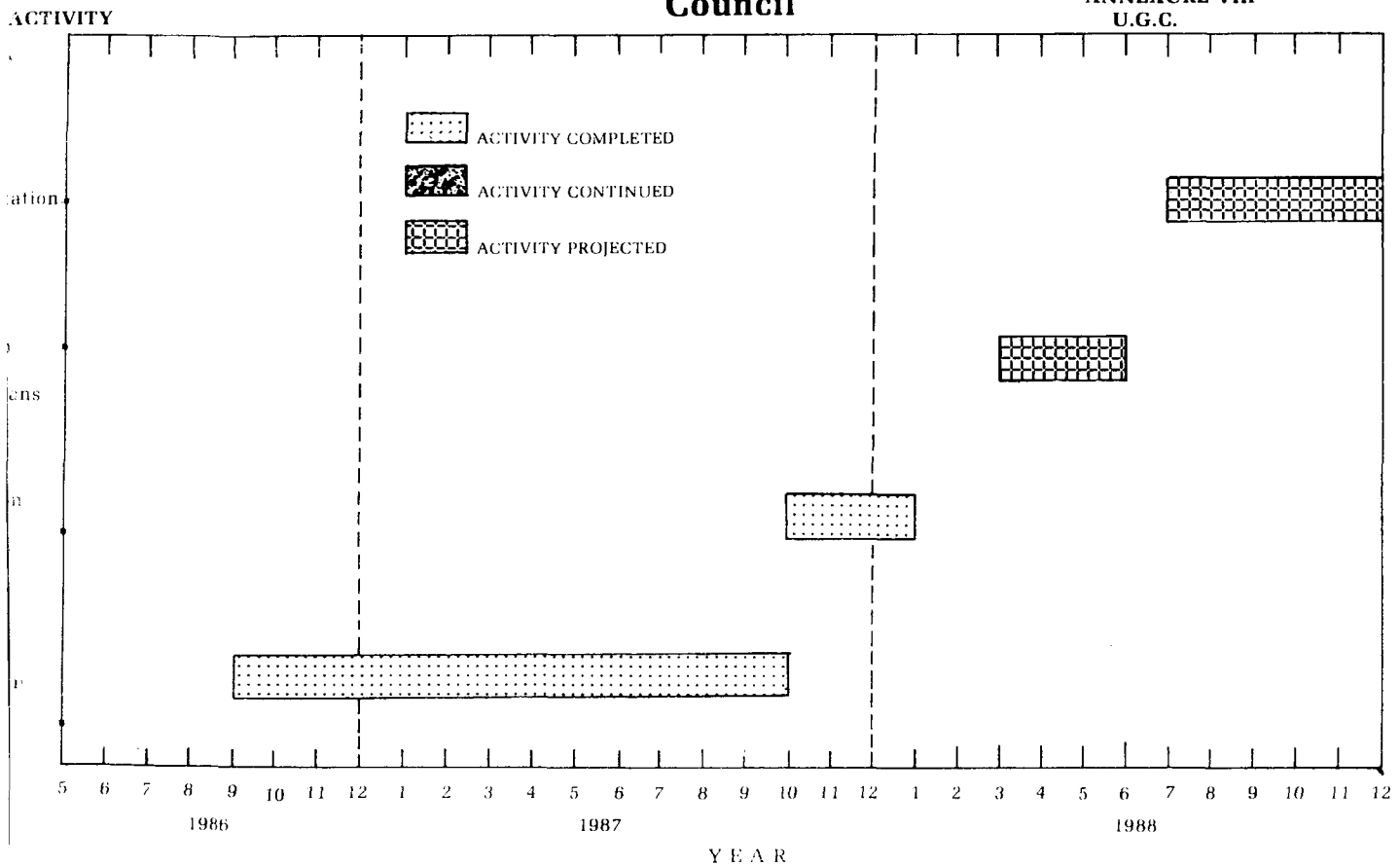
State Council of Higher Education

ANNEXURE VII
U.G.C.



Accreditation & Assessment Council

ANNEXURE VIII
U.G.C.



22. Technical Education

22.1.0 During the past four decades, there has been a phenomenal expansion of technical education in the country. In spite of this significant development, a lot more has to be accomplished in respect of increasing its coverage and enhancing its accessibility to various categories of people, and in improving its productivity. Moreover, the changing scenario by the turn of the century in socio-economic, industrial and technological areas needs to be considered to enable the system to play its role with greater relevance and objectivity. Based on these considerations, the National Policy on Education (NPE) has rightly pointed to several new initiatives to further revamp the technical education system. Action taken to implement these directives is indicated below :—

- The All India Council for Technical Education (AICTE) has been provided statutory backing with the enactment of a special law.
- All on-going programmes have been re-oriented to take care of the thrusts/directives/goals indicated in the NPE.
- All central and centrally sponsored institutions were directed to prepare their POAs based on the NPE. They have re-defined their institutional goals and targets, and prepared perspective plans to cover the remaining period of the 7th Plan as also the 8th Plan period. Their Annual Plans have been prepared accordingly.
- The POA indicates about 79 initiatives to be taken during the 7th Plan. Twenty three schemes were formulated in 1987-88. Twelve of them were cleared by EFC with minor modifications. Some of the related schemes have been grouped together for effective implementation.
- All technical education schemes based on the NPE have been discussed in detail with all the States and UTs. They have been requested to prepare proposals/schemes to complement and supplement the central efforts.

22.2.0 Some of the priority schemes, their scope and objective and the details of implementation are described in the following pages.

23. All India Council for Technical Education

23.1 The All India Council for Technical Education (AICTE) was set up in 1945 as a national expert body to advise the Central Government and the State Governments on the development of technical education. However, since the AICTE did not have statutory authority, in recent years it has not been able to enforce many of its recommendations relating to maintenance of standards and coordinated development of technical education.

23.2 During the year 1987-88 a bill was therefore brought up to vest the AICTE with statutory powers. This bill has since been passed by Parliament and become an Act. The statutory powers now vested in the AICTE will ensure:

- proper planning and coordinated development of technical education system throughout the country,
- promotion of qualitative improvement of technical education in relation to planned quantitative growth, and
- regulation of the system and proper maintenance of norms and standards.

23.3 The AICTE Act 1987 has come into force with effect from 28th March, 1988 with the issue of necessary Gazette notification in this behalf.

23.4 The statutory AICTE has been constituted with effect from 12th May, 1988 by issue of the necessary Gazette Notification for the purpose.

23.5 The rules and regulations of the statutory Council have been drafted. Action has been initiated to acquire staff, accommodation and equipment to make the new Council operational.

23.6 Action has also been initiated to formulate norms and standards for degree and diploma courses in engineering and technology; guidelines for admission to these courses; and norms for tuition and other fees.

23.7 The first meeting of the statutory AICTE was on 6th July, 1988 in Delhi.

24. Modernisation and Removal of Obsolescence

24.1 The salient measures to ensure modernisation and removal of obsolescence of engineering and technological institutions of all levels, and to enhance functional efficiency, include the following:

- Removal of obsolescence in machinery and equipment in the laboratories and workshops of engineering and technological institutions.
- Addition of new equipment relevant to the curricular needs as a sequel to the fast developments taking place in technologies.
- Provision of 'hands on' experience to students in modern technologies through laboratory practice.
- Setting up of new laboratories.
- Provision of computers.
- Training and retraining of faculty and supporting staff.

The following action has been taken:

- The National Expert Committee set up by the Ministry has provided guidelines for implementation of the scheme. The approach will be selective as the demand exceeds the budgetary provision.
- Expert Committees were constituted to examine the proposals/projects received from institutions and make recommendations to the National Expert Committee.

24.2 During the first two years of the Seventh Plan (1985-86 and 1986-87) 282 proposals at a cost of Rs. 33.00 crores were supported. During the year 1987-88, 503 proposals were sanctioned for funding of an amount of Rs. 60.00 crores.

24.3 During the year 1988-89 an amount of Rs. 2.5 crores has been sanctioned in favour of 88 Engineering Colleges. The Budget provision for 1988-89 is Rs. 43.00 crores.

25. Thrust Areas in Technical Education

25.0.0 The scheme has three components, namely;

(a) CREATION OF INFRASTRUCTURE IN AREAS OF EMERGING TECHNOLOGIES:

25.1.1 The scheme aims at creation of necessary infrastructure for education, research and training in selected technological institutions in 17 identified areas of emerging technology with a view to:

- develop modern laboratories in the areas supported.
- develop a strong base for advanced level work.
- provide facilities and support for R&D activities in the frontier areas on a national basis so that technology gap with respect to advanced countries is eventually bridged.
- train faculty.
- promote linkages with user agencies, industry and R&D organisations.
- disseminate information in the areas of expertise developed, and
- train manpower.

25.1.2 The following methodology has been adopted:

- There shall be a selective approach and appropriate funding in a phased manner.
- Well-established institutions with good infrastructure, good faculty, and linkages with R&D Organisations and other fund-giving agencies will be preferred for support under the scheme in order to maximise the returns from the investment.
- Subject-wise Expert Committee will examine the projects and formulate recommendations.
- The National Expert Committee will provide guidelines and consider the recommendations made by the Expert Committee for approval.
- Funds will be released on the approval of National Expert Committee.

25.1.3 During the first two years of the Seventh Plan 89 proposals were supported at a cost of Rs. 15.37 crores. During 1987-88, 117 proposals have been supported at a cost of Rs. 14.00 crores. The targets for 1988-89 and 1989-90 are for funding 90 and 95 proposals respectively. The budget provision for 1988-89 is Rs. 12 crores. Screening of Projects for 1988-89 has been taken up, and is in Progress.

(b) EXPANSION OF FACILITIES IN CRUCIAL AREAS OF TECHNOLOGY WHERE WEAKNESS EXISTS:

25.2.1 The main objective of the scheme is to expand facilities in certain crucial areas of technology in the engineering institutions offering courses at under-graduate level through:

- strengthening the infrastructure of laboratory equipment;
- diversification of courses;
- expansion of base for post-graduate education; and
- development of consultancy and linkages with user agencies.

25.2.2 Financial support to engineering and technological institutions will be provided to strengthen facilities for offering courses in crucial areas such as computer science, electronics, material science, etc. where courses have been started at the under-graduate level without adequate infrastructural facilities. Eleven areas of technology have been identified for support.

25.2.3 During the first two years of the Seventh Plan, 128 proposals were funded to the tune of Rs. 14.50 crores. During 1987-88, 89 proposals at a cost of Rs. 9.97 crores have been supported. The Budget provision for 1988-89 is Rs. 8 crores. Projects have been taken up for Screening by Expert Committees.

(c) PROGRAMMES FOR NEW/IMPORTED TECHNOLOGIES AND OFFERING NEW COURSES:

25.3.1 This is a new element incorporated in POA of the NPE. The objectives are:

- Programmes for new/improved technologies and offering new courses.
- To develop proper academic programmes in new/improved technologies in different technological institutions keeping in view the changing industrial scenes and pace of technology development the world over.
- In anticipation of future technological advancement, to develop trained manpower in the new technology areas through diversity of programmes and courses in the technological institutions.

25.3.2 Forty Six new areas of technology have been identified by experts for offering new courses/programmes.

25.3.3 The budget provision for 1987-88 was Rs. 40.00 lakhs. Two projects under this scheme were sanctioned and an amount of Rs. 37 lakhs released during 1987-88. The budget provision for 1988-89 is Rs. 5 crores. Actions have been initiated in processing the Projects. Sanctions for four projects amounting to Rs. 12 lakhs has been issued.

25.4.0 Monitoring and Evaluation

A programme for Evaluation/Review meetings is being arranged during July-August 1988.

26. Indian Institutes of Technology (IITs)

26.1 The five Indian Institutes of Technology (IITs) at Kharagpur, Bombay, Madras, Kanpur and Delhi were established as premier centres of education and training in engineering and applied sciences at the undergraduate level and to provide adequate facilities for post-graduate studies and research. These are 'Institutes of National Importance.'

26.2 The IITs have made significant contribution in the matter of transfer of technology. A large number of industries have benefitted from the research work done by these Institutes either under sponsorship or on their own. Over the years, they have also succeeded in developing patents and have facilitated their exploitation by the Industry. Through the sponsored research projects and consultancy work undertaken by the IITs and their faculty, sizeable revenue accrues to the Institutes every year.

26.3 Another significant contribution made by the IITs in the development of Science & Technology in the country is the assistance extended by them in the development of curriculum etc. for the benefit of other engineering/technological institutions.

26.4 Each of the IITs has drawn up its own 'Programme of Action' (POA) to implement the directives indicated in the NPE 1986. The Planning Commission had detailed discussions with the Directors of IITs so as to involve them in the formulation of the Eighth Five Year Plan and its implementation. Suitable approach papers for the purpose are under preparation. The emphasis for development during the remaining part of the Seventh Plan and the Eighth Plan period will be on strengthening infrastructural facilities including construction of additional hostels and staff quarters, modernisation of laboratories, introduction of new courses in the emerging thrust areas, removal of obsolete equipment, institution of new programmes for quality improvement, staff and faculty development etc., so that these institutions are further developed as Centres of excellence in engineering and technological education and research and also provide leadership for the development of the rest of the technical education system. In view of the multifarious responsibilities given to them, each IIT was provided Rs. 4 crores under the current year's plan. They have also been involved in a networking arrangement with other institutions.

26.5 One of the recent highlights of the IIT system was its evaluation. A high-powered Review Committee which evaluated the working and performance of IITs submitted its report in February 1987. The recommendations made by the Review Committee have been discussed extensively at various levels within the IITs and are now under the active consideration of the IIT Council and the Government and necessary action to implement the same is being taken. Implementation of the recommendations will be regularly monitored by the IIT Council.

26.6 During 1988-89 the plan and non-plan budget provision for the five IITs is Rs. 90.86 Crores.

27. Indian Institute of Technology, Assam

27.1 In the Assam Accord, the Government of India have, inter-alia, agreed to establish an IIT in Assam. The Institute will be fully autonomous and wholly funded by the Central Government as in the case of other IITs and shall be the 6th IIT in the series of IITs in the country. It will be under the purview of the Council of IITs headed by the Union Minister-in-Charge of Technical Education. The President of India will be the Visitor of this IIT as well. Like other IITs, this Institute will also be governed by a Board of Governors which in turn will be assisted by other bodies as laid down in the Act and Statutes.

27.2 For formulation of the Detailed Project Report (DPR) including preparation of the Master Plan, a Project Director has been appointed and a Project Team of experts has been constituted to assist him. The report is in the final stage of preparation. The site for location of the IIT has been selected and approved in consultation with the State Government. The IIT will be located near Misa in the Nagaon District of Assam with an Extension Centre near Guwahati. The State Government has already initiated proceedings for acquisition of 791.20 acres of land at Misa. The process of acquiring of land measuring 170.84 acres for the Extension Centre at Guwahati is likely to be completed shortly. An amount of Rs. 3.95 crores has been sanctioned to them for the purpose.

28. Regional Engineering Colleges (RECs)

28.1 Fourteen Engineering Colleges (RECs) were set up, one each in the major States, during the Second and Third Plan periods to enable the country to meet the increased need for trained personnel during subsequent Plan periods. The fifteenth REC at Silchar (Assam) started functioning in November, 1977, and the sixteenth one at Hamirpur in Himachal Pradesh in July, 1986. Establishment of one more REC at Jalandhar in Punjab has been approved and is expected to start functioning with effect from 1989-90.

28.2 During 1987-88, emphasis was laid on the consolidation of existing facilities, establishment of computer centres at selected RECs, modernisation of laboratories including replacement of obsolete equipment, construction of students' hostels and development of students' activity centres. These Colleges made good progress in the implementation of their development plans. One hundred and fifty six laboratories are being developed in these Colleges under the scheme of institutional network with IITs. Under the scheme of strengthening facilities in crucial areas where weakness exists, B.Tech, degree course in Computer Science was introduced this year in the RECs at Kurukshetra, Nagpur and Silchar. Large size computer systems were installed in the RECs at Allahabad and Durgapur, increasing thereby the number of RECs with such systems to four. All RECs have been provided with atleast '0' level computers. Master's degree course in Computer Applications (MCA) was started at the RECs at Jamshedpur, Bhopal, Calicut and Surathkal.

28.3 In the context of the implementation of the NPE 1986, Programme of Action (POA) documents were prepared for all the RECs redefining their institutional goals and targets, and projecting perspective plans to cover the remaining period of the Seventh Plan and also the Eighth Plan period.

28.4 The REC'S have been provided Rs. 25.08 crores under Plan and Non-Plan budgets for 1988-89.

29. Longowal Institute of Engineering & Technology

29.1 The Institute will offer a variety of courses at certificate and diploma levels in engineering and technology. Vertical linkage between certificate and diploma courses has been envisaged so that on completion of certificate courses and with appropriate bridge courses students could be eligible for admission to diploma courses.

29.2 The Longowal Institute of Engineering and Technology will be an autonomous body registered under the Societies Registration Act and will be administered by a Governing Body comprising of educationists, public men, industrialists and representatives from the Central and State Governments. The Institute will have a Board of Studies and other Academic bodies for guiding the Director in all academic matters. To begin with, the Institute will offer 10 programmes each at certificate and diploma levels.

29.3 The Longowal Institute of Engineering and Technology Society was registered and a sum of Rs. 1.00 crore was transferred to the Society as 1st instalment of grant during 1987-88 to meet the expenditure on the implementation of the scheme. The matter is now receiving attention of the Government of Punjab who are mainly responsible for the implementation of the Scheme.

30. Transfer of Technology to Rural Areas through Community Polytechnics

30.1 The existing scheme of Community Polytechnic has been reoriented in the light of NPE. Its objectives are:

- Selected polytechnics which are now 108 in number will be given further resources and policy support to perform their role effectively.
- The community polytechnics will organise manpower development programmes for villagers to enable them to acquire employable skills.
- The polytechnics will take the responsibility for educating and training the villagers and creating awareness among them for adoption of new technologies.
- Technical services and community support services will be provided by the polytechnics to sustain new technologies.
- Dissemination of information to villagers to enable them to adopt and sustain the relevant technologies.
- The State Governments, the Directorates of Technical Education and Polytechnics will operate the Scheme within the overall policy frame work.
- The technical Teachers Training Institutes will act as a resource system to strengthen the scheme of Community Polytechnics.
- The State Directorates of Technical Education will generally supervise the performance of the Community Polytechnics to ensure their proper functioning.
- The Regional Offices of the Ministry of Human Resource Development will also monitor the scheme and send reports to the Ministry.

30.2 During 1987-88, over 15,000 people were trained under the scheme. The number of villages benefitted through technical services/transfer of technology was 1250. The scheme had an approved budget provision of Rs. 100 lakhs during the year.

30.3 The NPE stipulates that the scheme of Community Polytechnic will be appraised and appropriately strengthened to increase its quality and coverage. In accordance with this a National Expert Committee was set up to appraise the scheme. The Committee has completed its appraisal and given its recommendations for reorienting and strengthening the scheme. The recommendations made in the report have been examined and are now being processed for approval of the Government.

31. Promoting Technical Education for Women Setting up Residential Polytechnics for women

31.1 A scheme to establish residential polytechnics for women was formulated and got approved with the following objectives :

- To improve technical education of women quantitatively and qualitatively.
- To identify, start and conduct engineering and technology based diploma courses and advanced technician courses including those in high technology areas, consistent with employment potential.
- To offer short-term continuing education programmes to update working women technicians and offer non-formal courses to housewives and unemployed women.
- To provide incentives through freeships and stipends for increasing opportunity for women's entry to polytechnic courses.
- To act as pace setters and lead institutes to promote the setting up and development of more such polytechnics by the State Governments.

31.2 Each polytechnic will run 6 to 8 engineering and 1 or 2 non-engineering diploma courses, and about five advanced technician courses. The polytechnics will have Boards of Management for developing the system and to ensure their efficient and effective performance.

31.3 The agencies involved in establishing the polytechnics will include : Ministry of Human Resource Development, All India Council for Technical Education, Educational Consultants India Limited, Technical Teachers' Training Institutes, Institute of Applied Manpower Research, Nodal Centres of National Technical Manpower Information System, All India Board of Technical Education, the State Governments and their agencies including the State Boards of Technical Education.

31.4 A National Expert Committee has been constituted to examine the proposals and make recommendations on selection of site, identification of courses, mechanism for implementation and other relevant aspects. The schemes received from the State Governments are under examination of the National Expert Committee. One meeting of the National Expert Committee has already been held and the next meeting is likely to be held shortly to consider the proposals from remaining states received subsequently and to finalise the recommendations.

32. Promoting Equality of Opportunities for SC/ST and Educationally Backward Minorities

In pursuance of the Policy parameters for SC/ST and other educationally backward sections, the following measures have been taken :

- A scheme of providing remedial and special coaching for upgrading the merit of SC/ST students has been formulated and circulated to the State Governments. The objectives of the scheme is to upgrade the merit of SC/ST students by providing them extra coaching, both remedial (in Classes IX to XII) and special (in Classes XI-XII) with a view to removing their educational deficiencies and facilitating their admission in professional courses. The scheme was to start in 1987-88 with 1000 students (670 SCs and 330STs) in 50 schools, but only 225 students were covered in 12 schools in four States (Andhra Pradesh, Assam, Orissa and Rajasthan). Now, in addition to existing four states the grant to Government of West Bengal is being released. Other State Governments have also been requested to select schools for providing necessary facilities for implementing the scheme.
- A High level Committee set up in the Ministry of Welfare for upward revision of rates of Scholarships, increasing income limit of parents, streamlining procedures and tilting the rates in favour of professional courses has already submitted its report. Among other things, the Committee has suggested simplification of procedures and payment of scholarships through bank drafts, so as to avoid any possible delay in payment. The recommendations of the Committee are being considered.
- The NCERT and Central Institute of Indian Languages (CIIL), Mysore, have identified 23 tribal languages being spoken by more than one lakh persons. A number of primers and textbooks has been prepared. The work of preparation and revision of some of the already published text books is going on.
- Ten community polytechnics have been located in minority concentration areas with a view to extending benefits of vocational and technical skill training to persons belonging to educationally backward minorities. About 9500 persons have so far been trained and more than 1000 are undergoing training in various skills.
- Orientation programmes for managers/principals and training programmes for teachers of minority managed institutions have been organised by NCERT. The NCERT has conducted 42 programmes ranging from 3 to 30 days. A total of 1038 personnel (445 Principals/Managers and 593 teachers) have participated in these programmes.

33. Management of Education

33.1.0 Following up on letters from the Prime Minister and Human Resource Development Minister addressed to all the Chief Minister of States, Cabinet Committees and High level Committees have been formed to ensure expeditious implementation of NPE schemes.

33.2.1 As part and parcel of the various schemes prepared under the National Policy on Education specialised management structures have been envisaged.

33.2.2 The CABE Committee on Management of Education has already discussed the frame work suggested by National Institute of Educational Planning and Administration (NIEPA) for establishment of State Advisory Boards of Education, District Boards of Education, School complexes and village Education Committees.

33.2.3 The NIEPA has also prepared a programme for training of Education administrators in the implementation of NPE schemes. States and Union Territories in the recent Conference of State Education Secretaries have been requested to participate in this programme.

33.2.4 The scheme for Vocational Education at plus 2 level contemplates streamlining of the Management structure by provision of coordination mechanisms at Institutional, District, State and National levels. Special units for Vocational education in the offices of District Education Officers, State Councils of Vocational Education and Joint Council of Vocational Education (at the National level) constitute the hierarchy of the Management structure.

33.2.5 For the efficient management of the Navodaya Vidyalyayas, District level Management Committees have been formed under the chairmanship of the District Magistrates.

33.2.6 For the management of the National Literacy Programme also, management structures have been contemplated. At the National level, the National Literacy Mission Authority which will operate through an Executive Committee and a Mission Task Force has been established. Similar institutions are envisaged at the level of the States also.

33.2.7 The Tata Consultancy Services have already studied managerial innovations to be organised within the Department of Education. This study has recommended establishment of a streamlined Management Information System. Based on presentation of the recommendations of the Tata Consultancy Services in this regard before the Human Resource Development Minister, it has been decided to establish and try out—on pilot basis—a monitoring and evaluation system in a few crucial areas. Following up on this, Tata Consultancy Services have undertaken a project for establishment a Monitoring and Evaluation System (Decision Support System) for science education and vocationalisation of Education.

33.2.8 The Birla Institute of Technology and Science have separately undertaken and completed a Systems analysis of the operations of the Department of Education. As a continuation of this, they have also suggested a model for implementing integrated programmes for Human Resource Development.

A report on Implementation of the National Policy on Education, 1986 has been submitted to Parliament in March, 1988.

34. Resources for Education

PRESENT STATUS

34.1.0 The following is the present status of funding of Education in India :

- Expenditure on education as a percentage of GNP is 3.7 (Rs. 10,000 crore approximately).
- Governmental source accounts for 80% of funding, balance 20% being shared between private sources(15%) and local bodies (5%).
- Non-Plan expenditure is of the order of 87% of total expenditure.
- Over the years, total Central and State Plan expenditure has decreased—from 7.9% during First Plan to 2.6% in Sixth Plan.
- While over the years share of Central Government has increased from 25% to 37% on the Plan side, it has come down from 16% to 6% on the non-Plan side.
- Intra-sectoral resource allocation over the years presents the following picture:

	First Plan (Percentage)	Seventh Plan
Elementary	56	29
Secondary	13	16
University and General	18	44
Technical	13	11

SEVENTH PLAN, PERSPECTIVE UPTO 2000 AD AND STRATEGY

34.2.0 Provision of resources for Education has to take into account, the following perspective already presented in VII plan.

- Elimination of illiteracy
- Universal Elementary education
- Continuing and recurrent education
- Vocationalisation of Secondary Education
- Use of modern communication technology.
- Overall improvement in quality of education.
- Consolidation and quality improvement in higher and technical education.

RESOURCE AS ENVISAGED IN NPE, 1986

34.3.0 NPE 1986 calls for meaningful partnership between the Centre and States, particularly in the context of Education having become a concurrent subject with the Constitutional amendment of 1976. Of course, the Policy recommends mobilisation of resources through public contribution, donations, raising funds at higher levels of education and bringing about internal efficiencies. But it clearly also says that largely Government will have to provide the funds. Further it calls for investment in Education from Eighth Five Year Plan onwards at a uniform level of over 6% of the National Income (Above Rs. 14,400 crore per annum relative to 1986-87).

NINTH FINANCE COMMISSION

34.4.0 A statement has been submitted to the Ninth Finance Commission by the Department of Education projecting the fund requirements of the Education Sector. (States have also been requested to present their requirements for Education as well before the Commission). A Committee of Central Advisory Board of Education (CABE) is also being set up to look into this matter in the context of the Ninth Finance Commission. The statement already submitted to the Commission by the Department has projected the requirements for the Central Sector as follows :

	For 1989-90	(Rs. in crores)	For 1990 to 1995
Plan	1870		5700
Non-Plan	652		3000

(The follow-up commitments of State Governments during VIII Plan have also been indicated in the statement mentioned above)

34.5.0 RESOURCE CRUNCH AND NPE

As already stated under 'Introduction', for the current year, for the Central Education Plan funds have been provided only at last year's level— Rs. 800 crores. Unlike the earlier Education Policies, the present Policy has been backed by a detailed Programme of Action approved by the Parliament. Under the Programme of Action achievement of specific physical targets before stipulated date-lines has been envisaged-like for universalisation of elementary education, vocationalisation of secondary education, removal of illiteracy, etc. These time bound physical targets will not be capable of achievement unless adequate funds are provided to the Centre and the States through Plan and based on the recommendations of the Finance Commission. During the year 1988-89 physical targets have had to be scaled down due to limited resources. By implication, date-lines will have to be pushed further down into the future.

35. Border Area Development Programme

5.1.1 Under the Border Area Development Programmes (BADEP) for the border States of Jharkhand, Rajasthan, Punjab and Jammu & Kashmir, a provision of Rs. 200 crores was made for the Seventh Five Year Plan. The programme was implemented by the Ministry of Home Affairs during the year 1986-87, but was transferred to the Department of Education from the year 1987-88. It is intended that the programme would not be confined only to Education which has a critical input for the overall development of border areas. The efforts under BADEP are a supplement to the State Educational Development Programmes including those that may be taken up under the NREP, RLEGP, IRD and Desert Development Programmes. For the year 1987-88, an allocation of Rs. 25 crores was made available.

5.1.2 For implementing the Programme, Department of Education formulated guidelines and circulated the same to the Border States. They were requested to send their proposals according to these guidelines. A Sanctioning Committee under the Chairmanship of Union Education Secretary has been set up with representatives from the Planning Commission, the State Governments and the concerned Ministries to clear the proposals of States promptly.

5.1.3 As recommended by the Sanctioning Committee, administrative approval for various programmes/activities amounting to Rs. 36.48 crores was conveyed to State Governments and the entire budget provision of Rs. 25 crores was released to them during 1987-88. The following table gives the State-wise position of administrative approval and amounts released so far:-

Name of the State	Administrative sanction issued	Amount released	
		1987-88	1988-89
			(Rs in lacs)
Jharkhand	385.71	355.69	30.02
Punjab	859.45	523.95	
Rajasthan	849.91	738.17	76.65
Jammu & Kashmir	1558.19	882.19	
	<u>3653.26</u>	<u>2500.00</u>	<u>106.67</u>

5.1.4 The State Governments have been authorised to carry forward unspent balances out of amounts released in 1987-88 till 31st August, 1988.

5.2.0 During 1988-89, a budget provision of Rs. 35.50 crores has been made for this programme. The Sanctioning Committee has met during the current financial year on 22.4.88. Progress of expenditure and physical achievements have been reviewed in these meetings. It has been found that all the States have started implementing the programme in full swing. Construction activities have commenced. Purchases of tools and equipment have commenced. Additional teachers have come into position/or are being appointed in the School systems. States have also been advised to prepare perspective model plans simultaneously so that orderly development of Education is brought about in the Border Areas. Fresh proposals have been called for limiting the requirement of funds to Rs. 50 lakhs per block.

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